WEST LOS ANGELES COLLEGE

Institutional Self Evaluation Report

In Support of Reaffirmation of Accreditation

Submitted by:

WEST LOS ANGELES COLLEGE
9000 OVERLAND AVENUE
CULVER CITY, CA 90230

Submitted to:
Accrediting Commission for Community and Junior Colleges,
Western Association of Schools and Colleges

Date Here
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Introduction
INTRODUCTION

West Los Angeles College opened its doors in February 1969. It is one of the nine Los Angeles Community College District (LACCD) campuses and serves the communities of West Adams, the Crenshaw District, Baldwin Hills/Ladera, Culver City, Palms, Venice, Marina del Rey, Westchester, and West Los Angeles among others. This gives West a student body which is highly diverse in income, race, and culture and draws from economically depressed neighborhoods to very affluent ones. (ACCJC Policy on Public Disclosure and Confidentiality in the Accreditation Process.)

While the idea of West began in 1958, it was not until May of 1968 that approximately $2.5 million for a building contract to establish West Los Angeles College was approved and Dr. Morris J. Heldman was appointed president. An ambitious goal was set to open the college in January 1969. But historical torrential rains set back construction. That did not stop the college from taking forward steps, however. Before Nike coined the term, West was marked by a “Just Do It” culture, which is still present in the college today. Faculty and staff hiring, registration and other administrative work was conducted in offices that Culver City was kind enough to lend, including the Culver City jail. Opening day was changed to February 10, 1969.

In addition to the usual core classes and programs leading to university transfer, West is known for its outstanding online program. In recognition of outstanding work in distance education, West was invited to be part of the State Chancellor’s Online Education Initiative that has the goal of developing a common online educational portal and assessment tool to be used by all of the CCCs.

Other standout programs at West include Dental Hygiene, Aviation Tech, Motion Picture Television Program (MPTP), Police Orientation and Preparation Program (POPP), Paralegal, and CSIT. The Paralegal program was the first in LACCD to be ABA-approved. The Dental Hygiene program has boasted 100% professional exam passage for its graduates for over a decade. Recently, it was selected as one of only 15 California Community Programs to be authorized to offer a Bachelor’s degree. The Aviation Technology program is one of few community college programs in the region and the Motion Picture Television Program is even more unique, preparing students for entry-level behind the scenes (“below the line”) trades in the entertainment industry. The Computer Science Information Technology program prepares students for transfer to competitive university engineering programs, to go directly into the workforce, or to level up as working professionals. West has also recently added Global Studies and an expanded Study Abroad program.

1 ACCJC Policy on Public Disclosure and Confidentiality in the Accreditation Process
Recent Major Developments

Campus transformation began with facilities planning and construction funded by three bond funds. In addition to four new buildings, including the General Classroom Building, the Student Services Building, the Math-Science Center, and the parking structure, and construction of a new entrance road, many other facilities were upgraded.

Approximately three years and eight projects remain under the building program funded by the last bond. They include the construction of a facility for the Motion Picture Television Production program, a performing arts amphitheater, renovation of the physical education and dance facilities, upgrades to and expansion of the Central Plant facilities, accessibility improvements, upgrades to campus security, and a new technology learning center. Campus entry signage was recently completed.

West: An Achieving the Dream Leader College

In fall 2011, West joined Achieving the Dream (ATD), a nationwide reform initiative focused on improving community college success and closing achievement gaps. ATD is a component of the college’s Student Success Committee, which is committee of the Academic Senate, and institutionalized into the College’s participatory governance structure. The College is focused on improving communication with students, professional development, and enhancing the tutoring program. The Student Success Committee/ATD Core Team publishes a monthly newsletter to share progress on the College interventions, feature articles written by students, and other related student success news. West also presents at the ATD Annual DREAM conference and participates in the Emerging Ideas Exchange to share highlights of West’s ATD interventions.

West was recently recognized as an Achieving the Dream Leader College, which is a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. West’s fall to fall student persistence rose more than five percent between 2010 and 2013. The data also shows West is decreasing the gaps in persistence between Black, Latino and low-income students and the persistence of White and Asian students. The fall to fall persistence for African American students rose ten percent from fall 2010 to fall 2013. Contributing factors to the gains in persistence include using the Achieving the Dream framework and making progress on our established intervention strategies of Enhanced Communication with Students, Professional Development, and Enhanced Tutoring. As a Leader College, West has an ongoing commitment to review student achievement, identify gaps, and base systematic planning on the analysis of relevant data to improve student success.

---

2 Student Success Committee webpage with ATDetails newsletters
3 ATD DREAM Conference
4 WLAC One of 19 Named “Leader College” by Achieving the Dream Press Release
Our commitment to our students at West is as strong as ever. We are clear that we must meet students where they are in their academic preparation and readiness for the rigors of a collegiate learning environment and work with them from that point forward.

THE STUDENTS WEST SERVES:  
Student Trends

~ Credit Student Headcount ~

West Los Angeles College opened in spring 1969 with a headcount of 3,282 students (Figure 1, Table 1). Peak headcount was reached in fall 1980, at 11,640 students, followed by a steep decline in enrollment. The 1980 enrollment level was nearly reached again in fall 2010 when 11,140 credit students were enrolled at census. In the four years since, fall enrollment has averaged 10,243. West’s headcount increases and declines mirror the trends of the Los Angeles Community College District overall.

FIGURE 1: Fall Census Credit Headcount, 1969 To 2014
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<td>2014</td>
<td>10,032</td>
<td>135,599</td>
</tr>
</tbody>
</table>

**Note:** Headcount is the number of individual students (unduplicated).

**Source for all student trend and demographic data:**
The Los Angeles Community College District Office Student Information System (SIS).
Major Demographic Trends

~ Shifts in Racial/Ethnic Makeup ~

Perhaps the most significant change in the recent past has been the rise in Hispanic/Latino students as the largest racial/ethnic group on campus. Between 2009 and 2014, Hispanic/Latino representation among fall credit-taking students enrolled at census has increased from 29.1% to 42.2%. This rise in Hispanic/Latino students coincides with a decrease in proportion of Black/African-American fall students by eighteen percent over the same time period (from 37% in 2009 to 30.2% in 2014). These changes mark a major shift in the college racial/ethnic makeup. From 1975 to 2008, African Americans made up at least forty percent of West credit students. Overall, the combined Black/African American and Hispanic/Latino proportion of fall credit-taking students, which has been over 70% since 1994.

| TABLE 2: Fall Census Credit Headcount by Race/Ethnicity, Gender, and Age, 2009 to 2014 |
|-----------------------------------------------|----------------|----------------|----------------|----------------|----------------|----------------|
| Race / Ethnicity                              | Fall 2009     | Fall 2010     | Fall 2011     | Fall 2012     | Fall 2013     | Fall 2014     |
| Hispanic / Latino                             | 29.1%         | 30.6%         | 33.4%         | 37.9%         | 40.5%         | 42.2%         |
| Black / African American                      | 37.0%         | 37.1%         | 36.1%         | 32.4%         | 31.4%         | 30.2%         |
| White                                         | 13.7%         | 13.7%         | 13.1%         | 13.4%         | 13.4%         | 12.8%         |
| Asian                                         | 7.4%          | 7.3%          | 6.6%          | 6.3%          | 5.9%          | 6.3%          |
| Pacific Islander                              | 0.4%          | 0.3%          | 0.3%          | 0.2%          | 0.2%          | 0.3%          |
| American Indian / Alaskan Native              | 0.4%          | 0.3%          | 0.3%          | 0.3%          | 0.3%          | 0.3%          |
| Non-Hispanic/Latino Multi-Ethnic              | 1.9%          | 2.9%          | 3.2%          | 3.6%          | 3.8%          | 4.1%          |
| Unknown / Did not Respond                     | 10.0%         | 7.8%          | 7.0%          | 5.8%          | 4.5%          | 3.9%          |
| Gender                                        |               |               |               |               |               |               |
| Female                                        | 60.5%         | 60.8%         | 61.6%         | 60.7%         | 60.0%         | 58.0%         |
| Male                                          | 39.5%         | 39.2%         | 38.4%         | 39.3%         | 40.0%         | 42.0%         |
| Age                                           |               |               |               |               |               |               |
| Concurrent High School                        | 8.3%          | 5.5%          | 3.6%          | 3.0%          | 2.1%          | 2.3%          |
| 19 and Under                                  | 13.3%         | 15.1%         | 15.5%         | 16.1%         | 16.4%         | 16.4%         |
| 20-24                                         | 28.2%         | 29.9%         | 31.3%         | 32.5%         | 32.2%         | 34.5%         |
| 25-34                                         | 26.6%         | 26.5%         | 26.3%         | 25.7%         | 26.8%         | 26.1%         |
| 35 and over                                   | 23.6%         | 23.1%         | 23.2%         | 22.7%         | 22.5%         | 20.6%         |

Source: Los Angeles Community College District Student Information System.
Another large demographic shift that has occurred in the recent past is a 22.3% increase in the proportion of fall credit students enrolled at census aged 20 to 24, from 28.2% in fall 2009 to 34.5% in fall 2014 which is an historical high. Looking at longer-term trends, the relatively moderate three-percentage-point decline in students aged 35 and over is the result of a longer demographic shift. Another recent shift is the sharp decline in the proportion of concurrently enrolled high school students.

~ Other Demographic Trends ~

The proportion of male students has risen steadily risen by 6.3% when comparing credit enrollees in fall 2014 to those in fall 2009. Additional trends include a decrease in the proportion of students with unreported or missing ethnic information, and an increase in the proportion of students identifying as multiple ethnicities.

Perhaps the most significant change in the recent past has been the rise in Hispanic/Latino students as the largest racial/ethnic group on campus.

**The Community West Serves: Service Area**

~ Fall Credit Census Head Count by Zip Code, Fall 2010 to Fall 2014~

Analyzing the zip codes of students enrolled at census, forty zip codes accounted for 75% of students enrolled for credit in fall 2014. The top zip codes included the neighborhoods of Los Angeles (West Adams, Palms, Hyde Park/View Park/Windsor Hills, Baldwin Hills/Crenshaw/Leimert Park, Country Club Park/Mid City, Jefferson Park), Culver City, and Inglewood.
### FIGURE 2: Top 40 Zip Codes of Fall 2014 Credit Students Enrolled at Census

![Map showing top 40 Zip Codes of Fall 2014 Credit Students Enrolled at Census](image)

### TABLE 3: Top 40 Zip Codes of Fall Credit Census Headcount Students, Fall 2010 – Fall 2014

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>City (City of LA)</th>
<th>Fall 2010</th>
<th>% of All Students</th>
<th>Fall 2011</th>
<th>% of All Students</th>
<th>Fall 2012</th>
<th>% of All Students</th>
<th>Fall 2013</th>
<th>% of All Students</th>
<th>Fall 2014</th>
<th>% of All Students</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>90016</td>
<td>West Adams</td>
<td>682</td>
<td>6.12%</td>
<td>728</td>
<td>6.80%</td>
<td>678</td>
<td>6.81%</td>
<td>737</td>
<td>7.17%</td>
<td>716</td>
<td>7.14%</td>
<td>7.14%</td>
</tr>
<tr>
<td>90034</td>
<td>Palms</td>
<td>629</td>
<td>5.65%</td>
<td>647</td>
<td>6.05%</td>
<td>641</td>
<td>6.44%</td>
<td>637</td>
<td>6.19%</td>
<td>598</td>
<td>5.96%</td>
<td>13.10%</td>
</tr>
<tr>
<td>90043</td>
<td>Hyde Park</td>
<td>593</td>
<td>5.32%</td>
<td>579</td>
<td>5.41%</td>
<td>503</td>
<td>5.05%</td>
<td>500</td>
<td>4.86%</td>
<td>479</td>
<td>4.77%</td>
<td>17.87%</td>
</tr>
<tr>
<td>90230</td>
<td>Culver City</td>
<td>511</td>
<td>4.59%</td>
<td>437</td>
<td>4.08%</td>
<td>408</td>
<td>4.10%</td>
<td>435</td>
<td>4.23%</td>
<td>432</td>
<td>4.31%</td>
<td>22.18%</td>
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<tr>
<td>90008</td>
<td>Baldwin Hills</td>
<td>437</td>
<td>3.92%</td>
<td>448</td>
<td>4.19%</td>
<td>444</td>
<td>4.46%</td>
<td>419</td>
<td>4.07%</td>
<td>422</td>
<td>4.21%</td>
<td>26.39%</td>
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<tr>
<td>90019</td>
<td>Country Club</td>
<td>396</td>
<td>3.55%</td>
<td>391</td>
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<td>371</td>
<td>3.73%</td>
<td>429</td>
<td>4.17%</td>
<td>398</td>
<td>3.97%</td>
<td>30.35%</td>
</tr>
<tr>
<td>90302</td>
<td>Inglewood</td>
<td>418</td>
<td>3.75%</td>
<td>429</td>
<td>4.01%</td>
<td>372</td>
<td>3.74%</td>
<td>355</td>
<td>3.45%</td>
<td>364</td>
<td>3.63%</td>
<td>33.98%</td>
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<tr>
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<td>Jefferson Park</td>
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<td>3.20%</td>
<td>375</td>
<td>3.50%</td>
<td>358</td>
<td>3.60%</td>
<td>399</td>
<td>3.88%</td>
<td>422</td>
<td>4.21%</td>
<td>38.19%</td>
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<tr>
<td>90045</td>
<td>LA Area</td>
<td>332</td>
<td>2.98%</td>
<td>306</td>
<td>2.86%</td>
<td>275</td>
<td>2.76%</td>
<td>280</td>
<td>2.72%</td>
<td>276</td>
<td>2.75%</td>
<td>40.94%</td>
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<td>Mar Vista</td>
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<td>2.53%</td>
<td>306</td>
<td>2.86%</td>
<td>270</td>
<td>2.71%</td>
<td>282</td>
<td>2.74%</td>
<td>282</td>
<td>2.81%</td>
<td>43.75%</td>
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<tr>
<td>90047</td>
<td>South Central</td>
<td>300</td>
<td>2.69%</td>
<td>310</td>
<td>2.90%</td>
<td>228</td>
<td>2.29%</td>
<td>263</td>
<td>2.56%</td>
<td>267</td>
<td>2.66%</td>
<td>46.41%</td>
</tr>
<tr>
<td>90301</td>
<td>Inglewood</td>
<td>288</td>
<td>2.59%</td>
<td>264</td>
<td>2.47%</td>
<td>260</td>
<td>2.61%</td>
<td>260</td>
<td>2.53%</td>
<td>270</td>
<td>2.69%</td>
<td>49.10%</td>
</tr>
<tr>
<td>90062</td>
<td>South Central</td>
<td>250</td>
<td>2.24%</td>
<td>229</td>
<td>2.14%</td>
<td>216</td>
<td>2.17%</td>
<td>240</td>
<td>2.33%</td>
<td>244</td>
<td>2.43%</td>
<td>51.54%</td>
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<td>90232</td>
<td>Culver City</td>
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<td>2.34%</td>
<td>219</td>
<td>2.05%</td>
<td>212</td>
<td>2.13%</td>
<td>170</td>
<td>1.65%</td>
<td>184</td>
<td>1.83%</td>
<td>53.37%</td>
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</table>
### TABLE 3: Top 40 Zip Codes of Fall Credit Census Headcount Students, Fall 2010 – Fall 2014

...continued

<table>
<thead>
<tr>
<th>Zip Code</th>
<th>City Name</th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>Fall 2012</th>
<th>Fall 2013</th>
<th>Fall 2014</th>
<th>Cumulative%</th>
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<td>90044</td>
<td>Athens</td>
<td>232</td>
<td>213</td>
<td>201</td>
<td>179</td>
<td>188</td>
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<td>Hawthorne (Hollywood)</td>
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<td>179</td>
<td>179</td>
<td>168</td>
<td>163</td>
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<tr>
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<td>168</td>
<td>167</td>
<td>179</td>
<td>202</td>
<td>58.88%</td>
</tr>
<tr>
<td>90035</td>
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<td>137</td>
<td>130</td>
<td>118</td>
<td>149</td>
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<td>114</td>
<td>122</td>
<td>123</td>
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<td>101</td>
<td>98</td>
<td>97</td>
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</tr>
<tr>
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<td>Sawtelle (City of LA)/</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>West Los Angeles (City of LA)</td>
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<td>90003</td>
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<td>109</td>
<td>114</td>
<td>90</td>
<td>89</td>
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<td>114</td>
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<td>73</td>
<td>79</td>
<td>93</td>
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<td></td>
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<td>69</td>
<td>79</td>
<td>78</td>
<td>87</td>
<td>67.21%</td>
</tr>
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<td>63</td>
<td>79</td>
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<td>72</td>
<td>76</td>
<td>67</td>
<td>65</td>
<td>59</td>
<td>68.59%</td>
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</tr>
<tr>
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<td>73</td>
<td>64</td>
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<td>60</td>
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<td>61</td>
<td>51</td>
<td>52</td>
<td>71.53%</td>
</tr>
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<td>Marina del Rey</td>
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<td>53</td>
<td>57</td>
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</tr>
<tr>
<td>90304</td>
<td>Lennox</td>
<td>42</td>
<td>53</td>
<td>50</td>
<td>52</td>
<td>59</td>
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</tr>
<tr>
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<td>Hancock Park (City of LA)</td>
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<td>43</td>
<td>44</td>
<td>50</td>
<td>41</td>
<td>72.98%</td>
</tr>
<tr>
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<td>Lawndale</td>
<td>56</td>
<td>44</td>
<td>46</td>
<td>50</td>
<td>40</td>
<td>73.38%</td>
</tr>
<tr>
<td>90405</td>
<td>Santa Monica</td>
<td>50</td>
<td>53</td>
<td>41</td>
<td>43</td>
<td>40</td>
<td>73.77%</td>
</tr>
<tr>
<td>90049</td>
<td>Bel Air Estates (City of LA)/</td>
<td>67</td>
<td>52</td>
<td>33</td>
<td>24</td>
<td>40</td>
<td>74.17%</td>
</tr>
<tr>
<td></td>
<td>Brentwood (City of LA)</td>
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<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>90046</td>
<td>Mount Olympus (City of LA)</td>
<td>48</td>
<td>40</td>
<td>32</td>
<td>48</td>
<td>45</td>
<td>74.62%</td>
</tr>
<tr>
<td>90059</td>
<td>Watts (City of LA)/ Willowbrook</td>
<td>47</td>
<td>44</td>
<td>43</td>
<td>37</td>
<td>39</td>
<td>75.01%</td>
</tr>
</tbody>
</table>

Subtotal: 8,144 73.11% 7,921 74.01% 7,390 74.24% 7,547 73.39% 7,525 75.01%

OTHER ZIP CODES: 2,996 26.89% 2,782 25.99% 2,564 25.76% 2,737 26.61% 2,507 24.99%

GRAND TOTAL: 11,140 100.00% 10,703 100.00% 9,954 100.00% 10,284 100.00% 10,032 100.00%
~ Equity Data Comparison ~

In 2014, as part of the College’s work to develop the Student Equity Plan, West analyzed the top thirty zip codes of West enrollees from fall 2008 to fall 2013 for the purpose of comparing the core student population with the wider population of those communities West serves. From this data one can observe that the communities from which the core group of West students derive differ in several ways from the county and state.

The communities of the top 30 zip codes of West students:

- Have a much higher proportion of African Americans: 24.9% for West’s top 30 student zip codes compared to 9.2% in Los Angeles County and 6.6% for the State.
- Have a higher proportion of households with income below poverty level: 23.9% for West’s top 30 student zip codes compared to 17% for the county and 15% in for the State.
- Have lower educational level: 27.5% of the population 25 or over in the top 30 zip codes have not graduated high school, compared to 23.6% for the County and 19% for the State.

| TABLES 4A, 4B. Gender and Racial/Ethnic Composition of Top 30 Zip Codes of West Students Enrolled Fall 2008 – Fall 2013 Against County and State figures |
|---------------------------------|---------------------------------|-----------------|-----------------|
| **GENDER COMPOSITION**          | **Top 30 WLAC Student Zip Codes** | **Los Angeles County** | **California** |
|                                 | Fall ‘08 – Fall ‘13              |                  |                 |
| Male                            | 48.6%                           | 49.3%            | 49.7%           |
| Female                          | 51.4%                           | 50.7%            | 50.3%           |
| **RACIAL / ETHNIC COMPOSITION** | **Top 30 WLAC Student Zip Codes** | **Los Angeles County** | **California** |
|                                 | Fall ‘08 – Fall ‘13              |                  |                 |
| Black or African American (one race) | 24.9%                           | 9.2%             | 6.6%            |
| American Indian / Alaskan Native   | 0.4%                             | 1.5%             | 1.7%            |
| Asian or Pacific Islander (one race)  | 7.8%                             | 15.0%            | 14.6%           |
| Hispanic or Latino (of any race)    | 47.3%                            | 48.3%            | 38.4%           |
| White alone, not Hispanic or Latino | 18.2%                            | 27.2%            | 39.0%           |

Poverty, Racial/Ethnic Composition, and Educational Attainment for West Students calculated using data from the 2008-2012 American Community Survey (ACS) 5-Year Estimates (S1701: Poverty
Status in the Past 12 Months). Los Angeles County and California figures were also from the 2008-2012 ACS 5-Year Estimates (source: http://quickfacts.census.gov/qfd/states/06/06037.html)

| TABLES 5A, 5B. Poverty and Educational Attainment of Top 30 Zip Codes of West Students Enrolled Fall 2008 – Fall 2013 Against County and State figures |
|--------------------------|----------------|-----------------|-----------------|
| Percentage of All People Whose Income was below Poverty Level in the past 12 months | Top 30 WLAC Student Zip Codes Fall ’08 – Fall ’13 | Los Angeles County | California |
| | 23.9% | 17.1% | 15.3% |

<table>
<thead>
<tr>
<th>Educational Attainment, Population 25 and over</th>
<th>Top 30 WLAC Student Zip Codes Fall ’08 – Fall ’13</th>
<th>Los Angeles County</th>
<th>California</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than High School Graduate</td>
<td>27.5%</td>
<td>23.6%</td>
<td>19.0%</td>
</tr>
<tr>
<td>High School Graduate (includes equivalency)</td>
<td>19.2%</td>
<td>20.4%</td>
<td>20.7%</td>
</tr>
<tr>
<td>Some College, Associates Degree</td>
<td>24.9%</td>
<td>26.4%</td>
<td>29.9%</td>
</tr>
<tr>
<td>Bachelor’s Degree or Higher</td>
<td>28.5%</td>
<td>29.5%</td>
<td>30.5%</td>
</tr>
</tbody>
</table>

These data also reveal some differences between West’s actual student population and the communities from which these students derive. West’s student population has a consistently higher proportion of females and of African Americans than the communities that comprise the Top 30 zip codes of West students in recent years (Tables 5a, 5b). While the top 30 zip code areas are 51.4% female, and 24.9% African American, the fall 2014 West credit-taking student population was 58% female and 31.4% African American. Conversely, male students and Hispanic/Latino students are lower in proportion at West than they are in the top 30 zip code areas. (ACCJC Policy on Monitoring Institutional Performance)5

**Employment in the Service Area**

*~ Largest Occupations in Los Angeles County ~*

The largest occupation in Los Angeles County as of 2014 is Retail Salesperson, with 117,217 jobs. The number of Retail Salesperson jobs is expected to increase by 10% between 2014 and 2020 to 129, 149 jobs. The next four largest occupations in the county are: General Office Clerks; Cashiers; Laborers and Freight, Stock, and Material Movers; and Combined Food Preparation and Serving Workers (Including Fast Food). Of the top ten largest occupations, Combined Food Preparation and Serving Workers, Including Fast Food, are projected to increase the most between 2014 and 2020. This occupation is projected to have 105,145 jobs in 2020, an increase of 20% from the 2014 figure of 87,368.

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5 ACCJC Policy on Monitoring Institutional Performance Compliant
Among the top ten largest occupations, General and Operations Managers pays the most with 2014 median hourly earnings of $51. The second highest paying among the largest occupations is Registered Nurses, with 2014 median hourly earnings of $45.69. For the largest occupation, Retail Salesperson, 2014 median hourly earnings were $11.03. The fastest growing occupation on this list, Combined Food Preparation and Serving Workers, Including Fast Food, has the lowest 2014 Median Hourly Earnings of $9.76.

**TABLE 6: Job Growth for Ten Largest Occupations in Los Angeles County**

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Retail Salespersons</td>
<td>117,217</td>
<td>129,149</td>
<td>11,932</td>
<td>10%</td>
<td>$11.03</td>
</tr>
<tr>
<td>Office Clerks, General</td>
<td>97,715</td>
<td>103,006</td>
<td>5,291</td>
<td>5%</td>
<td>$14.53</td>
</tr>
<tr>
<td>Cashiers</td>
<td>95,830</td>
<td>102,877</td>
<td>7,048</td>
<td>7%</td>
<td>$9.87</td>
</tr>
<tr>
<td>Laborers and Freight, Stock, and Material Movers, Hand</td>
<td>90,051</td>
<td>95,951</td>
<td>5,900</td>
<td>7%</td>
<td>$11.78</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>86,753</td>
<td>106,143</td>
<td>19,390</td>
<td>22%</td>
<td>$9.76</td>
</tr>
<tr>
<td>General and Operations Managers</td>
<td>72,863</td>
<td>78,468</td>
<td>5,604</td>
<td>8%</td>
<td>$51.00</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>71,538</td>
<td>80,048</td>
<td>8,510</td>
<td>12%</td>
<td>$45.69</td>
</tr>
<tr>
<td>Waiters and Waitresses</td>
<td>69,078</td>
<td>79,493</td>
<td>10,415</td>
<td>15%</td>
<td>$9.97</td>
</tr>
<tr>
<td>Stock Clerks and Order Fillers</td>
<td>63,793</td>
<td>66,555</td>
<td>2,762</td>
<td>4%</td>
<td>$11.38</td>
</tr>
<tr>
<td>Customer Service Representatives</td>
<td>60,256</td>
<td>65,008</td>
<td>4,752</td>
<td>8%</td>
<td>$16.98</td>
</tr>
</tbody>
</table>

*Source: Economic Modeling Specialists International (EMSI) QCEW Economy – EMSI 2014*
The occupation projected to grow the fastest in Los Angeles County between 2014 and 2020 is Home Health Aides. It is projected that in 2020 there will be 10,845 Home Health Aid jobs in Los Angeles County, an increase of 70% from the 2014 mark of 15,407 jobs. Personal Care Aides are expected to increase by nearly as much. There are expected to be 82,257 Personal Care Aide jobs in 2020, a 68% increase from the 48,830 jobs in this occupation in 2014.

Of these fastest growing occupations in the county, Registered Nurses has the highest median hourly earnings at $45.69 per hour. This occupation is expected to grow 12%, with 80,048 jobs in 2020.

FIGURE 4: Change in Number of Jobs of Ten Fastest Growing Occupations
### TABLE 7: Number and Percent Change in Fastest Growing Occupations

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Care Aides</td>
<td>48,830</td>
<td>82,257</td>
<td>33,427</td>
<td>68%</td>
<td>$10.54</td>
</tr>
<tr>
<td>Combined Food Preparation and Serving Workers, Including Fast Food</td>
<td>86,753</td>
<td>106,143</td>
<td>19,390</td>
<td>22%</td>
<td>$9.76</td>
</tr>
<tr>
<td>Retail Salespersons</td>
<td>117,217</td>
<td>129,149</td>
<td>11,932</td>
<td>10%</td>
<td>$11.03</td>
</tr>
<tr>
<td>Home Health Aides</td>
<td>15,407</td>
<td>26,252</td>
<td>10,845</td>
<td>70%</td>
<td>$11.45</td>
</tr>
<tr>
<td>Waiters and Waitresses</td>
<td>69,078</td>
<td>79,493</td>
<td>10,415</td>
<td>15%</td>
<td>$9.97</td>
</tr>
<tr>
<td>Registered Nurses</td>
<td>71,538</td>
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<td>8,510</td>
<td>12%</td>
<td>$45.69</td>
</tr>
<tr>
<td>Cashiers</td>
<td>95,830</td>
<td>102,877</td>
<td>7,048</td>
<td>7%</td>
<td>$9.87</td>
</tr>
<tr>
<td>Nursing Assistants</td>
<td>33,326</td>
<td>40,257</td>
<td>6,931</td>
<td>21%</td>
<td>$13.38</td>
</tr>
<tr>
<td>Cooks, Restaurant</td>
<td>32,968</td>
<td>39,796</td>
<td>6,828</td>
<td>21%</td>
<td>$11.29</td>
</tr>
<tr>
<td>Secretaries and Administrative Assistants, Except Legal, Medical, and Executive</td>
<td>59,063</td>
<td>65,796</td>
<td>6,733</td>
<td>11%</td>
<td>$17.80</td>
</tr>
</tbody>
</table>

**Source:** Economic Modeling Specialists International (EMSI) QCEW Economy – EMSI 2014
WEST LOS ANGELES COLLEGE SELF EVALUATION

Student Achievement Data and Institution-Set Standards
West evaluates its progress toward its Mission through its Strategic Directions, Strategic Goals and Objective using student achievement outcomes, institution set standards, as well as other metrics including assessment of student learning outcomes and other quantitative and qualitative metrics specified in the Educational Master Plan, the college’s strategic plan. Indeed, student achievement outcomes are one of the cornerstones in the creation of the college’s strategic Educational Master Plan, as the resource materials used in its development demonstrate.¹

West, led by the Planning and Institutional Effectiveness (PIE) Committee and following the college’s participatory governance process, adopted institution set standards for achievement for successful course completion rates, completion of degrees, completion of certificates, and numbers of student who transfer to 4-year institutions. Initial steps for adopting the standards included agreeing to a definition of the meaning of the term ‘institution set standards,’ and then developing and agreeing to the approach for setting the

standards. Discussion began at the PIE Committee meeting of February 13, 2013² and was continued on March 6, 2013.³ The final institution set standards recommended by the PIE Committee to the College Council were approved by the president on March 18, 2014.⁴

Student achievement data as well as institution set standards are folded into West’s planning and evaluation of progress at both the college level and district level. These metrics are aligned with both the college mission and goals, and the district mission and goals. The annual evaluation of progress in achieving district and college goals, based on analysis of student achievement outcome data, institution set standards, as well as other measures, provides an opportunity to assess progress, and make changes to improve outcomes.⁵

¹ Educational Master Plan Environmental Scan Data

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² PIE Committee Minutes, February 13, 2013

³ PIE Committee Minutes, March 6, 2013

⁴ College Council Recommendation, March 18, 2014, Presidents Response

⁵ College Planning and Effectiveness Report to the LACCD Board Institutional Effectiveness Committee: West-College-Effectiveness-Report-2014 and West-Planning-and-Effectiveness-PowerPoint
Student achievement metrics and institution set standards are reviewed annually at the Joint PIE/Budget Committee Meeting to Evaluate Effectiveness.\(^6\) A range of measures of effectiveness are evaluated, and recommendations\(^7\) are generated and forwarded through the participatory governance process to the College Council.

The institution set standards (ISS) and IEPI measures and targets are metrics that are specifically called out in the Educational Master Plan (EMP) as measures of progress on Strategic Direction 1, Dedication to Learning, Strategic Direction 3, Programs and Services Responsive to Student Needs.\(^8\)

The PIE Committee reviewed progress on West’s institution set standards one year after they were initially introduced and discovered that the number of graduates had fallen below the standard for an acceptable level of performance.\(^9\)

The resulting discussion and evaluation led to the formation of a workgroup to explore causes for the low level of degrees at both the process and policy levels. The workgroup identified a number of process problems involving communication between the Graduation Check Office,

\(^6\) PowerPoint for the Joint PIE/Budget Committee meeting to evaluate effectiveness, held on May 28, 2015; see slide 24 on page 11

\(^7\) Evaluation of Effective Use of Financial Resources: Recommendations

\(^8\) Educational Master Plan, page 30

\(^9\) PIE Committee Minutes, pages 3-4
TABLE 1. Student Achievement Outcome Measure and Institution Set Standard:

<table>
<thead>
<tr>
<th></th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Successful Course Completion Rate</td>
<td>Percentage of credit course enrollments where student earned a grade of C or better, and/or transfer students starting first time, tracked for six years who completed a degree, certificate, or transferred related</td>
<td>n/a</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
<td>59.4%</td>
<td>57.5%</td>
<td>58.3%</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Completion Rate</td>
<td>Percentage of degree, certificate, and/or transfer students starting first time, tracked for six years who completed a degree, certificate, or transferred related</td>
<td>n/a</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
<td>59.4%</td>
<td>57.5%</td>
<td>58.3%</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
</tr>
<tr>
<td>College Prepared</td>
<td>Student’s lowest course attempted in math or English was college level</td>
<td>n/a</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
<td>59.4%</td>
<td>57.5%</td>
<td>58.3%</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Unprepared</td>
<td>Student’s lowest course attempted for College English was pre-college level</td>
<td>n/a</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
<td>59.4%</td>
<td>57.5%</td>
<td>58.3%</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Math or English in the first three years</td>
<td>Student attempted any level of Math or English in the first three years</td>
<td>n/a</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
<td>59.4%</td>
<td>57.5%</td>
<td>58.3%</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Overall</td>
<td>Student attempted any level of Math or English in the first three years</td>
<td>n/a</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
<td>59.4%</td>
<td>57.5%</td>
<td>58.3%</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Remedial Rate</td>
<td>Percentage of credit students tracked for six years who started below transfer level in English, mathematics, and/or ESL, and completed a college-level course in the same discipline</td>
<td>n/a</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
<td>59.4%</td>
<td>57.5%</td>
<td>58.3%</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Math</td>
<td>25%</td>
<td>20%</td>
<td>18.7%</td>
<td>19.1%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
<td>19%</td>
</tr>
<tr>
<td>English</td>
<td>36%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
</tr>
<tr>
<td>ESL</td>
<td>36%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
<td>31.9%</td>
</tr>
<tr>
<td>Career Technical Education Rate</td>
<td>Percentage of students tracked for six years who completed more than eight units in courses classified as career technical education in a single discipline who completed a degree or certificate of attainment</td>
<td>n/a</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
<td>59.4%</td>
<td>57.5%</td>
<td>58.3%</td>
<td>60%</td>
<td>66%</td>
<td>63.2%</td>
</tr>
<tr>
<td>Completion of Degree</td>
<td>Number of associate degrees awarded</td>
<td>330</td>
<td>443</td>
<td>426</td>
<td>423</td>
<td>423</td>
<td>423</td>
<td>423</td>
<td>423</td>
<td>423</td>
<td>423</td>
</tr>
<tr>
<td>Completion of Certificates</td>
<td>Number of Chancellor’s Office approved certificates awarded</td>
<td>116</td>
<td>277</td>
<td>266</td>
<td>263</td>
<td>263</td>
<td>263</td>
<td>263</td>
<td>263</td>
<td>263</td>
<td>263</td>
</tr>
<tr>
<td>Transfers to 4-year Schools</td>
<td>Number of students who transferred to a 4-year college or university</td>
<td>175</td>
<td>363</td>
<td>247</td>
<td>277</td>
<td>277</td>
<td>277</td>
<td>277</td>
<td>277</td>
<td>277</td>
<td>277</td>
</tr>
</tbody>
</table>
students, and various instructional programs. Efforts to improve communication, to develop more convenient forms and procedures for students to use to apply for graduation were introduced. The success of these efforts is monitored annually, and graduation processes continue to be refined. Discussion in Standard II.C.2 provides additional detail about this improvement process. Additional discussion about the low graduation counts centered on adjusting the measure for a change in definition from number of awards granted to the unduplicated number of students who received awards. The ISS was adjusted for this change in computation.

Institution set standards for program completion at the program level have been set by the instructional divisions, and include both standards, as the minimum acceptable level, and also stretch goals. Program-level completion data and standards are published online to facilitate public access to the information.\textsuperscript{10}

Evaluation of institution set standards revealed lower-than-desired transfer rates. (See Table 1.) In addition, equity data\textsuperscript{11} which is the basis for the Equity Plan\textsuperscript{12} pointed to a transfer gap by student ethnicity, as Table 2 indicates.

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Cohort Count</th>
<th>Cohort Transfer</th>
<th>Transfer Propor.</th>
<th>Index</th>
</tr>
</thead>
<tbody>
<tr>
<td>African American</td>
<td>367</td>
<td>46.0%</td>
<td>44.5%</td>
<td>0.97</td>
</tr>
<tr>
<td>Asian/Pacific Islander</td>
<td>45</td>
<td>5.6%</td>
<td>5.9%</td>
<td>1.04</td>
</tr>
<tr>
<td>Hispanic</td>
<td>235</td>
<td>29.5%</td>
<td>23.2%</td>
<td>0.79</td>
</tr>
<tr>
<td>Other</td>
<td>5</td>
<td>0.6%</td>
<td>0.4%</td>
<td>0.59</td>
</tr>
<tr>
<td>Unknown</td>
<td>69</td>
<td>8.7%</td>
<td>11.0%</td>
<td>1.27</td>
</tr>
<tr>
<td>White</td>
<td>76</td>
<td>9.5%</td>
<td>15.1%</td>
<td>1.58</td>
</tr>
</tbody>
</table>

**Table 2. Equity Plan Indicator: Transfer and Ethnicity**

**Strategic Goal 1.1: Improve Student Achievement**

To improve transfer rates and close equity gaps, the Equity Plan\textsuperscript{13} outlines a number of responses including: targeting college transfer and career fairs to Hispanic and other targeted groups, provide transfer counseling to high-need students who are progressing along with IGETC/CSU GE requirements, and increasing the number of college and university tours among other strategies.

\textsuperscript{10} Institution Set Standards for Program Completion and Employment

\textsuperscript{11} Campus Data for the 2014 Equity Plan

\textsuperscript{12} Student Equity Plan 2014-2015

\textsuperscript{13} Student Equity Plan 2014-2015
STRATEGIC GOAL 3.1: Create clear completion pathways

Aligned with Strategic Goal 3.1, and to ensure that students begin their academic program at the best point, effective assessment and placement into the appropriate level of English and Math is essential. The Assessment Subcommittee evaluates student achievement data, successful course completion rates, in addition to other metrics to refine and improve the placement model. English and Math faculty scrutinize successful course completion rates for target courses of student who place into the courses, and compare these achievement outcomes with those of students who progress into the same courses.

Faculty concluded that student achievement is not as high as desired, and decided to modify the assessment/placement process. A presentation by John Hetts about “The Four Cornerstones of Gateway Course Completion and Success for All our Students” presented four actions that can be taken to improve student achievement. As a result, several action plans have been developed and implemented. A data sharing project with Culver City School District will obtain transcript information to use for multiple measures, and an enhanced placement model. Faculty are piloting an accelerated curriculum in English in an attempt to assist students to progress more quickly to college-level English. Cut scores will be adjusted downward, following the recommendation and research of ‘The Four Cornerstones,’ in an effort to increase the rate at which students progress through the course sequence. And lastly, the SSSP program began providing student support intervention services using CGCA Student Advocates to students in basic skills English and Math to support their accelerated progress to college-level courses. This service is described in detail in Standard II.C.1. At the end of the year, the effectiveness of these interventions will be assessed, and adjustments will be made.

14 Let Icarus Fly: The Four Cornerstones of Gateway Course Completion and Success for All our Students by John Hetts; SSSP Math English Department Meeting, May 20, 2015
WLAC Summary of Course Success Rates (Progression vs. Placement)

**MATH Results**
- 3 of the 13 courses indicated students performed better if they **progressed** in
- 3 of the 13 courses indicated students performed better if they **placed** in
- 3 of the 13 courses indicated students performed **similarly well** whether they placed or progressed in
- 3 of the 13 courses were **inconclusive**

**ENGLISH Results**
- 3 of the 4 courses indicated students performed better if they **progressed** in
- 1 course was **inconclusive**

### Higher Success Rates From Progression

<table>
<thead>
<tr>
<th>Course</th>
<th>Progression Success Rate</th>
<th>Placement Success Rate</th>
<th>Retake Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 110</td>
<td>79%</td>
<td>0% (only 2 students)</td>
<td>67% (only 48% under old placement model)</td>
</tr>
<tr>
<td>MATH 125</td>
<td>43-50%</td>
<td>63% (Fall 2014)</td>
<td>32% (Fall 2014)</td>
</tr>
<tr>
<td>MATH 117</td>
<td>43-50%</td>
<td>50% (only 33% under old placement model)</td>
<td>36%</td>
</tr>
<tr>
<td>MATH 115</td>
<td>43-50%</td>
<td>56% (Fall 2014)</td>
<td>32% (Fall 2014)</td>
</tr>
<tr>
<td>MATH 123A</td>
<td>22-38% (Fall 2014)</td>
<td>34% versus 45% under old placement model (Fall 2014)</td>
<td>32% (Fall 2014)</td>
</tr>
<tr>
<td>MATH 123B</td>
<td>26% (Fall 2014)</td>
<td>56% (Fall 2014)</td>
<td>20% (Fall 2014)</td>
</tr>
<tr>
<td>MATH 123C</td>
<td>63% (Fall 2014)</td>
<td>58% (Spring 2014)</td>
<td>41% (Spring 2014)</td>
</tr>
<tr>
<td>MATH 125</td>
<td>33-37% (64% under old placement model)</td>
<td>N/A</td>
<td>100% - only 4 students (Fall 2014)</td>
</tr>
<tr>
<td>MATH 227</td>
<td>44% (2 students from 123C failed)</td>
<td>50%</td>
<td>39% (only 18% if 1st try was not at West)</td>
</tr>
<tr>
<td>MATH 117</td>
<td>48%</td>
<td>35-44%</td>
<td>33%</td>
</tr>
<tr>
<td>MATH 118</td>
<td>38%</td>
<td>N/A</td>
<td>48%</td>
</tr>
<tr>
<td>MATH 127</td>
<td>29%</td>
<td>59%</td>
<td>48%</td>
</tr>
<tr>
<td>MATH 128</td>
<td>53%</td>
<td>N/A</td>
<td>31%</td>
</tr>
<tr>
<td>ENGLISH 020A</td>
<td>100% (but only 2 students)</td>
<td>42%</td>
<td>75%</td>
</tr>
<tr>
<td>ENGLISH 021</td>
<td>43%</td>
<td>58%</td>
<td>21%</td>
</tr>
<tr>
<td>ENGLISH 028</td>
<td>67%</td>
<td>63%</td>
<td>41-46%</td>
</tr>
<tr>
<td>ENGLISH 101</td>
<td>66-67%</td>
<td>59%</td>
<td>38-42%</td>
</tr>
</tbody>
</table>

### Relatively Equal Success Rates (Placement or Progression)

<table>
<thead>
<tr>
<th>Course</th>
<th>Progression Success Rate</th>
<th>Placement Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 105</td>
<td>N/A</td>
<td>44% (Fall 2014)</td>
</tr>
<tr>
<td>MATH 115</td>
<td>N/A</td>
<td>50% (Fall 2014)</td>
</tr>
<tr>
<td>MATH 227</td>
<td>N/A</td>
<td>63% (Spring 2014)</td>
</tr>
</tbody>
</table>

### Inconclusive

<table>
<thead>
<tr>
<th>Course</th>
<th>Progression Success Rate</th>
<th>Placement Success Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 112</td>
<td>N/A</td>
<td>44% (Spring 2014)</td>
</tr>
<tr>
<td>MATH 118</td>
<td>N/A</td>
<td>63% (Fall 2014)</td>
</tr>
<tr>
<td>MATH 128</td>
<td>N/A</td>
<td>32% (Spring 2014)</td>
</tr>
</tbody>
</table>
STRATEGIC GOAL 3.3: Prepare students to enter a competitive workforce.

West uses program completion rates, licensure rates, and employment rates to evaluate progress on Strategic Goal 3.3.

Program completion rates are very low, as reported in Chart 2. In comparison with other LACCD colleges, West’s CTE completion rates are the lowest, or next to lowest, of all nine colleges. When these accountability measures were shared and discussed at college committee meetings, the need to address the disappointing outcomes was urgent. As discussed above, a series of meetings was held to identify the causes for the poor completion rates.

This dialogue between staff in both Student Services and Academic Affairs revealed several process and communication issues. As a result, a number of improvements were instituted: new online forms were developed to facilitate student requests for graduation checks; enhanced follow-up of denied graduation checks; and enhanced communication between Admissions and Records staff and instruction program faculty. Additional detail about the continuous improvement process engaged in about completion rates is provided in Standard II.C.2.
Despite the low completion rates, licensure and employment rates are high. West has three CTE programs with professional licensing examinations: Dental Hygiene, Aviation Maintenance Technician and Certified Nurse Assistant. As Table 2 shows, the licensure rates are 98%-100%, exceeding the Institution Set Standard each year.

**TABLE 2. CTE Licensure Rates**

<table>
<thead>
<tr>
<th>Outcome Measure</th>
<th>Program</th>
<th>EMP Strategic Goal</th>
<th>Definition of the Measure</th>
<th>Institution-Set Standard</th>
<th>Stretch Goal</th>
<th>2011-2012</th>
<th>2010-2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination Pass Rates</td>
<td>1.1</td>
<td>Percentage of students who pass the State or National examination.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Dental Hygiene</td>
<td>90%</td>
<td>100%</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Aviation Maintenance Technician</td>
<td>90%</td>
<td>100%</td>
<td>100.0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certified Nurse Assistant</td>
<td>90%</td>
<td>100%</td>
<td>98.0%</td>
<td>96.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Further, employment rates for West’s CTE programs are relatively high. As the graphs of student employment by CTE program area show, in most areas (7 out of 9) the employment rates for West students are higher than either the District or the State rates. At the State level, employment trends have been generally downward, possibly reflecting the economic recession that hit the State and community colleges in general. Several of West’s program areas, while displaying a similar downward trend, have experienced a rebound in employment rates since 2011-12, as shown in the following graphs.
The CCCCO sets Statewide Performance Goals for employment rates in all programs statewide. The Performance Goals are updated annually. Using these Performance Goals as a reference point, in addition to historic employment trends, West set Institution Set Standards (ISS) for employment by program area, as shown in Table 3.

WEST LOS ANGELES COLLEGE
PERKINS CORE INDICATORS FOUR:
Employment Rate Comparison By 2-Digit TOP Code
<table>
<thead>
<tr>
<th></th>
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<td>75.61</td>
<td>63.71</td>
<td>73.69</td>
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</tbody>
</table>

* Educational Master Plan Strategic Goal 3.3: Prepare students to enter a competitive workforce.
** The Perkins Core Indicator Four: Employment, indicator is the percentage of CTE program leavers and completers who did not transfer to a two or four year institution and were found during one of the four quarters following the cohort year in an apprenticeship program, UI covered employment, the federal government, or the military.
As the college community has focused on using student achievement measures and institution set standards to address its Strategic Goals and Mission, an associated impact has been to address other Strategic Goals in unexpected ways. For example, Strategic Goal 4.1, Be collegial; Strategic Goal 4.2, Eliminate organizational silos; and Strategic Goal 5.1, Forge effective alliances with local schools, organizations and individuals, have all been addressed through the collaborative projects to improve graduation and student support services.

At the programmatic level, divisions and units evaluate student achievement data during program review, and respond to questions designed to highlight programmatic strengths and weaknesses in relation to the outcomes and other metrics. For example, one question asks “Compare the successful course completion rates of the Discipline(s) in the Division over time and with the college average. If the rate of any of the Discipline(s) is lower that the college average, what factors contribute to the low rate(s)? What strategies, current or planned, address this? If the rate is higher than the college average, what factors contribute to the higher rates?” Further detail about the program review process is available in Standard I.B and Standard II.C.

Faculty, staff and administrators collaborate on selecting which matters need the most focus.
WEST LOS ANGELES COLLEGE SELF EVALUATION

Organization of the Self Evaluation Process
West’s institutional self-evaluation has been a collaborative, inclusive and highly organized college-wide effort. This effort began very soon after the 2015 Midterm Report, which was accepted by ACCJC.

Organization of the Self Evaluation

The College’s Self-Evaluation Report is organized according to the sections outlined in the ACCJC Manual for Institutional Self Evaluation. Each response includes a section detailing the Evidence of Meeting the Standard followed by an Analysis and Evaluation section. In the Analysis and Evaluation section, any changes and plans arising out of the Self Evaluation are noted at the end of each relevant standard with the symbol Δ. They are also linked to a matrix at the end of the document that provides the timeline and anticipated outcomes for the actionable plan. The related action projects of the Quality Focus Essay are noted in the standards with the symbol ◊.

Process of the Self Evaluation and Roles of Campus Groups

West Los Angeles College charges its Accreditation Steering Committee (ASC) to organize and oversee the preparation of reports to the ACCJC. The Committee includes the ALO, the three vice presidents, the dean of Planning and Research, the facilities director, and representatives of the Academic Senate, Faculty Guild and Staff Guild. A faculty member and the ALO co-chair the committee. (ACCJC Policy on Public Disclosure and Confidentiality in the Accreditation Process)

Using the established process for selecting faculty for such assignments, the College president appointed the current faculty chair for accreditation in September 2012. The ALO has long been the vice president of Academic Affairs; when this vice president became interim president in summer 2015, he appointed the new interim vice president of Academic Affairs as ALO.

1 Section I: Changes and Plans Arising out of the Self Evaluation Process
2 ACCJC Policy on Commission Good Practice in Relations with Member Institutions Compliant
3 Accreditation Steering Committee Charge
4 ACCJC Policy on Public Disclosure and Confidentiality in the Accreditation Process Compliant
5 Employment Opportunity, Faculty Chair for Accreditation, August, 24, 2012
In 2013 and 2014, a workgroup of the Planning and Institutional Effectiveness Committee (PIE) and the Academic Senate’s Educational Policies and Standards Committee (EPSC) undertook a data-based evaluation of the College as the foundation of an extensive revision of the Educational Master Plan. These projects have contributed to the work required for the present Self Evaluation.

The College has a robust participatory governance system relying on committees, so shortly after the current Standards were published in July 2014, the ASC began to set up a matrix that maps standards to committees. ASC review of the Standards revealed that I and II, and some of the Standards in III align closely with the charges of particular committees:

<table>
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<th>Primary Committee</th>
<th>Other Committee(s)</th>
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<td>Planning and Institutional Effectiveness (PIE)</td>
<td>Leadership Retreat; College Council</td>
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<td>I.A.2</td>
<td>PIE</td>
<td>Budget; Facilities; Achieving the Dream (ATD)/ Student Success</td>
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<td>I.A.3</td>
<td>PIE</td>
<td>Leadership Retreat</td>
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<tr>
<td>I.B.1</td>
<td>PIE</td>
<td>SLO; Student Equity, Access, and Completion (SEAC); Student Success, Professional Learning</td>
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<tr>
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<td>Student Learning Outcomes (SLO)</td>
<td>Curriculum; Divisional Council; Student Services Council</td>
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<tr>
<td>I.B.3</td>
<td>PIE</td>
<td>Senate; College Council</td>
</tr>
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<td>PIE</td>
<td>SLO; SEAC; Student Services Council; Student Success</td>
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<td>I.B.6</td>
<td>SEAC</td>
<td>PIE; Student Services Council; SLO; Student Success</td>
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# STANDARD I:
Mission, Academic Quality and Institutional Effectiveness, and Integrity

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<tr>
<td>II.A.13</td>
<td>not applicable</td>
<td></td>
</tr>
<tr>
<td>II.A.14</td>
<td>CTE Division Chairs</td>
<td>Advisory Groups</td>
</tr>
<tr>
<td>II.A.15</td>
<td>EPSC</td>
<td></td>
</tr>
<tr>
<td>II.A.16</td>
<td>PIE</td>
<td>Divisional Council; SLO</td>
</tr>
<tr>
<td>II.B.1</td>
<td>PIE</td>
<td>Library Division; Student Services Council; SLO; Student Success</td>
</tr>
<tr>
<td>II.B.2</td>
<td>Library Division</td>
<td>Resource Development; Student Services Council; Technology Committee; Curriculum Committee</td>
</tr>
<tr>
<td>II.B.3</td>
<td>Library Division</td>
<td>SLO; Student Services Council</td>
</tr>
<tr>
<td>II.B.4</td>
<td>Library Division</td>
<td>Student Services Council; Resource Development; Distance Ed</td>
</tr>
<tr>
<td>II.C.1</td>
<td>Student Services Council</td>
<td></td>
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<tr>
<td>II.C.2</td>
<td>Student Services Council</td>
<td></td>
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<tr>
<td>II.C.3</td>
<td>Student Services Council</td>
<td>SEAC</td>
</tr>
<tr>
<td>II.C.4</td>
<td>Student Services Council</td>
<td></td>
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<tr>
<td>II.C.5</td>
<td>SSSP Advisory Committee</td>
<td>SEAC; Student Services Council</td>
</tr>
<tr>
<td>II.C.6</td>
<td>SSSP Advisory Committee</td>
<td>SEAC; Student Services Council</td>
</tr>
<tr>
<td>II.C.7</td>
<td>SSSP Advisory Committee</td>
<td>SEAC; Student Services Council</td>
</tr>
<tr>
<td>II.C.8</td>
<td>Student Services Council</td>
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</tbody>
</table>
Standard IV is leadership and governance. Primary input came from College faculty leaders, including the chair of the College Council, the chapter chair of the AFT Faculty Guild, and president of the Academic Senate. ASC members attend monthly District Planning and Accreditation (DPAC) meetings. DPAC reviewed drafts of standards with shared college and district responsibility.

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The Self Evaluation Report is evidence of the teamwork and dedication to continuous improvement that permeate the culture of West Los Angeles College.
Each of the primary committees was asked to indicate evidence that the College meets the Standard for each of the Standards associated with it. A website within the College’s course management system provided storage and access to these evidence files. During the spring semester of 2015, at least 54 faculty, staff, administrators and students met in monthly workshops to add to the evidence files. At that point, evidence files were also established for the standards not aligned with specific committees. Standards chairs and co-chairs led groups working on evidence for sets of Standards:

**STANDARD I:**  
Rebecca Tillberg, Dean of Research and Planning  
Nancy Sander, ESL Faculty  
Ken Taira, Computer Science Faculty

**STANDARD II.A:**  
Ara Aguiar, Acting Vice President for Academic Affairs  
Charles “Buck” Stapleton, ACT Faculty Director  
Mary-Jo Apigo, Dean of Teaching and Learning  
Eric Ichon, Dean of Distance Learning

**STANDARD II.B:**  
Kathy Walton, Dean of Retention and Educational Services and Programs  
Ken Lin, Library Division Chair  
Susan Trujillo, Library Faculty

**STANDARD II.C:**  
Michael Goltermann, Interim Vice President for Student Services  
Angel Viramontes, International Student Coordinator

**STANDARD III.A:**  
Iris Ingram, Vice President of Administrative Services  
Hansel Tsai, Administrative Services Staff  
Kimberly Manner, English Faculty and Professional Development Coordinator

**STANDARD III.B:**  
Kevin Considine, Film and TV Production Faculty  
William Smith, Plant Facilities Director  
Lorraine Patriarca, Plant Facilities Staff

**STANDARD III.C:**  
Marcus Butler, Computer Sciences Faculty  
Nick Dang, Information Technology Director

**STANDARD III.D:**  
Iris Ingram, Vice President of Administrative Services  
Olga Shewfelt, Political Science Faculty and AFT Faculty Guild President  
Rasel Menendez, Business Office Manager

**STANDARD IV:**  
Olga Shewfelt, Political Science Faculty and AFT Faculty Guild President  
Adrienne Foster, Academic Senate President  
Fran Leonard, English Faculty and College Council President  
Antoinette Simpson, Plant Facilities Staff
At the District level, the District Planning and Accreditation Committee (DPAC) also met to identify evidence the colleges meet the Standards, distinguishing between evidence at the college and district levels. (ACCJC Policies and Procedures for the Evaluation of Institutions in Multi-College / Multi-Unit Districts or Systems)\(^6\)

Various writers worked to present the evidence in narrative form and to complete the analysis and evaluation. The faculty chair for accreditation began the process and was joined by 11 faculty (including one assigned full-time to the task), eight administrators, and six staff members. The vice president of Administrative Services undertook to draft chapter III, and when he retired his successor took up the task over the summer of 2015. Under DPAC guidance, the office of the vice chancellor for Institutional Effectiveness created the Functional Map and drafted responses to IV.C, IV.D, and several other Standards that involve district wide processes. The ASC reviewed the District responses for incorporation into this report.

After the ACCJC announced the requirements for the Quality Focus Essay, the ASC and the DPAC discussed it at each meeting. Two consultants offered their opinions on what the QFE should comprise. In early fall 2015, members of the ASC and other faculty participated in a working meeting to consider possible action projects for the essay. At the end of September, West held a college wide Town Hall with 40 faculty, staff, and administrators in attendance to review and discuss the potential QFE Action Projects and provide feedback. Attendees created posters that describe what the College currently does in key areas and what improvements could be made. A QFE Workgroup then finalized the action projects and essay for further college wide input.

The Self Evaluation Report is evidence of the teamwork and dedication to continuous improvement that permeate the culture of West Los Angeles College.

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\(^6\) ACCJC Policies and Procedures for the Evaluation of Institutions in Multi-College / Multi-Unit Districts or Systems Compliant
WEST LOS ANGELES COLLEGE SELF EVALUATION

Organizational Information
As indicated in the Functional Map, the LACCD and West share responsibilities for almost everything the College does, including strategic and educational planning, budgeting and fiscal tracking, facilities construction and maintenance, admissions and records, curriculum and enrollment management, and hiring and employee evaluation. The Map reflects the division of these responsibilities. As the body of this report indicates, West identified no problems with this division.

**District-College Functional Map**

**KEY:**

<table>
<thead>
<tr>
<th>P = Primary Responsibility</th>
<th>Leadership and oversight of a given function including design, development, implementation, assessment and planning for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td>S = Secondary Responsibility</td>
<td>Support of a given function including a level of coordination, input, feedback, or communication to assist the primary responsibility holders with the successful execution of their responsibility</td>
</tr>
<tr>
<td>SH = Shared Responsibility</td>
<td>The District and the college are mutually responsible for the leadership and oversight of a given function or they engage in logically equivalent versions of a function – district and college mission statements</td>
</tr>
</tbody>
</table>
STANDARD I:
Mission, Academic Quality and Institutional Effectiveness, and Integrity

<table>
<thead>
<tr>
<th>STANDARD I.A. MISSION</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary.</td>
<td>P</td>
<td>S</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>STANDARD I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Quality</td>
<td></td>
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</tr>
<tr>
<td>1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.</td>
<td>P</td>
<td>----¹</td>
</tr>
<tr>
<td>3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information.</td>
<td>P</td>
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</tr>
</tbody>
</table>

¹ ---- Represents not applicable
### STANDARD I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

<table>
<thead>
<tr>
<th></th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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</thead>
<tbody>
<tr>
<td>4.</td>
<td>The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.</td>
<td>P</td>
</tr>
</tbody>
</table>

**Institutional Effectiveness**

<table>
<thead>
<tr>
<th></th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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</thead>
<tbody>
<tr>
<td>5.</td>
<td>The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.</td>
<td>P</td>
</tr>
<tr>
<td>6.</td>
<td>The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.</td>
<td>P</td>
</tr>
<tr>
<td>7.</td>
<td>The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.</td>
<td>SH</td>
</tr>
<tr>
<td>8.</td>
<td>The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.</td>
<td>P</td>
</tr>
<tr>
<td>9.</td>
<td>The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources.</td>
<td>SH</td>
</tr>
<tr>
<td>STANDARD I.C. INSTITUTIONAL INTEGRITY</td>
<td>COLLEGE</td>
<td>DISTRICT</td>
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<tr>
<td>-----------------------------------------------------------------------------------------------------</td>
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</tr>
<tr>
<td>1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”.</td>
<td>P</td>
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</tr>
<tr>
<td>3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.</td>
<td>P</td>
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</tr>
<tr>
<td>4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.</td>
<td>P</td>
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<tr>
<td>5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>STANDARD I.C. INSTITUTIONAL INTEGRITY</td>
<td>COLLEGE</td>
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<tr>
<td>9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.</td>
<td>P</td>
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</tr>
<tr>
<td>10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.</td>
<td>----</td>
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</tr>
<tr>
<td>11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.</td>
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</tr>
<tr>
<td>12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.</td>
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</tbody>
</table>
STANDARD II:
Student Learning Programs and Support Services

<table>
<thead>
<tr>
<th>STANDARD II.A. INSTRUCTIONAL PROGRAMS</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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</thead>
<tbody>
<tr>
<td>1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.</td>
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</tr>
<tr>
<td>2. Faculty, including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.</td>
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</tr>
<tr>
<td>3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.</td>
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<tr>
<td>4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.</td>
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</tr>
<tr>
<td>5. The institution’s degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.</td>
<td>SH</td>
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<tr>
<td>6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.</td>
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<tr>
<td>STANDARD II.A. INSTRUCTIONAL PROGRAMS</td>
<td>COLLEGE</td>
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<tr>
<td>7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.</td>
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<tr>
<td>8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.</td>
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<tr>
<td>9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.</td>
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<tr>
<td>10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.</td>
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<tr>
<td>11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.</td>
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<tr>
<td>STANDARD II.A. INSTRUCTIONAL PROGRAMS</td>
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<tr>
<td>12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences.</td>
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<tr>
<td>13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.</td>
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<tr>
<td>14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.</td>
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<td>15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.</td>
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<tr>
<td>16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.</td>
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### STANDARD II.B. LIBRARY AND LEARNING SUPPORT SERVICES

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<thead>
<tr>
<th></th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1.</td>
<td>The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services.</td>
<td>P</td>
</tr>
<tr>
<td>2.</td>
<td>Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.</td>
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</tr>
<tr>
<td>3.</td>
<td>The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.</td>
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<tr>
<td>4.</td>
<td>When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness.</td>
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<td>STANDARDS</td>
<td>COLLEGE</td>
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<tr>
<td>II.C. STUDENT SUPPORT SERVICES</td>
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</tr>
<tr>
<td>1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.</td>
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<tr>
<td>2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.</td>
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<td>S</td>
</tr>
<tr>
<td>3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.</td>
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<tr>
<td>4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.</td>
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<tr>
<td>5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.</td>
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<tr>
<td>6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.</td>
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<tr>
<td>7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.</td>
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</tbody>
</table>
STANDARD II.C. STUDENT SUPPORT SERVICES

8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

<table>
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<tr>
<th>STANDARD III:</th>
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<tr>
<td>Resources</td>
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</table>

STANDARD III.A. HUMAN RESOURCES

1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.

2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.

4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.
<table>
<thead>
<tr>
<th>STANDARD III.A. HUMAN RESOURCES</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.</td>
<td>SH</td>
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<tr>
<td>6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.</td>
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<td>S</td>
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<tr>
<td>7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.</td>
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<td>S</td>
</tr>
<tr>
<td>8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.</td>
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<td>S</td>
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<tr>
<td>9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.</td>
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<tr>
<td>10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes.</td>
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<tr>
<td>11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.</td>
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</table>
**STANDARD III.A. HUMAN RESOURCES**

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<th>COLLEGE</th>
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<tbody>
<tr>
<td>12.</td>
<td>Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.</td>
<td>SH</td>
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<tr>
<td>13.</td>
<td>The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.</td>
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<tr>
<td>14.</td>
<td>The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.</td>
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<tr>
<td>15.</td>
<td>The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.</td>
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**STANDARD III.B. PHYSICAL RESOURCES**

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<tr>
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<th>COLLEGE</th>
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<tbody>
<tr>
<td>1.</td>
<td>The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.</td>
<td>P</td>
</tr>
<tr>
<td>2.</td>
<td>The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.</td>
<td>SH</td>
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<tr>
<td>3.</td>
<td>To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.</td>
<td>SH</td>
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<tr>
<td>4.</td>
<td>Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.</td>
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### STANDARD III.C. TECHNOLOGY RESOURCES

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<tr>
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<th>COLLEGE</th>
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<tbody>
<tr>
<td>1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.</td>
<td>SH</td>
<td>SH</td>
</tr>
<tr>
<td>2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.</td>
<td>SH</td>
<td>SH</td>
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<tr>
<td>3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.</td>
<td>P</td>
<td>S</td>
</tr>
<tr>
<td>4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.</td>
<td>P</td>
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<tr>
<td>5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.</td>
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<tr>
<td>Planning</td>
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</tr>
<tr>
<td>1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.</td>
<td>P</td>
<td>S</td>
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<tr>
<td>2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.</td>
<td>P</td>
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<tr>
<td>3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.</td>
<td>P</td>
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</tr>
<tr>
<td><strong>STANDARD III.D. FINANCIAL RESOURCES</strong></td>
<td><strong>COLLEGE</strong></td>
<td><strong>DISTRICT</strong></td>
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<tr>
<td><strong>Fiscal Responsibility and Stability</strong></td>
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<tr>
<td>4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.</td>
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<tr>
<td>5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.</td>
<td>SH</td>
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<tr>
<td>6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.</td>
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<tr>
<td>7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.</td>
<td>SH</td>
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<tr>
<td>8. The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.</td>
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<tr>
<td>9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.</td>
<td>SH</td>
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</tr>
<tr>
<td>10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.</td>
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### STANDARD III.D. FINANCIAL RESOURCES

#### Liabilities

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<th>COLLEGE</th>
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<tr>
<td>11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.</td>
<td>S</td>
<td>P</td>
</tr>
<tr>
<td>12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.</td>
<td>S</td>
<td>P</td>
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<tr>
<td>13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.</td>
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<tr>
<td>14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.</td>
<td>SH</td>
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<tr>
<td>15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.</td>
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#### Contractual Agreements

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<th>COLLEGE</th>
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<tbody>
<tr>
<td>16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.</td>
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STANDARD IV:
Leadership and Governance

<table>
<thead>
<tr>
<th>STANDARD IV.A. DECISION-MAKING ROLES AND PROCESSES</th>
<th>COLLEGE</th>
<th>DISTRICT</th>
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<tbody>
<tr>
<td>1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.</td>
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<tr>
<td>2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.</td>
<td>SH</td>
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</tr>
<tr>
<td>3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.</td>
<td>SH</td>
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<tr>
<td>4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.</td>
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<tr>
<td>5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.</td>
<td>SH</td>
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<tr>
<td>6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.</td>
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### STANDARD IV.A. DECISION-MAKING ROLES AND PROCESSES

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<th>COLLEGE</th>
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<tr>
<td>7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
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### STANDARD IV.B. CHIEF EXECUTIVE OFFICER

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<thead>
<tr>
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<tbody>
<tr>
<td>1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.</td>
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<td>S</td>
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<tr>
<td>2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.</td>
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<tr>
<td>3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:</td>
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<tr>
<td>· establishing a collegial process that sets values, goals, and priorities;</td>
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<tr>
<td>· ensuring the college sets institutional performance standards for student achievement;</td>
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<tr>
<td>· ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;</td>
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<tr>
<td>· ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;</td>
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<tr>
<td>· ensuring that the allocation of resources supports and improves learning and achievement; and</td>
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<tr>
<td>· establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.</td>
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### STANDARD IV.B. CHIEF EXECUTIVE OFFICER

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<tbody>
<tr>
<td>4.</td>
<td>The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.</td>
<td>P</td>
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<tr>
<td>5.</td>
<td>The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.</td>
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<tr>
<td>6.</td>
<td>The CEO works and communicates effectively with the communities served by the institution.</td>
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### STANDARD IV.C. GOVERNING BOARD

<table>
<thead>
<tr>
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<th>COLLEGE</th>
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<tbody>
<tr>
<td>1.</td>
<td>The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.</td>
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</tr>
<tr>
<td>2.</td>
<td>The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.</td>
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<tr>
<td>3.</td>
<td>The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.</td>
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<tr>
<td>4.</td>
<td>The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.</td>
<td>----</td>
</tr>
<tr>
<td>5.</td>
<td>The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.</td>
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<tr>
<td>STANDARD IV.C. GOVERNING BOARD</td>
<td>COLLEGE</td>
<td>DISTRICT</td>
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<tr>
<td>6. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.</td>
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<tr>
<td>7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.</td>
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<tr>
<td>8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.</td>
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<tr>
<td>9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.</td>
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<tr>
<td>10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.</td>
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<tr>
<td>11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.</td>
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<tr>
<td>12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.</td>
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### STANDARD IV.C. GOVERNING BOARD

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13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

### STANDARD IV.D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

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1. In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between the colleges and the district/system.

2. The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.

3. The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures.

4. The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.
<table>
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<tr>
<th>STANDARD IV.D.  MULTI-COLLEGE DISTRICTS OR SYSTEMS</th>
<th>COLLEGE</th>
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<tbody>
<tr>
<td>5. District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.</td>
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<tr>
<td>6. Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.</td>
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<tr>
<td>7. The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.</td>
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WEST LOS ANGELES COLLEGE SELF EVALUATION

Certification of Continued Compliance with Eligibility Requirements
The Accreditation Steering Committee has reviewed the eligibility requirements for accreditation. The committee agrees that West Los Angeles College continues to meet the eligibility requirements set forth by the Western Association of Schools and Colleges.

**West Los Angeles College**

West Los Angeles College presents this comprehensive Self Evaluation with full confidence that the institution meets or exceeds the prescribed standards for reaffirmation of accreditation and hereby attests that the institution has remained in continued compliance with all of the Commission’s eligibility requirements as set forth below.

---

**1. Authority**

West Los Angeles College (West) is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges\(^1\) and the Board of Trustees of the Los Angeles Community College District (LACCD).\(^2\) The 1967 Legislature authorized a Board of Trustees for the Los Angeles Community College District. The college’s authority has existed since 1969 with accreditation status renewed regularly.\(^3\) The college awards 65 associate degrees.

**2. Operational Status**

Since its beginning in 1969, the College has been in continuous operation offering degrees and certificates.

Over the past 5 years, WLAC has declined in enrollment, due to the budget crisis, from 10,932 in Fall 2009 to 10,032 in Fall 2014. WLAC offers day, evening, Saturday and online/hybrid

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\(^1\) *California Education Code 70900-70902*

\(^2\) *LACCD Website, About LACCD*

\(^3\) *Accrediting Commission Action Letter Dated June 29, 2015*
classes in a variety of lengths to better accommodate students’ needs:

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<tbody>
<tr>
<td><strong>Fall and Spring semesters</strong></td>
<td>15 weeks</td>
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<tr>
<td><strong>Fall &amp; Spring, short term</strong></td>
<td>1st 8 weeks &amp; 2nd 8 weeks</td>
<td>1st 8 weeks &amp; 2nd 8 weeks</td>
<td>1st 8 weeks &amp; 2nd 8 weeks</td>
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<td>1st 8 weeks &amp; 2nd 8 weeks</td>
<td>1st 8 weeks &amp; 2nd 8 weeks</td>
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<tr>
<td><strong>Winter intersession</strong></td>
<td>5 weeks</td>
<td>not offered</td>
<td>not offered</td>
<td>not offered</td>
<td>5 weeks</td>
<td>5 weeks</td>
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<tr>
<td><strong>Summer session</strong></td>
<td>6 weeks</td>
<td>6 weeks</td>
<td>not offered</td>
<td>Offered</td>
<td>6 weeks</td>
<td>6 weeks</td>
</tr>
</tbody>
</table>

Students were enrolled full and part time in credit programs. In addition, students enroll in fee-based community service classes through the Westside Extension. All courses offered on the main campus are listed in the schedule of classes and are posted on the College’s website. Community education classes are published in a separate class schedule and are also posted on the website.

3. Degrees

West Los Angeles College awards 65 associate degrees and 33 certificates of achievement.⁴ Details on graduation unit requirements, scholarship, competency, residence and course description are also included in the Catalog. Additional information regarding transfer, major departmental requirements and California State University general education and the Intersegmental General Education Transfer Curriculum (IGETC) courses that satisfy lower-division general education requirements at any California State University and University of California are also listed.⁵

In fulfilling its mission, from July 2014 until June 2015, WLAC awarded 401 associate degrees and 229 certificates for programs of at least one year but less than two years. Transfers to California State University totaled 169 in 2013-14 while transfers to the University of California were 33 in 2013-14. An additional 34 students transferred to in-state private colleges and 31 to out-of-state colleges in 2013-14.

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⁴ Board Rules 6200 and 6201

⁵ Catalog
4. Chief Executive Officer

The chief executive officer of the LACCD is the Chancellor, Francisco C. Rodriguez, who has served in this capacity since June 1, 2014. His full-time responsibility is to the institution and to administering the LACCD with its nine colleges in accordance with Board policies and rules. The interim chief executive officer of WLAC is Mr. Robert Sprague, who commenced his duties and responsibilities on July 1, 2015. As interim president, Mr. Sprague’s primary responsibilities are to provide effective leadership to complete the self-evaluation process, balance the college budget, manage enrollment, and administer the Proposition A/AA and Measure J bond construction projects. Neither Dr. Rodriguez nor Mr. Sprague serves as the chair of the governing board.

5. Financial Accountability

The District is required to have an independent audit of its financial statements annually. Because the District is the legal entity composed of nine individual colleges, those colleges are audited along with, and as part of the annual audit. The annual audit includes an audit of internal controls, state and federal compliance can provides an opinion on our financial statements. The “Report on Audited Basic Financial Statements” dated June 30, 2015 was prepared by KPMG, LLP.

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6 Meet the Chancellor

7 Board of Trustees Minutes, June 24, 2015, page 8; President’s Message

8 Board Rule 9802

9 Board Rule 2200; Current Board of Trustees Members

10 LACCD Audit Reports
WEST LOS ANGELES COLLEGE SELF EVALUATION

Standard I
Mission, Academic Quality and Institutional Effectiveness, and Integrity
I.A. MISSION
Standard I.A.1
The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Evidence of Meeting the Standard:
The College mission statement focuses West’s attention on its primary purposes, and orients the College so that all members of the campus community are working toward the same goals. The mission statement, supported by College vision and values, reflects West's commitment to its students and their success:

West Los Angeles College provides a transformative educational experience.

West fosters a diverse learning community dedicated to student success.

Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.
A West education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.1 (ER 6; ACCJC Statement on Diversity)2

Broad Educational Purpose
This mission statement captures the broad educational purposes of the College, to help students “earn certificates and degrees, to transfer, to build careers and to pursue life-long learning.” These goals in themselves define the intended students as anyone who seeks such advancement. The College mission aligns with the missions of the Los Angeles Community College District3 and the California Community Colleges.4

For the faculty and staff of West Los Angeles College, the mission to provide “a transformative educational experience” articulates the bedrock aspiration of the College: to transform lives through true student learning, documented in student achievement.

Intended Student Populations
As an open access, public post-secondary institution, WLAC’s intended population includes:

- high school graduates seeking pre-collegiate or general education curriculum for degree completion or to transfer to four-year institutions,
- students returning to school after raising families or long absences,
- individuals entering or re-entering the workforce pursuing certificates or job skills to prepare for the new economy,
- second language learners seeking functional and academic English skills, and
- life-long learners expanding their personal learning boundaries.

The mission statement also encompasses students enrolled in distance education courses. Approximately twenty-five percent of WLAC’s enrollment is in online and hybrid courses. Providing students with access to college courses in a variety of instructional modes of delivery supports the College's vision, “a gateway to success for every student.” West encourages leadership development for online students as it does for all students. Participation in West's Associated Students Organization (ASO) is encouraged for both on-campus and online students. Online students can vote online in ASO elections.

1 Mission Statement
2 ACCJC Statement on Diversity Compliant
3 LACCD Mission Statement, page 5
4 California Community College Mission
Commitment to Student Learning and Achievement (ER 6) 

As an institution dedicated to enriching the knowledge and skills of students, as expressed in the mission statement, the College is focused on student achievement and student learning.

Analysis and Evaluation:

The College meets this Standard. The College mission defines WLAC’s broad educational purposes, the community it serves, the awards it offers, and its commitment to student learning and student achievement.

In fall 2016, the College plans to welcome its first cohort of students to a bachelor’s degree program in Dental Hygiene. In preparation for this, the Accreditation Steering Committee has initiated a review of the mission statement, which will specify the availability of both associate and bachelor’s degrees. The review will consider the entire mission statement and will involve all College constituencies.

Standard I.A.2

The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.

Evidence of Meeting the Standard:

West Los Angeles College uses quantitative and qualitative data to evaluate how successfully it is accomplishing its mission. The 2014-2020 Educational Master Plan (EMP) states,

The WLAC Mission is the foundation for the EMP, and the EMP in turn, serving as the College’s strategic plan, is intended to drive the other major College-wide plans, and to inform significant institutional decisions and initiatives.

Use of Data and Meeting the Mission

In other words, the EMP guides the College in achieving its mission by identifying strategic directions, goals, and objectives for the coming year. By identifying direct goal measures and

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5 See ACCJC Glossary, Definition of Student Learning and Achievement

6 Educational Master Plan, Major Planning Assumptions and Constraints, page 12
measures of progress on objectives, the EMP specifies quantitative and qualitative data to be used in assessing the work of the College towards fulfilling the EMP, and by extension, on accomplishing its mission. The Planning and Institutional Effectiveness (PIE) Committee evaluates EMP each year, using data designated Goal Coordinators submit to PIE.7

The EMP was “founded on careful analysis and spirited discussion of a wide array of quantitative and qualitative evidence.”8 The minutes of the EMP Workgroup reveal that the development of assessment mechanisms, as well as of the strategic directions, goals and objectives, was grounded in the College mission.9

The stated purpose of West’s annual program review is to “provide an assessment of effective application of college mission and goals.”10 In completing program review, each author explains how the program under review supports the College mission. Chairs and program managers use data provided by the Office of Research and Planning (ORP) to assess how well their programs or divisions are meeting their goals and serving the mission. They also share student outcomes and analysis of what affected those outcomes. They set unit goals in order to improve the functioning of the program or division, and these must align with the EMP’s strategic goals and objectives.11 Program review is the venue for new resource requests in support of unit goals. The PIE Committee has developed a rubric for the prioritization of resource requests with mission alignment in mind.12

The Academic Senate has identified nine institutional learning outcomes (ISLOs),13 each of which addresses the college’s goal of ensuring students are well-rounded and ready to thrive. In assessing these outcomes, the College assesses how well it is achieving its mission to provide a transformative education and ensure student success. Three different metrics help assess students’ progress on these ISLOs during their time at West:

- Survey of graduated students (self-perception) every two years
- District wide survey of randomly selected sections (self-perception) every two years
- Poster Showcase ratings by faculty every year

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7 Educational Master Plan, Evaluation and Revision of the EMP, page 18
8 Educational Master Plan, The Nature & Purposes of Educational Master Planning at West, page 5
9 EMP Workgroup
10 Program Review Goals, #4
11 Screenshot of Program Review Instrument in IES
12 Principles for Prioritizing Programs and Services, February 7, 2013
13 Inside West, Institutional SLOs
These results not only indicate how well students have developed key skills, but also the degree to which those skills have been improved upon during their time at West, in particular, whether West has been transformative in their learning.

Use of Data and Meeting Student Needs

Since 2012, West’s Student Success/Achieving the Dream (AtD) Committee has maintained a Data Team. The Data Team consolidates the available information about student achievement over time to achieve the goals of the AtD initiative, which seeks to develop interventions that close achievement gaps for the College’s students.\textsuperscript{14}

The EMP workgroup used external and internal scan data to identify student and community needs and set strategic directions to meet these identified needs. The five Strategic Directions for 2014-2020 EMP are:

- Dedication to Learning
- Culture of Continuous Improvement
- Program and Services Responsive to Student Needs
- Collaboration, Engagement, and Respect
- Connections with Communities

West’s decision makers examine data at an aggregate level, at a disaggregated level based on multiple demographics, and also at a cohort level, with the cohort parameters based on the Accountability Reporting for the Community Colleges (ARCC)’s Student Success Scorecard.\textsuperscript{15} The ORP provides data for a wide variety of ongoing conversations to determine how well the college is meeting its mission goals in practice. For example, ORP has presented the Scorecard data to multiple committees for analysis, including the Joint Meeting of the PIE Committee and Budget Committee,\textsuperscript{16} College Council,\textsuperscript{17} and the SEAC Committee.\textsuperscript{18}

Data compiled by the ORP were also used as the foundation for developing the Student Equity Plan, particularly in identifying demographic groups experiencing disproportionate impact.\textsuperscript{19} Similarly, the ORP compiled extensive data related to cut score validation for the SSSP Assessment Subcommittee in their

\textsuperscript{15} California Community Colleges Student Success Initiative, Student Success Scorecard, West Los Angeles College; Educational Master Plan, Environmental Scan, page 15, and Student Success Scorecard, pages 72-74

\textsuperscript{16} Joint PIE and Budget Committee Minutes, May 8, 2014 and May 28, 2015

\textsuperscript{17} College Council Approved Minutes, May 1, 2014, page 2

\textsuperscript{18} Student Equity, Access, and Completion (SEAC) Draft Minutes, August 14, 2014

\textsuperscript{19} Student Equity Plan 2014-2015, page 5

\textsuperscript{14} Achieving the Dream Data Team
discussions about improving the placement process and course sequences at the College.\textsuperscript{20}

**Analysis and Evaluation:**
The College meets this Standard. By design, West’s EMP fleshes out the College’s mission, specifying the strategic directions the College has decided on as routes to achieving its mission. The goals and objectives supporting the strategic goals have measurable outcomes, thus providing a key means of using data to assess how well the College is accomplishing its mission. By tying the mission and the EMP to program review and resource allocation, the College ensures that the mission directs institutional priorities in meeting the educational needs of students.

The mission directs institutional priorities in meeting the educational needs of its students. The College will continue to use data to inform decision making and to monitor its progress in achieving its mission.

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\textsuperscript{20} *Student Success and Support Program Advisory Committee, Math/English Department Meeting, May 20, 2015, Summary of Course Success Rates*

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**Standard I.A.3**
The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

**Evidence of Meeting the Standard:**

**Programs and Services Alignment**
West’s programs and services are aligned with its mission. The College’s nine Institutional Student Learning Outcomes (ISLOs) are designed to ensure students attain a “transformative educational experience.” For example, ISLO E—“Civic Responsibility: Apply the principles of civility to situations in the contexts of work, family, community and the global world”—dovetails with the mission’s goals of fostering a diverse learning community, developing leaders, and enriching students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.\textsuperscript{21}

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\textsuperscript{21} *Institutional Student Learning Outcomes*
Program Student Learning Outcomes (PSLOs) are mapped to the ISLOs, and Student Learning Outcomes are mapped to the PSLOs. Student Service Area Outcomes are also mapped to ISLOs, which are aligned with the College mission.

The student services discussed at length in chapter II support the college’s mission priorities by serving students holistically to help them thrive on campus. Supporting its mission to “develop[s] leaders who encourage excellence in others,” WLAC, through the overarching Associated Student Organization and the Interclub Council, offers more than 25 clubs, each of which meet twice per month. The Faculty Guild Internship program also fosters leadership, offering students opportunities to engage in labor activism, including electoral work, and to lobby state and federal legislators.

Furthermore, a number of Focused Inquiry Groups (FIGs) offer faculty, staff and administrators opportunities to explore how to best support a diverse learning community. These FIGs examine how best to “foster a diverse learning community dedicated to student success,” which is critical because WLAC is an extremely diverse campus. For example, the Cultural Competency FIG brings colleagues together to develop sensitivity towards the ethnic and socioeconomic backgrounds of West’s student body and consider how to effectively interact with all students. Other FIGs are designed to train faculty in pedagogical methods that empower students to lead in their own transformation, such as the Reading Apprenticeship FIG, the One Book FIG and the Flipped Classroom FIG. In addition to FIG offerings, faculty have a wide variety of opportunities to strengthen their skills at facilitating student success, including Faculty Professional Development Academy: West Connect, Tech Fair, Professional Learning Weeks, Leadership Retreats, FELI (Five Day Experiential Learning Institute), and Spring Summit.

Many of the standing committees and special workgroups on campus incorporate the goal of facilitating the college mission and strategic plans into their committee charges, including the Distance Education Committee, the Resource Development Committee, the Faculty Position Identification Prioritization (FPIP) Committee, the PIE Committee, the

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22 Sample PSLO (English) ; Program SLOs
23 Sample SAO (Admissions and Records) ; Student Services SAOs
24 Student Services Resources
25 Associated Student Organization
26 AFT Local 1521 Minutes of May 21, 2009, Internship Program, page 2
27 College Profile, 2014
28 Focused Inquiry Groups
29 Professional Learning
30 Distance Education Committee Charge
Student Success and Support Programs (SSSP) Committee, the Student Equity, Access and Completion (SEAC) Committee, the Student Learning Outcomes (SLO) Committee, and the Student Success/Achieving the Dream Committee. Similarly, the Academic Senate, the faculty voice on academic and professional matters, strongly emphasizes improving the College’s ability to achieve its mission as one of its primary functions.

**Decision Making, Planning, And Resource Allocation**

West’s mission statement guides planning, decision making, and resource allocation through the major College plans—the EMP, the Facilities Master Plan, the Technology Master Plan, the SSSP Plan, and the Student Equity Plan—all aligned with the mission statement. As noted above, the first of the major planning assumptions stated in West’s EMP is that the mission is the foundation for the EMP. The EMP was designed to function as an overarching plan, guiding the others, and this is reflected in its place in program review, new resource request prioritization, and the identification and prioritization of faculty positions.

The annual program review cycle asks authors to produce unit plans that align with the goals and objectives of the EMP. Requests for new resources must arise in program review, in support of these unit plans. The Principles for Prioritizing Programs and Services agreed on by the College Council in 2013 place the mission near the top of the list, only behind legal and health and safety concerns. The PIE Committee developed a rubric for resource prioritization based on these principles, with such mission alignment in mind. Other elements on the rubric value alignment with EMP goals, which were themselves designed to further achievement of the mission.

**Institutional Goals for Student Learning And Achievement**

West’s mission informs institutional goals for student learning and achievement. The first strategic direction of the EMP is

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31 *Participatory Governance Handbook, Spring 2015, p. 24-40*

32 *Academic Senate Constitution, January 2014*

33 *Major College Plans; SSSP Plan*
“dedication to learning.” The objectives and action plans in the EMP were crafted so as to ensure adherence to the College mission.

Goals for student learning and achievement in other planning documents, such as the Achieving the Dream plan, the Student Equity plan, and the SSSP plan, address all aspects of the College mission. These plans were created to ensure that all students are “[enriched] with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.”

### Analysis and Evaluation:

The College meets this Standard. The campus culture encourages framing all discussions and decisions with the WLAC mission at the forefront, in a manner that is inclusive of faculty, classified staff, administrators and students. Numerous institutional processes throughout the College allow community members to work to better accomplish the mission.

Both the services offered to students and the professional learning opportunities provided to faculty, staff and administrators demonstrate that West pursues its mission in all of its endeavors and decisions, so that it is not merely words but a living guide for action.

The mission guides decision making and planning. Resource allocation is tied to program review, which asks units to address how the purpose of the division, program, or service aligns with the College mission. Furthermore, the College’s principles for prioritizing programs and services favor those which “focus on college mission and/or institutional learning outcomes.”

Institutional goals for student learning and achievement are tied closely to the mission of fostering a diverse learning community dedicated to student success, and developing leaders who encourage excellence in others. College plans, such as the EMP, the AtD plan, and the Student Equity plan, are aligned to the mission. Evaluations of progress on these plans through program review and annual reports ensure continuous improvement.

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39 Educational Master Plan
40 Achieving the Dream Implementation Proposal
41 Student Equity Plan
42 SSSP Plan
43 Mission
Standard I.A.4

The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard:

The mission statement is published in the College catalog, in the class schedule and on the College website. (ER 6) A framed poster of the mission statement hangs in meeting rooms around campus as a reminder to all. The mission statement is restated on key College committee agendas and minutes.

The mission statement is widely known and appreciated on campus. The bi-annual Campus Climate Survey, conducted most recently in spring 2015, revealed that among the items with the highest level of agreement are three related to the college’s mission. The responses show that there is widespread understanding of the college’s mission.

<table>
<thead>
<tr>
<th>Campus Climate Survey, Spring 2015</th>
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<tbody>
<tr>
<td><strong>Item</strong></td>
</tr>
<tr>
<td>My job contributes to this college’s mission.</td>
</tr>
<tr>
<td>I am familiar with West’s mission, values and goals.</td>
</tr>
<tr>
<td>I understand my role in working to achieve the College’s stated goals and educational mission.</td>
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</table>

The Los Angeles Community College District Board of Trustees approved the current College mission statement on May 2, 2010. Subsequently, the mission statement has been considered at each Leadership Retreat, and its usefulness reaffirmed. The College uses the shared governance process when changes are required. See Standard IV.A. After College shared governance approval, the mission would then be presented to the Board of Trustees for approval.

In addition to the regular reviews at the Leadership Retreat, the College recently considered the mission in light of its anticipated offering of a bachelor’s degree. As part of the review, the College

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44 Catalog, page 8

45 Summer and Fall 2015 Schedule of Classes, page 3

46 College website: Mission

47 Board of Trustees Minutes Agenda, May 12, 2010, Com. No. BT4, page 5

48 Leadership Retreat Fall 2014; Leadership Retreat Fall 2013
considered the Accreditation standards as well as California Statutory Law. 49

Analysis and Evaluation:

The College meets this Standard. The College regularly reviews its mission statement and updates it when needed; the process of updating the mission statement to include degrees and certificates is under way, timed to coincide with the launch of the B.S. in Dental Hygiene.

The final step in the revision of the College mission statement is Board approval. Once approved, the new mission statement appears in the College catalog, website and other publications. The college widely publicizes the mission statement and discusses its meaning for the work of the college in many venues. A

“This mission captures what West does best at its best. Our mission is social justice in action.”

Experience of one member of the West community at the Leadership Retreat 2014

49 California Ed Code 78042(b)
Changes and Plans
Arising Out of the Self Evaluation

<table>
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<tr>
<th>CHANGE, IMPROVEMENT AND INNOVATION</th>
<th>STANDARD</th>
<th>COLLEGE LEADS</th>
<th>TIMELINE</th>
<th>ANTICIPATED OUTCOME</th>
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<td>Review of Mission in anticipation of dental hygiene BA program</td>
<td>I.A.1, I.A.4</td>
<td>College Council; Academic Senate</td>
<td>Spring 2016</td>
<td>Mission will broaden to include a B.S. degree</td>
</tr>
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</table>
I.B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS

Academic Quality

Standard I.B.1

The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Evidence of Meeting the Standard:

At West Los Angeles College, a well-respected, highly inclusive system of shared governance provides a framework for substantive dialog in pursuit of the College mission, including sustained and collegial discussions of student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Discussion of these issues occurs at workshops, operational meetings, and focused inquiry groups outside the shared governance system. Concern for these issues is so deeply embedded in College culture that to characterize the dialog is to review evidence for most standards in this Self Evaluation. For evidence that the shared governance system functions effectively, please refer to Standard IV.A.2.

The College Council, the Academic Senate, and their various standing committees are key venues for discussion. All the participatory governance committees include faculty, staff, students and administrators. Their meetings are open to the entire campus and the College online newsletter, WestWeek, publicizes meeting times and locations.1

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1 Screenshot of WestWeek March 3, 2014; WestWeek Archive
**Dialog and Student Learning Outcomes**

In 2014, West received Board approval for a new Educational Master Plan (EMP) designed to guide all College planning. The strategic goals backing its first strategic direction, Dedication to Learning, center explicitly on student learning:

- Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.
- Foster ethical and affective development as well as cognitive development in all student populations.

Another strategic goal is “Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.”

The EMP resulted from extensive research, discussion and deliberation by a workgroup including students, staff, faculty and administrators, and the discussion rippled across campus as committees and unions reviewed the plan. At the same time, the EMP reflects what the College has learned in an intensive discussion of student learning outcomes (SLOs) since the 2012 accreditation visit. The Accreditation Steering Committee discussed the recommendations resulting from that visit.

The Office of Research and Planning generates a variety of data reports for the examination of student learning including data from the postage showcases and student surveys as well as SLO evaluations by division in program review.

Extensive discussions of SLO definition and assessment take place in the Academic Senate, especially in SLO Committee reports to the Senate. The Senate voiced the faculty commitment to defining SLOs for all courses and to having all faculty participate in the assessment of these SLOs in a cycle of assessment, discussion of results, reassessment, and further discussion. Each academic division makes Senate presentations on how SLO assessment revealed needed changes.

In SLO Committee meetings, faculty, administrators and staff have discussed the definition and assessment of student learning outcomes at the course, program, and institutional level, and tracked progress in educating the institution on assessment and implementing assessment

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2 *Educational Master Plan, Strategic Goals 1.2 and 1.3, pages 36-38*

3 *Educational Master Plan, Strategic Goal 2.1, pages 40-41*

4 *Educational Master Plan: Development, page 8; Communication and Approval, pages 13-14*

5 *Student Learning Outcomes Reports*

6 *Academic Senate Minutes, April 14, 2015, item VI.2, SLO Committee; Student Learning Committee Minutes, February 23, 2014, items 2, New Data Reports: SLO Assessments for Fall 2013, Spring 2014, and Fall 2014*
plans. The Committee has considered how to report College assessment of student learning and processed advice on the College assessment program, including acting as a workgroup on 2012 Accreditation Recommendations. The SLO Committee reports to the Curriculum Committee, which has been particularly concerned with making sure that each course has appropriate Student Learning Outcomes.  

The SLO Committee has led campus-wide dialog on SLOs, including workshops, summits, symposia, and meetings between SLO coaches and individual faculty or academic divisions. Individual divisions discuss SLO assessment results in their own meetings, and Divisional Council (the meeting of the chairs of the divisions with their deans and vice president) also discusses SLOs. At the 2012 Leadership Retreat, faculty, students, staff and administrators created posters to structure a discussion of SLOs. 

Programs and offices in Student Services and in Administrative Services have developed student learning outcomes and service area outcomes. Following an assessment calendar, the areas assess the outcomes, identify needed changes and resource requests, and modify the outcomes, as needed. More detail about SLO/SAO assessment and improvement is provided in Standard II.A.11 and II.A.12. The program review process requires discussion of instructional, Student Services, and Administrative Services program SLOs/SAOs, both by the authors of each unit’s program review and by the validators. When faculty, staff, students and administrators meet to evaluate resource requests that arise in program review, they discuss their responsiveness to SLO assessments. 

**Dialog and Student Equity**
Changes in state law, federal legislation, and popular programs on campus have contributed to a renewed focus on student equity. The Planning and Institutional Effectiveness (PIE) committee leads the College in setting and evaluating standards for student achievement. The Student Equity, Access and Completion (SEAC) Committee was created to optimize college access, course completion, transfer rates, degree and certificate completion and ESL and Basic Skills improvement. The SEAC Committee discusses enrollment management, its own operations and charge, creation of Equity Plan, SSSP Plan, the use of data, interventions towards student success, accreditation, research on student success, the Educational Master Plan, the state Online Education Initiative, and preparing students for placement tests. SEAC’s

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7 *Curriculum Committee Minutes, December 12, 2012, item III. B, SLO Committee*

8 *SLO Newsletter, April 2015, “SLO Assessment Summit,” page 1; Computer Science Division Minutes, February 21, 2015*

9 *2014 2015 Program Review Handbook, Explanation of Rubric Points, pages 10, 45, 79*
SSSP Advisory Committee developed the SSSP plans for 2014-15 and 2015-16, and its Student Equity Workgroup developed the Equity Plans for the same academic periods; SEAC evaluates progress on both plans.\(^\text{10}\)

While the College Council provides a venue for dialog on improvement among all constituencies, the Academic Senate is the appropriate venue for faculty discussion of academic and professional matters. The full Senate meets regularly during the fall and spring semesters, and its Executive Committee meets during winter and summer intersessions. The Senate schedules presentations from each academic division each year, to foster discussion of how to support equity and student success. The Academic Senate chose as its theme for the 2014-15 year “Social Justice: Moving towards Equity.” The Senate theme for 2015-16 is “Realizing Social Justice through Cultural Competence.” Division reports to Academic Senate will focus on how each division is using cultural competence to address equity gaps.\(^\text{11}\)

Student equity discussions are not confined to committee meetings. The College launched a Cultural Competence FIG (focused inquiry group) to discuss ways to bridge the equity gap. From the discussions in the Cultural Competence FIG and the Student Equity Workgroup, the College has launched a Culturally Responsive Teaching and Learning community of practice, modeled after Baltimore County Community College’s successful program.\(^\text{12}\)

Professional learning activities on campus focus on discussions of student equity and student achievement. Each fall, the College hosts a week of professional learning opportunities the week prior to the start of the semester. The week’s activities culminate in a mandatory flex day. Sessions are scheduled on topics such as SLOs, student equity, and teaching strategies to ensure academic quality and student success. In 2014 and 2015, guest speakers on flex day have focused on issues of student achievement, equity, and teaching excellence.\(^\text{13}\)

At the annual Leadership Retreat, open to all members of the campus community, speakers such as Darla Cooper from the RP Group and Tyrone Howard from Center X at UCLA have sparked campus wide discussion of student achievement and student equity.\(^\text{14}\)

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\(^{10}\) **PIE Committee Minutes, February 4, 2015,** *Evaluating Programs—Institution-Set Standards for Programs and Educational Master Plan; SEAC Committee Minutes, August 14, 2014*

\(^{11}\) **Academic Senate Minutes, December 9, 2014, item VI.3, Senate Exec**

\(^{12}\) **Culturally Responsive Teaching and Learning**

\(^{13}\) **Professional Learning Week 2015 Session Descriptions**

\(^{14}\) **2013 Leadership Retreat Program; 2014 Leadership Retreat Program**
The Student Success Committee and the Academic Senate launched Spring Summit in 2014 at which much discussion about student learning and achievement takes place. Spring Summit is held the Friday before spring semester classes begin and provides faculty, staff, and administrators the opportunity to discuss strategies for increasing student success. The theme for 2014 was “Achieving More with Equity: Intentional Practice Leads to Student Success.” The theme for the 2015 Spring Summit was “Innovative Strategies to Increase Student Success.”15

The Office of Research and Planning (ORP) provides the data, which is the basis for dialog, for equity measures, cut score and assessment validation, disproportionate impact analysis and discusses the findings with faculty and committee workgroups. The ORP generates a variety of data reports for the examination of student learning including data from the postage showcases and student surveys as well as SLO evaluations by division in program review.16

**Dialog and Academic Quality**

WLAC dialogues about how the all the resources and operations of the college result in increased student learning and achievement of their educational goals. Academic Senate committees focus on academic quality. The Curriculum Committee works with faculty to keep the College’s curriculum up to date. It recommends new and renewed curriculum to the Academic Senate. The Curriculum Committee also ensures that each course has appropriate student learning outcomes, reviews GE requirements for the associate degree, and keeps up with changing district policies and state regulations.17

The Student Success Committee, a standing committee of the Academic Senate, has combined with the College’s Achieving the Dream (AtD) team to review the quality of our institution, discussing improvements focusing on student learning and achievement. It regularly reports to Senate. At its monthly meetings, the Committee discusses setting priorities, including the preparation of AtD documents and review of College plans, researching and reporting best practices, planning and assessing student success events, planning and assessing College services, communicating with the campus, researching campus attitudes, data gathering and analysis, state initiatives, and professional development.18

In response to the EMP objective 1.4.1, “Establish an exemplary professional learning program,” the Professional Learning Subcommittee—a subcommittee of the Student Success Committee—was formed. At their monthly meetings,

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15 AtDetails February 2015
16 Student Learning Outcomes Reports
17 Academic Senate Minutes, March 24, 2015, item VII.3, Curriculum Committee
18 Student Success Committee/ATD Minutes, February 4, 2015,
Faculty, administrators, and staff have discussed key concepts and best practices, identifying professional learning needs, creating a professional learning plan, the role of professional learning in reaching identified College goals, and the subcommittee’s mission.  

The Distance Education Committee, a standing committee of the Academic Senate, also focuses on academic quality in their discussions of educational master planning, best practices in online classes, online instructional resources, services for online students, and student achievement in online courses.  

The Transfer Committee discusses transfer planning, including alignment with other plans, evaluation of transfer success, events in support of transfer, online support for transfer cross-campus support for transfer, coordination with TRiO SSS, coordination with Student Equity program, discipline faculty advising, the Transfer Honors Program, course and program articulation, associate degrees for transfer, curriculum, and course offerings.

Dialog and Institutional Effectiveness
The Planning and Institutional Effectiveness (PIE) Committee, a standing committee of the College Council, provides leadership in planning, linking planning and budgeting, and continuous improvement. PIE leads discussions about institutional research, leads the College in setting and evaluating standards for student achievement, and manages the program review process, including prioritizing resource requests.

The Budget Committee meets with the PIE Committee twice annually to evaluate the effectiveness of resource allocation and the planning and budgeting process itself. The purpose of these meetings is to ensure institutional effectiveness.

Dialog and Continuous Improvement of Student Learning and Achievement
The object of the conversations and discussions in the outcomes, equity, quality and effectiveness arenas is to improve competencies, skills and knowledge gained by students and attainment of success at various points of completion including successful course completion, certificates and degrees, licensure examination pass rates, and post-program employment.

In addition to the aforementioned committees, workgroups, and FIGs, the

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19 Professional Learning Subcommittee Minutes, April 14, 2015.
20 Distance Education Committee Minutes, November 20, 2013.
21 Transfer Committee Minutes, March 18, 2014.
22 PIE Committee Minutes, May 6, 2015, Effectiveness Evaluation
23 Budget Committee and PIE Committee Joint Meeting Agenda, May 28, 2015
Professional Growth Committee is also dedicated to the continuous improvement of student learning and achievement. The Professional Growth Committee is a Faculty Contract committee made up of an Academic Senate representative, an AFT representative, an administrative designee, and the chair (the Faculty Professional Development Coordinator). The committee has discussed identified professional development needs included in program review documents and in unit planning documents and visions and strategies for professional learning. The Professional Learning Subcommittee grew out of discussions at the Professional Growth Committee meetings.24

Analysis and Evaluation:

The College meets this Standard. Through its committees, in division meetings, and during professional learning activities, West Los Angeles College engages in a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Ongoing training on SLO assessment and program review assure that faculty, staff, and administrators are trained in the meaning of evidence, data, and research used in the evaluation of student learning. The broad-based, collaborative discussions to prepare the EMP, Student Equity plan, and SSSP plan provided further opportunities for campus personnel to become familiar with data about the students West serves and to understand how to use that data to evaluate student achievement.

The Quality Focus Essay Action Projects address Institutional Effectiveness, Outcomes Assessment and Professional Learning. The intersection of the three action projects is the development of professional learning communities comprised of interdisciplinary faculty conducting assessments of student learning and discussing the results.²

²⁴ Professional Growth Committee, February 24, 2015 Item 3 Establishment of a Professional Learning Committee
Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services.

Evidence of Meeting the Standard:

West defines and assesses learning outcomes at the course, program and institutional levels and in student and learning support services. (See II.A.11 and II.A.12.)

Instructional Program SLOs

Faculty have been developing Program SLOs since 2005. Faculty define program SLOs for each degree and certificate the College offers. To ensure SLOs are measurable and appropriate in content and scope, the SLO Committee developed an SLO Handbook about the best practices for writing program SLOs. They are included with the program descriptions in the College Catalog and posted together on the SLO website. (ER 11)

The College has a vigorous program of assessing course SLOs, outlined in Standard II.A.11, and these assessments inform program SLO assessment. Faculty discuss and document program SLO assessment in program review and pollinates departmental decision-making and resource allocation. The PIE committee connects assessment with budget decisions using a rubric that scores plans on key domains including connection to mission, meeting legal requirements, focusing on reaching master plan goals and innovating in college operations and services. The SLO module in program review includes questions such as “Based on any of the following assessment methods: (a) course SLO assessment; (b) analysis of course sequencing; (c) indirect assessment indicators such as state exams or employer surveys; (d) student success data such as retention, success rates, degrees/certificates awarded, what changes to the program are planned or being implemented?” and “Will these planned changes based on Program SLO assessment necessitate a resource request?” Working with others, deans validate each program review, addressing the accuracy of the information, completion of the assessment, and use of results for improvement.26

Student Services SLOs

Student Services reviewed and refined Service Area Outcomes (SAOs) for all Student Services departments. They revised and developed two SAOs for assessment in spring 2015. The process for

25 Back to the Basics: Writing Program SLOs Handbook; Accounting Program Description, Catalog, page 84; Program Student Learning Outcomes

each department included: identifying the services offered; aligning with goals identified in program review; connecting to the Educational Master Plan goals and objectives; aligning with institutional SLOs; defining benchmarks; and identifying assessment methods, including both qualitative and quantitative ones. The assessment report includes a description of how the assessment was administered, analysis of the results, and a plan of action.27

During the April 2015 Student Services Council meeting, faculty and managers were trained in developing SAOs. The training included a review of the matrix, connection to program review goals, sample SAOs, and feedback on the outcomes developed so far.

For Financial Aid, for example, one of the SAOs related to student learning is, “Improve financial literacy and increase life skills competency for financial aid loan applicants.” This SAO is assessed by students completing the required online Life Skills test with 80% passing cutoff. Students are then allowed to submit the loan application for review and approval. As a result of assessment in spring 2015 of this SAO, the Financial Aid Office decided to offer additional on campus workshops especially during the peak processing periods in addition to a web-based version of the SAP workshop to assist online and out of state students. The financial aid office will evaluate the effects of these changes in Spring 2016 and refine them accordingly. Δ

**Learning Support Services**

The College recognizes the importance of learning support services to student achievement. EMP Objective 1.1.2 is to “strengthen the effectiveness and coverage of the tutoring program.” Enhanced tutoring is also one of the intervention strategies identified as part of the College’s Achieving the Dream plan. Tutoring is offered through Project LEARN, the tutoring center, Learning Skills classes, and DSPS. These learning support services are assessed through program review and the SLO process.

Learning skills courses are assessed through the course SLO process. As a result of assessment in spring 2014, learning skills faculty redesigned the learning skills curriculum to more specifically address the needs of WLAC students in need of foundational skills remediation by eliminating low-enrolled, low-success-rate learning skills courses. In spring 2015, the Student Success Committee undertook an evaluation of West’s learning support services. Because the College was in the middle of reorganization and the learning skills discipline had been moved from academic affairs to student services, the workgroup recommended that learning skills discipline be restored to the library division and that the Academic Senate consider a viability study in one year. This

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27 *SLO/SAO Development for Student Services*
improvement was implemented in fall 2015.\textsuperscript{28}

Tutoring services are tracked by students’ enrollment in a zero-unit noncredit “Supervised Learning Assistance” course in the library. The SLO for this course is that the student will “demonstrate progress in his/her ability to work collaboratively with the goal of improved performance in the designated subject area” as measured by the student’s successful completion of assigned coursework. In addition to assessing SLOs for tutoring, surveys are conducted after instructional sessions and workshops. Successful course completion rates for students enrolled in elementary and intermediate algebra increased by 3 percentage points to 25% of the students who had received tutoring.\textsuperscript{29}

Through assessment of student outcomes and achievement, SSSP identified a need for accurate placement in math and English. In spring 2015, West partnered with Educational Results Partnership and Cal-PASS Plus to launch the “Four Cornerstones” initiative. In fall 2015, West revised its assessment and placement process to ensure a true multiple measures approach (Cornerstone One). In fall 2014, West launched a pilot of accelerated English courses, leading to the development of a new course—English 100: Accelerated Prep: College Writing, which will be offered beginning spring 2016 (Cornerstone Two). English adjusted its cut scores on the assessment instrument in fall 2015 and math is analyzing its cut scores and placement data (Cornerstone Three). According to data from other institutions, each of these cornerstones results in “much higher” completion of transfer-level courses and has “substantial” impact on student equity.\textsuperscript{30}

**Analysis and Evaluation:**

The College meets this Standard. West recognizes that assessing SLOs at the course, program, service area, and institutional levels across the College is integral to student learning and student achievement. Faculty, staff, and administrators use assessment data to evaluate courses, programs, and services. These evaluations lead to changes that foster continuous improvement.

One area where this continuous improvement is evident is in the identification and implementation of the Four Cornerstones initiative to increase student learning and student achievement. The College will continue to monitor progress on this initiative, making adjustments where necessary.

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\textsuperscript{28} Program Review, Learning Skills, page 272; Instructional Support Workgroup Notes, March 5, 2015; Academic Senate Minutes, May 12, 2015, page 3, item VI.8.f

\textsuperscript{29} Student Survey post workshop; Faculty Survey post workshop; Math 115 125 Success Retention Comparison of Students Co-Enrolled in Tutoring

\textsuperscript{30} Four Cornerstones of Gateway Course Completion; Assessment Subcommittee Minutes, August 28, 2015
To aid in the tracking of SLO assessments and dialog, the College is implementing TracDat software. The implementation will include a roll up of course SLO assessment to program and institutional SLO assessment. TracDat will enable the College to more easily document and report on continuous improvement.

The QFE Outcomes Assessment Action Project will better apply the use of results for the improvement of teaching and learning. ❖

Standard I.B.3

The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

West Los Angeles College establishes performance metrics and measures to assess institutional performance both in individual programs and for institution-wide student achievement. The measures and the level of expected performance are appropriate for assessing achievement of WLAC mission, for determining improvement efforts, and for analyzing results in the context of higher education. WLAC measures student performance against locally set standards to assess institutional effectiveness and academic quality and to inform planning and action for continuous improvement.

Establishing Institution Set Standards: College Level

West established institution set standards (ISS) for student achievement outcomes in 2013 for several achievement areas: successful course completion rate, fall-to-fall retention, degrees and certificates awarded, and transfer to 4-year colleges and universities. All of the student achievement outcomes align with the college mission, which is included in and supported by the Educational Master Plan, 2014-2020 (EMP), and displayed in campus meeting rooms. The ISS were reviewed in the process of drafting the Educational Master Plan. The ISS are used as the direct goal measure of achievement for Strategic Goal 1.1 of the EMP, “Improve student achievement, both

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31 See: ACCJC Glossary definition of Institution Set Standards in Accreditation Standards, Cross-Walked, with Glossary Terms

32 See: Checklist for Compliance, Standards and Performance with Respect to Student Achievement, Item One, Institutional Level.

33 See: ACCJC Glossary definition of Student Achievement in Accreditation Standards, Cross-Walked, with Glossary Terms
overall and among historically lower-achieving groups.\textsuperscript{34}

West used its participatory governance process to identify and establish ISS, as described in more detail in \textit{Section B Presentation of Student Achievement Data and Institution-set Standards.}

In addition to setting standards, West set short term and long term goals for the achievement of the following student performance outcomes: successful course completion rate; completion rate (graduation and transfer) for both college-prepared students and those unprepared for college; remedial rate in Math, English, and ESL; completion rate in career technical education programs; completion of degrees; and completion of certificates. The historic data as well as the short term and long term goals are displayed in the Framework of Indicators.\textsuperscript{35}

\textbf{Establishing Institution Set Standards: Program Level}\textsuperscript{36}

West established institution set standards at the program level for examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study, as well as for

\begin{table}[h]
\centering
\begin{tabular}{|l|c|c|}
\hline
Program & Institution Set Standard (%) & Job Placement Rate (%) \\
\hline
Dental Hygiene & 90% & 100% \\
Aviation Maintenance Technician & 90% & 100% \\
Certified Nurse Assistant & 90% & 98% \\
\hline
\end{tabular}
\caption{Job Placement Rates 2011-2012}
\end{table}

Additional program level ISS were set in fall 2015. Employment rates were examined through comparisons over time and with District wide and State wide rates. Based on this examination, standards and stretch goals were set by division chairs, and were approved through the participatory governance process. The two-digit TOP code program level was used due to the small sample size for most of the cohorts.\textsuperscript{38}

Institution set standards for program completions were established in fall 2015. Standards as well as stretch goals are being identified for each degree and certificate program through consultation with division chairs, and approval through the participatory governance process. Historic data was used to identify specific

\textsuperscript{34} \textit{Educational Master Plan : Environmental Scan Data ; Educational Master Plan 2014-2020, page 30}

\textsuperscript{35} \textit{College Indicator Rates}

\textsuperscript{36} See, \textit{Checklist for Compliance, Standards and Performance with Respect to Student Achievement, Item Two, Program Level.}

\textsuperscript{37} \textit{Annual Report 2015}

\textsuperscript{38} \textit{Institution Set Standards for CTE Employment Rates}
standards, and program plans were used to set stretch goals.\(^{39}\) (ER 11)

**Assessment and Continuous Improvement\(^ {40}\)**
West evaluates progress in fulfilling its mission and meeting the goals of its Educational Master Plan by regularly reviewing and discussing a variety of metrics, including the ISS. At the Joint Meeting of the Budget and PIE (Planning and Institutional Effectiveness) Committees, ISS outcomes are discussed. Several of the Recommendations arising from the evaluation by the Joint Meeting are geared toward improving college performance on its ISS. ISS outcomes are also discussed at PIE Committee meetings and at Student Success Committee meetings.\(^ {41}\)

Further, the student performance metrics are included in program review unit evaluations, and questions guide units to consider reasons for underperformance in various areas. If a deficit is discovered, units then develop goals and action plans to address the deficit, which may necessitate a resource request. The Principles for Prioritizing Programs and

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\(^{39}\) *Institution set standards for program completion; Eligibility Requirement 11 Compliant.*

\(^{40}\) *See: Checklist for Compliance, Standards and Performance with Respect to Student Achievement, Item Three, Program Level.*

\(^{41}\) *Joint Meeting PowerPoint; PIE Committee Minutes, October 10, 2014, Successful Course Completion Rates and Equity*

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Services, the rubric used to prioritize resource requests, provides for higher priority for requests that reflect on data informed review that leads to improved institutional effectiveness, as well as requests that support various Master Plan Goals, which incorporate ISS. Because these student performance indicators are incorporated into program review, they become part of the over-all college continuous improvement efforts. (ACCJC Policy on Monitoring Institutional Performance)\(^ {42}\)

**Assessment and Distance Education**
Successful course completion rates are evaluated by programs during program review, with comparisons based on mode of instructional delivery. Thus any gaps in successful course completion between distance education (OnLine) and classroom-based instruction can be identified and addressed. Gaps can be identified at the college-wide level, as well as at the division and discipline levels.

Several years ago, a large gap was identified in successful course completion rates between online and classroom-based classes. Discussion at the Enrollment Management Committee revealed process issues that caused the gap: faculty did not know how to exclude students in online sections, and students did not know how to drop online sections in a timely way. The result was a low successful course completion rate. The solution was for the

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\(^{42}\) *ACCJC Policy on Monitoring Institutional Performance compliant*
dean of the distance education program to initiate an educational process with the faculty and students informing them how to exclude and drop. The successful course completion rate gap was remedied with improved process.43

Institution Set Standards are published and updated annually on the college web site on its Accountability page.44

Analysis and Evaluation

The College meets this Standard. West engages in continuous dialogue about institution set standards and student achievement outcomes. The dialogue is integrated into its college wide planning processes and into unit-level planning. An example of how West engages in continuous improvement based on evaluation of ISS, and further integrates the evaluation with budgeting occurred when one metric, number of graduates, fell below the standard. A sustained college-wide effort involving both student services and instructional divisions was initiated to address both process and programmatic issues related to awarding degrees and certificates. One result was the creation of a new position to facilitate the awarding of degrees and certificates.

To further improve the use of institution set standards to increase student achievement outcomes, West will add specific questions to program review for the fall 2016 cycle to assess performance based on the institution set standards. A

Through the QFE Institutional Effectiveness Action Project the College will systematically evaluate the institution set standards. ❖

Standard I.B.4

The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard:

Institutional Processes

West weaves the assessment of student learning and student achievement throughout its institutional processes in order to assure academic quality. West’s Mission, Strategic Directions and Strategic Goals, all of which guide the plans and activities for the college, all are focused on student learning and student achievement. The mission, to provide a transformative educational experience, focuses Strategic Direction 1, Dedication to Learning. Likewise, Strategic Direction 2, Culture of Continuous Improvement and Strategic Direction 3, Programs and Services Responsive to Student Needs specify

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43 Program review data; College-wide Data and Discipline Data
44 Accountability

See: Checklist for Compliance, Standards and Performance with Respect to Student Achievement, Item Four, Program Level.
Goals and Objectives with quantitative and qualitative measures each emphasize student learning and achievement. These goals and objectives connect the three major areas of the college, Academic Affairs, Student Services and Administrative Services, so that all segments of the college are aligned with support of student learning and achievement.45

The participatory governance process and committee structure support student learning and achievement. As the Participatory Governance and Planning Policy and Procedure Handbook describes, West’s Mission is primary in the shared governance process. Student learning and achievement represents the underpinnings of all the committees on campus.46

_Assessment: Student Learning Outcomes_

One WLAC accomplishment that incorporates assessment data via multiple instruments is the college’s nine institutional learning outcomes (ILOs), each of which addresses the college’s mission. In order to assess students’ progress on these ILOs during their time at West, three different metrics are used:47

- Survey of graduated students (self-perception) every two years
- Districtwide Survey of randomly selected sections (self-perception) every two years
- Poster Showcase ratings by faculty every year

The results of these assessments are presented for review at the bi-annual Joint Meetings of the PIE and Budget Committees, and become part of the conversation about how to change West’s trajectory going forward. They not only indicate how well students have developed skills inherent in the ILOs, but also the degree to which those skills have been improved upon during their time at West in particular (i.e. whether West has been transformative in their learning).48

**Assessment: Program Review**

Another campus process that involves broad participation in compiling assessment data is WLAC’s yearly program review, which requires sharing student outcomes and analysis as to what affected those outcomes, and then provides a venue for faculty to make resource requests in response to the trends they observe. The program review process also allows for rigorous documentation of the goals each division has for its students, in addition to the bigger picture purpose of the process, which is to “provide an assessment of effective application of college mission and goals,” all of which are targeted towards student achievement. In fact, the Principles for Prioritizing Programs and Services as publicized to the campus community specify a focus on the college mission as the very first

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45 _Educational Master Plan_

46 _Participatory Governance and Planning Policy and Procedure Handbook_

47 _Institutional SLOs_

48 _Joint PIE Committee - Budget Committee Meetings, 2014-15_
consideration for any resource request during the yearly prioritization retreat, alongside alignment with ILOs and Unit Goals.\(^{49}\)

**Assessment: Student and Employee Surveys**

WLAC has regular processes for soliciting assessments from students and staff about their perspective on the college, specifically via the Student Survey (the District conducts every two years, as mentioned above) and the Campus Climate Survey (also conducted every two years). The ORP is responsible for managing the data collection process and the consolidation of results into useful reporting that is then disseminated to various decision-making bodies at the college and is also made public on the ORP website.\(^{50}\)

**Assessment: Validation of Assessment/Placement Instruments**

Similarly, the ORP has compiled extensive data related to cut score validation for the SSSP Assessment Subcommittee in their ongoing discussions about improving the placement process and also course sequences at WLAC.\(^{51}\) These data inform student learning and achievement in that they provide evidence as to whether students who place into a given course are as successful as those who progress into the same course.

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\(^{49}\) *Inside West, Planning, Program Review, Goals, #4*; West LA College Principles for Prioritizing Programs and Services, February 7, 2013

\(^{50}\) *Inside West, Research, Surveys, Campus Climate Survey and Districtwide Student Survey*

\(^{51}\) *Student Success and Support Program Advisory Committee 4/16/2015 Minutes*

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**Assessment: Disaggregation of Data**

West disaggregates data used for evaluation of student achievement in a number of contexts. The College Profile chapter on Student Outcomes\(^{52}\) provides student enrollment and achievement data disaggregated by ethnicity, primary language, gender, and age. During program review, faculty are asked to reflect on and evaluate the outcomes of students based on ethnicity, and to identify equity gaps, and then to develop plans to address the gaps.\(^{53}\) Faculty also scrutinize enrollment and success trends by mode of instructional delivery, including classroom, online and hybrid among other modes.\(^{54}\)

Validation of assessment/placement models also involves the disaggregation of student data to identify potential disproportionate impact. For preparation of the Equity Plan, West scrutinized student achievement data disaggregated by gender, ethnicity, age, DSPS status and economic disadvantage.\(^{55}\)
Analysis and Evaluation:

The College meets this Standard. WLAC uses many different kinds of assessment data to inform its institutional processes and priorities, including ISLO and SLO assessment, program review assessment, student assessment of the college via surveys, and analysis of the college’s assessment exams used for course placement. The various assessments, disaggregated by student demographic characteristics, and mode of instruction, are woven into West’s planning and continuous improvement processes, in order to ensure that all efforts are aligned with the college mission.

The QFE Outcomes Assessment and Professional Learning Action Projects will streamline and centralize the data and provide the framework for interdisciplinary discussions about SLO results.

Institutional Effectiveness

Standard I.B.5

The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.

Evidence of Meeting the Standard:

In the same way that West assures Academic Quality by institutionalizing a variety of assessment practices and disaggregating student outcomes by student characteristics and mode of instructional delivery, the college also assures institutional effectiveness. Numerous institutional assessment processes address WLAC’s mission as described in Standards I.A.2 and I.B.4, both at an aggregate level and at a disaggregated level to ensure that institutional effectiveness is being addressed.
**Program Review**

West has conducted program review with a variety of formats for more than ten years. In 2012 an online program review software, Institutional Effectiveness System (IES), was introduced, which contributed to increasing and sustaining a systematic approach to program review and to linking planning and budgeting. Linking planning and budgeting is one of the linchpins of the program review cycle, as illustrated by the diagram below.
Program review is directly managed by the Planning and Institutional Effectiveness (PIE) Committee, in collaboration with the Academic Senate, and embedded in the participatory governance structure of the college. The annual program review calendar is carefully developed to synchronize with the budget development calendar, so that the college is assured that planning does indeed drive budgeting. As mentioned in I.A.2, the College mission drives planning priorities.

**Program Review and Distance Learning**
The Distance Learning program conducts its own program review each year. In addition, each instructional division evaluates its distance education offerings, using the data for its division that has been disaggregated by mode of instructional delivery.

**Evaluation of Goals and Objectives**
The campus culture encourages framing all discussions and decisions with the WLAC mission always at the forefront, in a manner that is inclusive of faculty, classified staff, administrators and students. There are numerous institutional processes throughout the college that allow community members to engage in continuous improvement on the mission priorities. For example, one of the major planning assumptions in the development of WLAC’s Educational Master Plan (EMP) explicitly states that the WLAC mission is the foundation for the EMP. Additionally, the development of the EMP “is founded on careful analysis and spirited discussion of a wide array of quantitative and qualitative evidence.”

Not only was data used extensively in the development of the EMP, and related master plans of the college, but also the EMP itself is designed to undergo rigorous and regular evaluation by the Planning and Institutional Effectiveness (PIE) Committee each spring. This evaluation is conducted using data gathered from results of Direct Goal Measures and Objective Measures, which are submitted to PIE for review by the designated Goal Coordinators. The minutes of the EMP Workgroup reveal that both the initial development and ongoing assessment of the plan have been grounded in the College mission. Through its evaluation of the EMP goals and objectives, the College assesses its accomplishment of the mission.

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56 Program review calendar

57 Program review unit reports, Distance Learning beginning on page 167

58 Major Planning Assumptions and Constraints, p. 16

59 Educational Master Plan, The Nature and Purposes of Educational Master Planning at West, p. 5

60 Evaluation and Revision of the EMP, p. 18

61 Inside West, Educational Master Plan, EMP Workgroup Agendas, Minutes and Materials, 12-11-13 Minutes, p. 8 and 15
**Student Learning Outcomes**

As for how the mission is assessed through the lens of learning outcomes, WLAC focuses attention on these at both the institutional level and the student level. One WLAC accomplishment that touches on both the first and fourth mission priorities is the three-pronged approach to assessment of the college’s nine institutional learning outcomes (ILOs), each of which addresses the college’s goal of ensuring students are well-rounded and ready to thrive. In order to assess students’ progress on these ILOs during their time at WLAC, three different metrics are used:

- Survey of graduated students (self-perception) every two years
- Districtwide Survey of randomly selected sections (self-perception) every two years
- Poster Showcase ratings by faculty every year

The results of these assessments are presented for review at the bi-annual Joint Meetings of the PIE and Budget Committees and become part of the conversation about how to change WLAC’s trajectory going forward. They not only indicate how well students have developed skills inherent in the ILOs, but also the degree to which those skills have been improved upon during their time at WLAC in particular--whether WLAC has been transformative in their learning, the first priority of the College mission.

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62 *Inside West, Institutional SLOs*
63 *Inside West, Joint PIE Committee - Budget Committee Meetings, 2014-15*

**Student Achievement**

To ensure WLAC is accomplishing its mission, the college considers it critical that the methods for assessing student proficiency at various points in their academic trajectories be accurate and predictive. To that end, the ORP has compiled extensive disaggregated data related to cut score validation for the Student Success and Support Program (SSSP) Assessment Subcommittee in their ongoing discussions about improving the placement process and also course sequences at WLAC. These data inform student learning and achievement in that they provide evidence as to whether students who place into a given course are as successful as those who progress into the same course.

Where students have not succeeded at the expected rates, the Assessment Subcommittee has focused attention on revising the cut scores for the relevant assessment exams, as well as incorporating more robust multiple measures into those exams that have been founded in empirical research. Furthermore, in support of more accurate assessment and placement, WLAC is one of the eleven colleges taking part in the pilot of the State Common Assessment Test in fall 2015. Relatedly, WLAC has ramped up outreach to high schools in the

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64 *Student Success and Support Program Advisory Committee 4/16/2015 Minutes*
65 *Assessment Subcommittee, Math and English Meeting Agenda, May 20 2015*
66 *Common Assessment Initiative, About the Partners, Educational Results Partnership*
college’s service area to encourage potential incoming students to complete assessment as early as possible.67

**Analysis and Evaluation:**

The College meets this Standard. WLAC assesses accomplishment of its mission quantitatively and qualitatively, through a wide array of channels, including evaluation of the Educational Master Plan, annual Program Review, assessment of ILOs and SLOs, improvement of assessment and placement, and analysis of the Student Success Scorecard. Disaggregated analysis of each of these provides important nuances about the vibrancy of the college’s student body and points to avenues for improvement.

The Quality Focus Essay Institutional Effectiveness Action Project systematizes evaluation of progress on college goals and plans. The QFE Outcomes Assessment Action Project examines student learning results to better meet the College mission.67

**Standard I.B.6**

The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources to mitigate those gaps and evaluates the efficacy of those strategies.

**Evidence of Meeting the Standard:**

West disaggregates both student achievement and learning data to inform its evaluation and decision-making. Student and outcomes data used in program review, which units use for self-evaluation, planning and resource requests, is disaggregated by student demographics, enrollment patterns and mode of instruction, including on-line instruction.68 Units evaluate the achievement outcomes data of their students by ethnicity, and when respondents identify gaps, they are asked to discuss reasons and explore solutions.69

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67 [High School Visitation Schedule; also Student Success and Support Program Year-End Report July 2014 - June 2015, SSSP Supports Potential High School Students Matriculate to WLAC and the Summer Bridge Program, p. 2]

68 Program review web site, including data

69 Program review Module 3, Students and Student Success: document posted here
The Equity Plan also explores equity issues in the following achievement areas: course completion, persistence, graduation and transfer by ethnicity, gender, age, disability status, veteran status, income, and foster youth status.\(^{70}\)

The College fact book disaggregates student achievement data; the Educational Master Plan Workgroup evaluated disaggregated student achievement data in the preparation of the new Educational Master Plan.\(^{71}\)

Because the college has discovered various equity gaps in achievement, both by student demographics and by program type, a number of actions have been taken in an effort to mitigate the gaps. A gap in successful course completion rate was discovered between online classes and classroom-based classes. This discrepancy was discussed at the Enrollment Management Committee, which led to the realization that many faculty and students did not know how to drop or exclude enrollments from online classes. The solution was to offer training and information about the drop/exclude process, resulting in similar successful course completion rates in both online and classroom-based classes.

The Achieving the Dream (AtD) project involved the college community in analyzing success data, identifying gaps, and developing solutions.\(^{72}\) One of the interventions designed by the AtD Core Team is tutoring. As a result, appropriate College units continued the evaluation in their program reviews, and requested additional resources, which were prioritized by the Planning and Institutional Effectiveness (PIE) Committee at its prioritization retreat.\(^{73}\)

West’s Equity Plan was developed through review of data provided by the California Community Colleges Chancellor’s Office (CCCCO) student success data, the ARCC Scorecard. This data was scrutinized for various student demographic groups.\(^{74}\) The resulting gaps led to goals and activities contained in the Equity Plan. The activities are funded with the equity allocation to the college. Part of the allocation will be used to institutionalize a strong project, LEARN, that was initiated with a grant that expired.

Student learning outcomes data is disaggregated by student demographic characteristics and instructional delivery method. Institutional learning outcomes are evaluated using both the poster showcase and the district wide student survey. The most recent district wide student survey in fall 2015\(^{75}\) contains

\(^{70}\) Equity plan; Additional tables used by Equity Subcommittee

\(^{71}\) See Group 2, Student Performance and Achievement Data

\(^{72}\) ATD Data Team; Student Success Metrics F06-F10

\(^{73}\) Prioritized List of Resource Requests, including tutoring

\(^{74}\) Equity Plan Campus Data

\(^{75}\) Surveys
items that assess West’s ISLOs. These items were disaggregated by student demographics and discussed at the SLO Committee meeting.

**Analysis and Evaluation:**

The College meets Standard I.B.6. In several regular College processes, the College systematically reviews and evaluates data on student outcomes disaggregated by student demographic characteristics, student enrollment patterns, and program delivery. Based on the evaluation and identification of achievement gaps, resources are requested and funded through a variety of means, including program review, grants, and equity funds.

The College is committed to closing achievement gaps. The Achieving the Dream plan, the Equity Plan, professional development, and the Academic Senate theme of “Realizing Social Justice through Cultural Competence” demonstrate the College’s dedication to improving learning outcomes and achievement for disproportionately impacted subpopulations of students.

The QFE Outcomes Assessment Action Projects will disaggregate learning results into meaningful categories for evaluation and creation of professional learning communities for interdisciplinary assessment of student learning.

**Standard I.B.7**

The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.

**Evidence of Meeting the Standard:**

All areas of the College participate in an annual program review. Program review evaluates instructional programs, student services programs, and administrative services programs. Human resources needs, as well as program effectiveness, are addressed in program review.

Through its participatory governance process, West Los Angeles College

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76 Divisions, Departments, and Programs Conducting Program Review

77 Program Reviews; Program Review Handbook

78 Program Review Modules and Questions—Instructional Divisions; Program Review Modules and Questions—Administrative Divisions
regularly evaluates its policies and practices across all areas of the institution. Shared governance committees evaluate College policies and procedures, as well as their own practices and policies in annual committee self evaluations. Committees have substantial discussion of their effectiveness in supporting academic quality and the accomplishment of the College mission. The college council, the College’s effective governance body, is a recommending body to the College president on college wide issues. Its committees conduct evaluations of practices annually.

The Technology Committee, the Budget Committee and the Facilities Committee—standing committees of the College Council—evaluate resource management. The Planning and Institutional Effectiveness (PIE) Committee and the Budget Committee hold joint meetings twice annually. At the PIE/Budget Annual Process meeting, the committees have a focused discussion of the planning and budget process, resulting in proposals to change policies. For example, at the 2014 Joint Meeting of PIE and Budget to evaluate process, the need for a human resources plan was identified and resulted in a recommendation that went to the College Council and the president. The vice president of administrative services is writing the plan.

At the PIE/Budget Annual Effectiveness meeting, the committees identify issues to launch and track changes.

The PIE Committee also evaluates the Education Master Plan annually and conducts a campus climate survey biannually. In the campus climate survey, employees volunteer needed changes, which go to PIE for discussion and possible forwarding to College Council.

The Academic Senate standing committees also regularly evaluate policies and practices. The Faculty Position Identification Prioritization (FPIP) Committee annually revises its policies for efficiency and effectiveness. In addition, the Student Success Committee submits an annual reflection of its progress toward its goals to Achieving the Dream and publishes that report for the campus community.

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79 College Governance Policy and Procedure
80 College Council and Standing Committees Self Evaluations; PIE Committee Self Evaluation 2014
81 PIE/Budget annual process meeting minutes
82 Recommendation III.b. on page 5 of March 6, 2014 Joint PIE/Budget Annual Process Meeting
83 PIE/Budget annual effectiveness meeting minutes
84 Campus Climate Survey
85 FPIP Minutes, April 23, 2014, Item 3
86 AtD Annual Reflection
Standard I.B.1 demonstrates that committees regularly discuss ways to work together to ensure effectiveness.

**Analysis and Evaluation:**

The College meets this Standard. West Los Angeles College regularly evaluates its policies and practices through annual committee self evaluations, annual program review, and cross-committee collaboration. Results of these evaluations are publicized to the campus community in committee minutes and through the revision of institutional policies and practices. The Institutional Effectiveness QFE Action Project involves a systematic, evidence-based process for the evaluation and improvement of the major College operational process. ❖ Δ

**Standard I.B.8**

_The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities._

**Evidence of Meeting the Standard:**

West Los Angeles College communicates all assessment and evaluation results to the campus community through a variety of methods, such as the SLO Newsletter, the Student Success and Support Program Year End Report, and Professional Learning Week workshops.87 A significant avenue of assessment and evaluation communication takes place in committees, which include faculty, staff, and administrators and are open to the entire campus. For example, the Planning and Institutional Effectiveness (PIE) Committee, the Student Equity, Access and Completion (SEAC) Committee, and the Technology Committee all discuss and distribute results of assessment and evaluation activities and make

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87 SLO Newsletters


Professional Learning Week Workshop Packet
recommendations to the president via the College Council and Academic Senate.\textsuperscript{88}

Standard I.B.1 provides an analysis of how committees work together to assess and evaluate college activities and to share that information between constituent groups. Through the College’s sustained, substantive, and collegial dialogs—and the publication of newsletters, reports, and announcements on the faculty and staff webpage—the results of assessment and evaluation activities are broadly communicated and appropriate priorities are determined.\textsuperscript{89}

One of the principles the college uses to guide decisions related to planning and resource allocation is to “improve institutional effectiveness through data-informed planning and decision-making, process evaluation, and professional development.”\textsuperscript{90}

\textbf{Analysis and Evaluation:}

The College meets this Standard. West Los Angeles College conducts a wide variety of assessments and evaluations that are broadly communicated within the college community. The college sets appropriate priorities based on a shared understanding of strengths and weaknesses that are identified in assessment and evaluation activities. Through the Institutional Effectiveness QFE Action Project, the College institutionalizes the evaluation of College plans and processes and disseminates the results college-wide.

\begin{itemize}
\item \textsuperscript{88} PIE Committee Minutes, May 6, 2015
\item \textsuperscript{89} Enrollment Management Committee Minutes, March 14, 2013, item 2
\item \textsuperscript{89} Technology Committee Minutes, September 18, 2012, item 2
\item \textsuperscript{89} College Council Recommendations Archive
\item \textsuperscript{90} Principles for Prioritizing Programs and Services
\end{itemize}
Standard I.B.9

The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology and financial resources.

Evidence of Meeting the Standard:

West Los Angeles College conducts comprehensive evaluation and planning cycles that integrate program review, planning, and resource allocation. All goals developed by programs must be aligned with one or more goals of the College Master Plans (Educational Master Plan, Facilities Plan, or Technology Plan). Requests for human, physical, technological, and financial resources are embedded in the program review instrument.91

For program review and unit planning, all programs and divisions use an online instrument with embedded data (the Institutional Effectiveness System, or IES). Teams of administrators, staff, and faculty join in systematically evaluating program reviews for completeness and quality. The Planning and Institutional Effectiveness (PIE) Committee recommends a ranking of requests for new resources taking into consideration the Faculty Position Identification and Prioritization (FPIP) Committee recommendations. The Budget Committee and the PIE Committee hold two joint meetings a year, one to evaluate the effectiveness of resource allocations, and the other to evaluate the planning, evaluation and resource allocation process.92

Improvements to College processes arising from evaluation and planning have been adopted, using a well-established system of shared governance. For example, the March 2014 recommendations that the prioritized list of resource requests be consulted all year and that a process be identified to fund supplies and other

92 Faculty Position Identification and Prioritization Policy; Joint Meeting: PIE Committee and Budget Committee Minutes, February 28, 2013; Joint Meeting: PIE Committee and Budget Committee Minutes, March 6, 2014
ongoing needs each resulted in College Council recommendations to the president, which he accepted. The Student Learning Outcomes (SLO) assessment process requires faculty to discuss approved rubrics, analyze and interpret assessment data, document all important course components that influence class success, and identify necessary action to improve learning in the course. Faculty used the process to initiate improvements in academic quality in disciplines such as Computer Science and Mathematics.

**Resource Request Prioritization**
The PIE Committee consults both the program reviews and the area prioritizations in creating a prioritized list of resource requests for the entire campus; the Committee uses a rubric for this process. After review by the Budget Committee, this list goes to the College Council for its approval, and then to the college president.

An important exception to the new resource prioritization process concerns new faculty positions. Since its founding in 1994, the Faculty Position Identification and Prioritization (FPIP) Committee of the Academic Senate has been responsible for recommending which positions should be filled, and this process enjoys widespread support. The FPIP Committee does not consider new positions unless they are identified in program review. This requirement is part of FPIP Policy and is enforced in practice. The FPIP list, a ranking of faculty positions, goes to the Academic Senate for recommendation to the college president.

**Budgeting**
Resource request prioritization takes place early in the spring semester. At the same time, the Budget Committee is overseeing the development of the new budget, following the timeline established by the Los Angeles Community College District. The new budget informs decisions about meeting the resource requests. In making the final decisions on the budget, the college president consults the Resource Prioritization list and the FPIP list.

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93 Joint Meeting: PIE Committee and Budget Committee Recommendations, March 6, 2014, Recommendations I.B.iv and II.A; College Council Minutes, February 6, 2014, Item 4

94 Course SLO Assessment Tool, page 2

95 Program Review 2013-2014, SLO Report, Instructional Areas, page 10 and 19

96 Faculty Position Identification and Prioritization Policy, page 6; Academic Senate Minutes, December 10, 2013, page 3; FPIP Committee Minutes, December 13, 2012, Item 1

97 Academic Senate Minutes, April 4, 2013, page 4; Academic Senate Minutes, December 10, 2013, page 3
**Evaluation of the Planning Process**

Each spring the PIE Committee revises the program review instrument and procedures, and this is reflected in an updated Handbook. The PIE Committee evaluates the program review instrument annually, using a Program Review Workgroup (PRW) to conduct a systematic evaluation of the program review process. In 2013 the PRW reviewed College progress in using the recommendations of a consultant who had assisted the College after its 2012 accreditation.\(^98\) In 2014 the PIE Committee conducted an evaluation survey of program review and used the results, in addition to other materials, to identify changes needed in the program review process.\(^99\) As a result, the PRW recommended realigning the programs required to complete program review together in order to avoid duplication of effort for externally-accredited or certified programs, so that data gathered and assessed for an accreditation review will feed into program review without having to be re-aggregated.\(^100\) At the same time, the workgroup and the FPIP Committee collaborated to align the data required for FPIP with that required for program review.\(^101\) The Academic Senate approved the changes beginning with the 2014 program review.\(^102\)

The Budget Committee and the PIE Committee hold two joint meetings a year, one to evaluate the effectiveness of resource allocations, and the other to evaluate the planning, evaluation and resource allocation process.\(^103\) Improvements to College processes arising from these meetings have been adopted, using a well-established system of shared governance.

**College Wide Support**

This planning cycle has broad support. In the three years the PIE Committee has used the resource prioritization process, the College Council has recommended the prioritized list to the college president with no changes, and he has used it determining new expenditures, including those that have become possible after the adoption of the annual budget. The Institutional

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\(^98\) *Initial Consultant Recommendations Related to Program Review Process and Materials, Comments and Update by the Program Review Workgroup, 4/30/2013, 5/14/2013, Update added 8/20/13, Update added 8/26/13*

\(^99\) *Program Review Process Evaluation Survey Results 2013-2014; PIE Committee Minutes, January 8, 2014; PIE Committee Minutes, April 4, 2014*

\(^100\) *Program Review Workgroup Minutes, April 28, 2014*

\(^101\) *Program Review Workgroup Minutes, May 5, 2014*

\(^102\) *Academic Senate Minutes, September 23, 2014, Item III*

\(^103\) *Joint Meeting: PIE Committee and Budget Committee Minutes, February 28, 2013; Joint Meeting: PIE Committee and Budget Committee Minutes, March 6, 2014; Joint Meeting: PIE Committee and Budget Committee Minutes, May 8, 2014*
Effectiveness System (IES) not only provides data used in completing program reviews, but also serves as a repository for that data and for the information developed in the program review process itself. The Office of Research and Planning produces reports from the IES that support informed discussion in multiple venues. As detailed in connection with Recommendation 1, these reports have informed the development of measurable goals in college master plans.

**Data Competencies**

Program review, supported in the IES, “provides a systematic approach to maintaining the quality of data and assessments through broad-based focused dialog.”[^104] Many of the data sets to be addressed in each program review are embedded in the IES in the form of links to District, College and government webpages. The Program Review Handbook also defines key data.[^105] Each year the program review process begins with training sessions for the various authors, from faculty to classified managers. In the validation stage, teams of deans, vice presidents, Division chairs and others use the validation questions provided in IES to check for accuracy and reasonableness in the use of these defined data. They return program reviews for revision until the discussion of each data set is sufficiently developed.

**Analysis and Evaluation:**

The College meets this Standard. West Los Angeles College practices robust and comprehensive evaluation and planning cycles. Program review, planning, and resource allocation processes are integrated and result in improvements to institutional effectiveness as well as academic quality. The college ensures that short-range needs identified in the program review process are linked to the long-range goals within the Educational Master Plan and include consideration of educational programs and services and human, physical, technology, and financial resources. (ER 19)

The Institutional Effectiveness QFE Action Project establishes a systematic process for proposing, implementing, evaluating, and sustaining programs for improvement of academic quality.

[^104]: Evaluation Report: Follow-Up Visit, 2013, p. 8

## Changes and Plans
### Arising Out of the Self Evaluation

<table>
<thead>
<tr>
<th>CHANGE, IMPROVEMENT AND INNOVATION</th>
<th>STANDARD</th>
<th>COLLEGE LEADS</th>
<th>COMPLETION DATE</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO Handbook developed</td>
<td>I.B.1, I.B.2, I.B.4, II.A.3, II.A.11</td>
<td>Dean of Teaching and Learning, SLO Coordinator, SLO Committee</td>
<td>Spring 2014</td>
<td>SLO Handbook, inclusion of program SLOs</td>
</tr>
<tr>
<td>Developed ISS at program level: employment rates and program completion rates</td>
<td>I.B.3</td>
<td>Dean of Research and Planning</td>
<td>Fall 2015</td>
<td>ISS were developed</td>
</tr>
<tr>
<td>Refined program review process to include faculty position prioritization application</td>
<td>I.B.9</td>
<td>Academic Senate, PIE Committee</td>
<td>Fall 2015</td>
<td>More sustainable process for prioritizing faculty position requests</td>
</tr>
<tr>
<td>CHANGE, IMPROVEMENT AND INNOVATION</td>
<td>STANDARD</td>
<td>COLLEGE LEADS</td>
<td>TIMELINE</td>
<td>ANTICIPATED OUTCOME</td>
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<td>Financial Aid will evaluate the impact of adding additional workshops and refine as necessary</td>
<td>I.B.2</td>
<td>Director of Financial Aid</td>
<td>Spring 2016</td>
<td>Improved student financial literacy</td>
</tr>
<tr>
<td>Add specific questions to program review to assess performance based on institution set standards</td>
<td>I.B.3</td>
<td>PIE Committee</td>
<td>Make change during spring 2016 evaluation; implement in fall 2016</td>
<td>All programs will expand evaluation of progress on student achievement outcomes for their programs based on institution set standards and targets; improved assessment of outcomes</td>
</tr>
<tr>
<td>Fold evaluation of QFE into regular evaluation of the Educational Master Plan</td>
<td>I.B.7</td>
<td>Dean of Research and Planning</td>
<td>Spring 2016</td>
<td>Improved assessment of outcomes</td>
</tr>
</tbody>
</table>
I.C.
INSTITUTIONAL INTEGRITY

Standard I.C.1
The institution assures the clarity, accuracy and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors.

Evidence of Meeting the Standard:
Clarity, Accuracy and Integrity of Information Provided

The College prints a catalog every two years, including the mission, ACCJC accreditation status,¹ and an overview of support services.² The bulk of the catalog describes West’s educational programs, including their learning outcomes. For the 2014-2016 College catalog, the dean of Curriculum and Career and Technical Education (CTE) oversaw a major revision, focusing on helping students complete degrees and certificates. Curriculum maps are the backbone of this approach, presented as a “Recommended Course Sequence” for each degree.³

Since students are more likely to consult the semi-annual class schedule than the catalog, key information repeats there: the mission,⁴ ACCJC accreditation status,⁵ a list of degrees and certificates offered,⁶ and the key policies and procedures students need to know. Standard I.C.2 addresses the clarity, accuracy, and integrity of information provided in the College catalog.

¹ Catalog, General Information
² Catalog, Students Programs and Services; Catalog, Special Programs and Support Services
³ Catalog, Major Requirements
⁴ Summer/Fall 2015 Class Schedule, page 3
⁵ Summer/Fall 2015 Class Schedule, page 5
⁶ Summer/Fall 2015 Class Schedule, pages 15-16
The catalog and class schedule are posted on the College website, which is itself a key source of information at the College. The home page serves as a table of contents, offering information specifically for prospective students, current students, international students, faculty and staff, and business and the community. Alternately, visitors may choose to read “About West,” or about admissions, academics, or services and resources. One click takes a student to a searchable class schedule, updated daily, to the District student information system, or to the online application system. Information on accreditation and campus safety are also linked from the home page. Surrounding all these links are images inviting visitors to learn about special events and services; almost all are directed to students.

In addition to program outcomes listed in the catalog and online, students, personnel, and the public can access accurate information about all SLOs on the SLO website. Course SLOs are also listed on course syllabi, published each semester online by academic affairs. Prior to posting, the syllabi are checked for required elements, including course SLOs. Standard I.C.3 addresses the clarity, accuracy, and integrity of information about learning outcomes.

Information about student support services is published in the catalog, the schedule of classes, and online. This information is updated regularly to ensure clarity, accuracy, and integrity of information (ER 20).

Accreditation Status
The College provides information about its accrediting status with ACCJC and the Commission on Dental Accreditation in the catalog and online. In addition to providing accurate information about its accreditation status in the catalog, the College posts communications from the ACCJC and the Commission on Dental Accreditation online.

Analysis and Evaluation:
The College meets this Standard. The College website plays an ever-increasing role in making clear, accurate and timely information readily available. Its structure allows information to be targeted to appropriate audiences and systematically updated.

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7 Class Schedule website; Catalog
8 Accreditation Status
9 Campus Safety
10 WLAC homepage
11 SLO homepage
12 Course Syllabi
13 Course Syllabus Template

14 Catalog, Student Programs and Services
15 Fall 2015 Things to Know
16 Student Services Home
18 Catalog, Inside Cover and page 2; Catalog, Dental Hygiene, page 109
19 Accreditation; Dental Hygiene
20 Letter from Commission on Dental Accreditation to WLAC August 5, 2011; Letter from ACCJC to WLAC June 29, 2015
Standard I.C.2 describes College practices that ensure regular review and updating of information.

**Standard I.C.2**

*The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.”*

**Evidence of Meeting the Standard:**

West Los Angeles College provides a catalog both in print and online\(^ {21}\) that provides precise, accurate, and current information on all facts, requirements, policies, and procedures listed in Eligibility Requirement 20. Major sections of the catalog include:

- Admissions Policies & Information
- Student Programs & Services
- Special Programs & Support Services
- Policies: Student & Academic
- Academics
  - Graduation & Transfer Requirements
  - List of Majors
  - Non Credit Programs

\(^{21}\) *Catalog*

The catalog also provides a list of important telephone numbers on campus,\(^ {22}\) as well as information about resources outside the College.\(^ {23}\) Matriculation information is included in the catalog in both Spanish\(^ {24}\) and in English.\(^ {25}\)

The online version of the catalog is indexed and segmented for ease of access. The print version is sold in the College Bookstore for $2.00, plus tax. An online archive offers College catalogs dating back to the 1979-1980 academic year.

To ensure precision, accuracy, and currency, experts in each area prepare the text. If errors do appear, they are corrected immediately in the online catalog and are logged for correction in the next print catalog. (ER 20)

The print catalog is revised every two years under the direction of the Dean of Career and Technical Education and Curriculum. The process includes an evaluation of the current catalog, both content and process.\(^ {26}\) The process is evaluated for workflow to ensure that all individuals who should be involved are able to participate.

\(^{22}\) *Phone Directory, Catalog, inside front cover*
\(^{23}\) *for example, information on Financial Aid resources, Catalog, pages 25-28*
\(^{24}\) *Catalog, page 10*
\(^{25}\) *Catalog, page 11*
\(^{26}\) *2014-2016 Catalog Development Kick-off Meeting Notice*
Analysis and Evaluation:

The College meets this Standard. West Los Angeles College provides an accurate and current catalog to its students and the public in both print and electronic form. The West Los Angeles College Catalog meets all the “Catalog Requirements” listed in Eligibility Requirement 20. Processes are in place to ensure precision, accuracy, and currency.

As the LACCD implements CurricuNET, catalog revisions will be streamlined. CurricuNET allows the curriculum to automatically populate the catalog and align with the college schedule. Δ

Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public.

Evidence of Meeting the Standard:

West Los Angeles College communicates matters of academic quality via documented assessments and evaluations such as the Student Success Scorecard,27 Districtwide College Effectiveness Report,28 and Annual College Profile,29 all of which are published online for students and the public. The College is a member of, and reports key indicator rates to, the Institutional Effectiveness Partnership Initiative (IEPI).30 Overall achievement and effectiveness information is publicly available on the accountability website (ER 19).31

27 Student Success Scorecard
28 Districtwide College Effectiveness Reports
29 Annual College Profile
30 Institutional Effectiveness Partnership Initiative, WLAC Framework of Indicators
31 Accountability website
Analysis and Evaluation:

The College meets this Standard. West Los Angeles College conducts robust assessment of student learning and evaluation of student achievement and uses the results to communicate with appropriate constituencies such as professional organizations, current and prospective students, and the public (ER 19).

The College has earned Achieving the Dream Leader College distinction—a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. West has shown how data can inform policy and practice to help community college students achieve their goals, resulting in improved skills, better employability, and economic growth for families, communities, and the nation as a whole.

The Quality Focus Essay Outcomes Assessment Action Project will increase the use of assessment data to improve curriculum and increase overall student achievement.

Standard I.C.4

The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard:

The West Los Angeles College Catalog describes the purpose, content, course requirements and expected learning outcomes for all certificates and degrees. For example, the Accounting major is described on pages 84-85 of the 2014-2016 edition of the catalog. The description begins with a program overview that informs students of the purpose of the program. The Program Learning Outcomes are described next, followed by the required and recommended courses and descriptions of each course.

Analysis and Evaluation:

The College meets this Standard. The College catalog clearly describes the purpose, content, course requirements, and expected learning outcomes for every certificate and degree offered by West. As degrees are approved or modified, the catalog is updated (see Standard I.C.2).

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32 Catalog
33 Catalog, pages 84-85
Standard I.C.5

The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representation of its mission, programs, and services.

Evidence of Meeting the Standard:

District-level policies, procedures and publications are reviewed at the Education Service Center, as described in detail in Standard IV.C.7. The College website and publications are reviewed regularly to ensure that the mission, programs and services are described accurately.

The content of the major college publications, the catalog and class schedule, are reviewed for accuracy each time they are published by the responsible offices. The dean of curriculum coordinates this review. The dean of curriculum announced the catalog production tasks at College committee meetings including the Divisional Council, deans’ meetings, division faculty meetings, the Enrollment Management Committee, the SLO Committee, and the curriculum committee. The Catalog Workgroup used a checklist derived from the “Catalog Requirements” section of the ACCJC Standards to assure that all required elements were included.

The schedule of classes appears twice a year. To assure accuracy in the descriptions of programs and services in this publication, the office of academic affairs prefaces the galleys sent to division chairs with summaries of the steps they need to follow. The office also employs a detailed timeline, supported by a checklist for division chairs to track and document their adherence to the process.

The policy and procedure sections of the class schedule are reviewed by responsible offices and updated as necessary.

The Office of Research and Planning (ORP) regularly reviews the representations of the College mission and plans, and updates websites as needed to ensure that the college mission is

35 Allied Health Department Division Meeting Minutes, May 12, 2014, Item 5.B
36 SLO Committee Minutes, April 28, 2014, items 4. Program Learning Outcomes in Catalogue, and 5 Program Review SLO Module
37 Curriculum Committee Minutes, April 28, 2014, Item III.3
38 College Catalog Checklist; Catalog, Acceptance of Transfer statement, page 45; Academic Freedom statement, page 6
39 Spring 2016 Schedule Galley for Review; Winter 2016 Schedule Galley for Review
40 Winter/Spring 2016 Schedule Production Timeline
41 Chairs Scheduling Checklist
presented accurately. ORP regularly updates and uses the participatory governance process to obtain review and approval of the Participatory Governance and Planning Policy and Procedures Handbook and the Program Review Handbook. As new policies are adopted through the participatory governance process, they are added to the next edition of the handbook.

Analysis and Evaluation:

The College meets this Standard. West and the District recognize the importance of assuring accurate information to the public and especially to West’s students. Current practices are being streamlined.

Standard II.C.1 describes how the accuracy of information about programs and services is ensured, including program maps and other curriculum matters, as well as publication of the catalog and schedule on the College website.

The curriculum committee, which oversees development and updates of all courses and programs, has recognized that it should take a more active role in preparing the catalog. A past practice of scheduling new courses as soon as they get through the full curriculum approval processes has been discontinued; classes are now offered only after they have been included in the catalog. Furthermore, courses are entered into draft general education plans for associate degrees as they are approved, so that the committee is ready to approve the plans expeditiously as needed for new editions of the catalog.

The District is implementing a new student information system, which will allow information for the catalog to flow directly out of the electronic curriculum management system, freeing the staff, faculty and administrators who work together to produce an accurate catalog from the task of checking program and course descriptions.

\[44\] SIS newsletters and High Level Deployment Chart

\[42\] Participatory Governance and Planning Policy and Procedures Handbook

\[43\] Program Review Handbook
Standard I.C.6

The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard:

West Los Angeles College Catalog informs current and prospective students of the cost of education, including tuition, fees, and other required expenses. Fees are consistent across degree programs (Federal Regulation).

The catalog is available on the College’s website and the print version is sold in the College Bookstore for $2.00, plus tax. On the College’s home page, a “Prospective Student” link lists tuition and fees and a Current Student link connects students to the catalog and the bookstore.

The cost of textbooks and other instructional materials is available in the virtual and actual College bookstore. The Bookstore’s home page highlights West’s textbook rental program. A link to the online bookstore allows students to search for required instructional materials by term, course, and instructor. New and used purchase and rental prices of texts are included.

Analysis and Evaluation:

The College meets this Standard. The College’s catalog, bookstore, and website accurately inform current and prospective students of the total cost of education, including tuition, fees, and other required expenses, such as textbooks and other instructional materials. The College complies with federal regulations and commission policies related to tuition, fees, and other required expenses.

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45 Catalog, pages 14-16
46 Prospective Students
47 For Students
48 Bookstore
49 Online Bookstore
Standard I.C.7

In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students.

Evidence of Meeting the Standard:

West publishes an academic freedom statement citing Board policy\(^{50}\) in the College catalog.\(^{51}\)

The catalog also includes information on the College’s educational philosophy, values, and institutional student learning outcomes, which addresses the creation of a learning environment in support of academic freedom.\(^{52}\) The District’s contract with the American Federation of Teachers strongly supports academic freedom.\(^{53}\) Furthermore, the Academic Senate’s statement on faculty professional standards requires faculty to “create a learning environment free of insensitivity, hostility, and coercion.”\(^{54}\)

Analysis and Evaluation:

The College meets this Standard. West Los Angeles College takes academic freedom seriously. The College’s policies and practices concerning academic freedom are clear and public. Board policies and educational philosophy strongly encourage a campus atmosphere in support of academic freedom. The importance of academic freedom is integral to West’s culture and is reflected in the contract with the AFT and in Senate policy (ER 13).

\(^{50}\) Board Rule 1204.12
\(^{51}\) Academic Freedom Statement, Catalog, page 8
\(^{52}\) Catalog, page 7
\(^{53}\) AFT Faculty Contract, Article 4, page 3
\(^{54}\) Statement on Faculty Professional Standards
Standard I.C.8

The institution establishes and publishes clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty, and the consequences for dishonesty.

Evidence of Meeting the Standard:

The West Los Angeles College Catalog clearly explains College policies and procedures that promote honesty, responsibility, and academic integrity, including standards of student conduct, student discipline procedures and student grievance procedures. This information is reinforced and reiterated through course syllabi and in the schedule of classes each published term. The Academic Senate’s statement on faculty professional standards requires that instructors include statements on academic honesty in their syllabi. The College subscribes to Turnitin.com for faculty and Tech Fair workshops have explored how to use it.

Student Authentication

In order to enroll in an online course a prospective student must login to the district's Student Information System (SIS) using their Student Identification (ID) Number and a PIN code consisting of their birth month and day. Students who do not know their Student ID number can look it up by using their Social Security Number. Students who wish to add an online class that is already full must use the email account listed in the SIS to make the initial request and include their Student ID number and a phone number. As an added precaution, once a student has enrolled in an online class their Etudes password can be changed. In the Welcome Letter that is sent at the start of each semester students are instructed not to share their login information with anyone.

In an online course almost all student communication is text based. Instructors quickly learn a student’s writing style and skill level. Any deviation from the student's "voice" in routine discussion posts and private messages as compared to the style and ability demonstrated in more high stakes essays and papers can be quickly identified and investigated.

The identities of students submitting course work online are verified through the username and password protocols established between the district's Information Technology Department and the Etudes course management system. To

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55 Policies: Student and Academic Catalog, pages 40-53
56 Course Syllabus Template, pages 4-5
57 Fall Things to Know, Class Schedule
58 Academic Senate Faculty Professional Standards
59 Tech Fair Brochures
log on students must use a formula consisting of part of their first and last name and part of their Student ID Number or their entire student ID number for their user name and part of their birth date for their password.

Etudes is in the process of developing a student authentication program which will require students to answer random "challenge" questions based on information from the SIS. If the student answers incorrectly a series of additional questions will have to be answered correctly before the student can proceed with their assignment or exam. If the student does not answer the second series of questions access will be denied and their instructor will be notified.

Analysis and Evaluation:

The College meets this Standard. Information regarding student academic honesty is clearly stated and well publicized in the West Los Angeles College Catalog. Strong links between the instructional faculty, academic affairs and student services staff support the process of maintaining academic rigor and encouraging students to take responsibility for academic honesty.

Standard I.C.9

Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard:

West Los Angeles College’s statement of “Our Values” and the institutional student learning outcomes hold faculty and students alike to the highest standards of ethics, integrity, honesty, and fairness as well as promote the critical thinking and analysis that differentiates fact from opinions. West’s Academic Senate has adopted a statement on faculty professional standards which encourages faculty to “create a learning environment which fosters the free exchange of ideas, but do not permit any student to dominate a discussion in order to serve a personal agenda.”

Analysis and Evaluation:

The College meets this Standard. Faculty members are secure in their right to hold and express personal convictions. However, as learned persons and members

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60 WLAC Distance Learning Program website, Etudes Login Information
61 Catalog, page 7—“Our Values” and page 8—“Institutional Student Learning Outcomes”
62 Academic Senate Faculty Professional Standards
of the College faculty, they remember that the public may judge their profession and the College by their statements. College faculty have a particular obligation to promote conditions of free inquiry and the responsibility to present information within the classroom in a fair and objective manner.

**Standard I.C.10**

_Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks._

This Standard does not apply to the College. As a public educational institution WLAC does not attempt to instill specific beliefs or world views in its staff, faculty, administrators or students. As cited in the College mission, WLAC “fosters a diverse learning community.”

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63 _Catalog, “Our Mission,” page 7_
Commission to carry out its accrediting responsibilities.

Evidence of Meeting the Standard:

West exhibits integrity in its relations with the ACCJC, and adheres to the Eligibility Requirements, Accreditation Standards and Commission policies, describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, as well as responsibilities to respond in a timely way to Commission requests. Evidence of West’s adherence to these requirements includes the previous self-evaluation reports and the ACCJC responses in continuing West’s accreditation. West has submitted in a timely way all self-study reports, follow-up reports and midterm reports required by the ACCJC. West has received approval for two Substantive Change Proposals, one in 2008 and one in 2011, both for delivery of programs offered through distance education. In fall 2015, the college submitted three additional Substantive Change Proposals. The Dental Hygiene program, which is separately accredited by the Commission on Dental Accreditation, reports on its accreditation status in the catalog and on the program web site.

West uses its accreditation web site, which is accessible from the college home page, to keep the campus and broader community informed of its accreditation status, of communications from the ACCJC, and of reports submitted, including among others, Substantive Change Proposals and Annual Reports. West’s accreditation status is publicized in the College catalog.

Analysis and Evaluation:

The College meets this Standard. West fully complies with the requirements of Standard I.C.12, as well as Eligibility Requirement 21, Integrity in Relations with the Accrediting Commission. The information West provides in its accreditation reports and on its web site fulfills the Federal Regulations regarding Institutional Disclosure concerning its accredited status.
Standard I.C.13

The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public.

Evidence of Meeting the Standard:

WLAC demonstrates honesty and integrity reporting to state and federal agencies in a timely, reliable manner. Among the agencies are the California Community College Chancellor’s Office; the U.S. Department of Labor for Community Based Job Training (CBJT); the U.S. Department of Education for FIPSE, Title V, Predominately Black Institutions and TRiO; California Community College Athletic Association; the U.S. Department of Education Civil Rights Division (Title IX) and grant agencies. Each grant director completes an Annual Performance Review (APR) showing that the goals and objectives of the grant were reached. The APR is submitted to the appropriate funding agency. Reports on categorical programs such as Matriculation Services, Extended Opportunity Programs and Services (EOP&S) and Disabled Students Programs and Services (DSP&S) are made annually to the California Community Colleges Chancellor’s Office. Also submitted in a timely manner are federal and state reports on financial aid and other services.

West’s dental hygiene program is accredited by the Commission on Dental Accrediting (CoDA). The College demonstrates honesty and integrity in its relationships with CoDA. The College also represents its accreditation status accurately in the catalog and on its webpage.

Analysis and Evaluation:

The College meets this Standard. West fully complies with the requirements of Standard I.C.13, as well as Eligibility Requirement 21, Integrity in Relations with the Accrediting Commission.

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69 Dental Hygiene information
Standard I.C.14

The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard:

As a California Community College, West Los Angeles College has no investors but the people and State of California, and the College’s contribution to California is precisely its high quality education, student achievement and student learning. In stressing effective education in support of student development towards higher educational achievement, career advancement and personal fulfillment, the College mission aligns with the purpose of the California Community Colleges and guides College planning.

Analysis and Evaluation:

West is a publicly funded, open-access community college that functions for the benefit of students. It does not generate financial returns for investors or contribute financially to any related or parent organization.

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70 *California Master Plan for Higher Education, Community Colleges*

71 *Vision, Mission, & Values*

72 *Educational Master Plan, Nature and Purposes of Educational Master Planning, page 5*
Changes and Plans
Arising Out of the Self Evaluation

### CHANGES MADE DURING THE SELF-EVALUATION PROCESS

<table>
<thead>
<tr>
<th>CHANGE, IMPROVEMENT AND INNOVATION</th>
<th>STANDARD</th>
<th>COLLEGE LEADS</th>
<th>COMPLETION DATE</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum committee will take a more active role in revising the College catalog</td>
<td>I.C.5</td>
<td>Dean of Curriculum, Curriculum Committee</td>
<td>Fall 2015 and ongoing</td>
<td>Streamline approval of GE plans</td>
</tr>
</tbody>
</table>

### FUTURE PLANS FROM THE SELF-EVALUATION PROCESS

<table>
<thead>
<tr>
<th>CHANGE, IMPROVEMENT AND INNOVATION</th>
<th>STANDARD</th>
<th>COLLEGE LEADS</th>
<th>TIMELINE</th>
<th>ANTICIPATED OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>CurricuNET Implementation</td>
<td>I.C.2, I.C.5, IV.A.4</td>
<td>Academic Affairs</td>
<td>Fall 2017</td>
<td>Seamless integration of curriculum and SIS</td>
</tr>
</tbody>
</table>
II.A. INSTRUCTIONAL PROGRAMS

Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution’s mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs.
Evidence of Meeting the Standard:

West Los Angeles College currently offers 33 Certificates of Achievement and 65 associate degrees (AA and AS: Associate of Arts and Associate of Science), including 18 Associate Degrees for Transfer (ADTs: AA-T and AS-T).¹ A Bachelor of Science Degree in Dental Hygiene is planned to begin in fall 2016. All these instructional programs support the College mission to foster “a diverse learning community dedicated to student success” “through quality instruction and supportive services.” These programs engage and enrich “students with the knowledge and skills needed to earn degrees and certificates, to transfer to other higher education programs, to prepare for careers, and to pursue life-long learning.”²

All programs offered are appropriate to higher education. Students successfully completing West’s degrees are prepared for transfer to baccalaureate programs. For the ADTs, this is certified by the agreement that students completing the ADT requirements are guaranteed admission to a California State University in the major.³ As the Community College Chancellor’s Office (CCCO) publishes ADTs for colleges to adopt, the faculty, administrators and staff have been working together to get approval for West to offer these ADTs.⁴ In general, the ADTs integrate the same courses in the major as do West’s AA and AS degrees, yet require even fewer units, demonstrating that the College’s AA and AS degrees are appropriate to higher education.

Degrees and certificates also prepare completers for employment opportunities, as is discussed in Standard II.A.14.

West provides an extensive array of instructional programs and resource offices to meet the varied needs of its diverse students.

¹ Catalog, pages 64-65, Degrees and Certificates
² Mission
³ Associate Degree for Transfer
⁴ California Community Colleges Chancellor’s Office, ADT Status Report, August 31, 2015
The following areas comprise the Academic Affairs Division:

<table>
<thead>
<tr>
<th>OFFICE OF INSTRUCTION</th>
<th>Dean of General Education and Transfer Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supports the following divisions: Cinema, Entertainment, Media Arts (CEMA), Humanities and Fine Arts, Language Arts, Mathematics, Science, Social Sciences. Co-chairs Student Success Committee and Transfer Committee. Key resource for STEM developments.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Dean of Career and Technical Education (CTE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports the following divisions: Allied Health, Applied Technology, Career Studies, Computer Science and Applications, Humanities and Fine Arts (CTE discipline), POPP (Police Officer Preparation Program). Co-chairs the Curriculum Committee. Supervises Associate Dean of Westside Extension and Contract Education.</td>
</tr>
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<thead>
<tr>
<th>Associate Dean of Westside Extension and Contract Education</th>
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<tbody>
<tr>
<td>Directs the West Language Academy, community services, contract education, contract and memorandum of understanding with partnering agencies and institutions, workforce training programs.</td>
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<thead>
<tr>
<th>Dean of Educational Services</th>
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</thead>
<tbody>
<tr>
<td>Supports the following divisions: Health and Kinesiology; Library and Learning Resources. Supports Curriculum Committee, Technical Review Committee, Catalog and Schedule courses and programs. Directs the West Campus and Community Programs —TRIO grants (Student Support Services, Upward Bound 1 &amp; 2, Upward Bound Math and Science, Talent Search, Educational Opportunity Center; CalWORKS; Young Black Scholars, Team Heal, and educational partnerships.</td>
</tr>
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<thead>
<tr>
<th>DISTANCE LEARNING</th>
<th>Dean of Distance Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supports online instructional programs and support services — including online, hybrid, and web-enhanced instruction for both credit and non-credit classes. Supports professional development for the College’s learning management system (Etudes), the Quality Matters and Online Education Initiatives to enhance online, hybrid, and on-campus instruction. Supports online national and international educational programs and the development of university and community partnerships.</td>
<td></td>
</tr>
<tr>
<td>RESEARCH AND PLANNING</td>
<td>Dean of Research and Planning</td>
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<tr>
<td></td>
<td>Supports the college-wide needs for research and data and provides research frameworks and analysis. Develops reports and conducts surveys. Conducts specialized research projects for equity, assessment, SSS&amp;P evaluation, grant applications, SLO assessment, and other project areas. Directs the Office of Research and Planning. Supports college-wide planning at the master planning level, enrollment management and FTES projections. Designs, modifies and conducts the college-wide program review process. Co-chairs the Planning and Institutional Effectiveness Committee and the Achieving the Dream Data Team.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>SPONSORED PROGRAMS AND DEVELOPMENT</th>
<th>Dean of Development</th>
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</table>

<table>
<thead>
<tr>
<th>TEACHING AND LEARNING</th>
<th>Dean of Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Directs the Tech Fair. Directs the Title V grants; grant partners include City &amp; West, Pierce &amp; West; CSU Dominguez Hills &amp; West. Developing the Harbor &amp; West and CSU Los Angeles &amp; West Title V Cooperative grants. Develops STEM, basic skills and institutional effectiveness federal grants. Administrative Coordinator for the Student Success Achieving the Dream initiative. Supervises the SLO coordinator, Professional Development coordinator, ACT Program Coordinator, and Digital Design Studio. Co-Chairs the SLO Committee. Develops staff development to enhance learning and teaching effectiveness. Supports faculty in the tenure process.</td>
</tr>
</tbody>
</table>
To support access for the “diverse learning community” key to the College mission, fourteen of the Associates Degrees can be completed completely online with the exception of the Math requirements, which are offered in a hybrid format. In addition, for nine degrees, over half of the required classes are offered online. Seven certificates of achievement and nine skills certificates can be completed entirely online, and another ten certificates can be completed primarily online. Although the online programs are extremely popular, none of West’s degree or certificate programs is offered exclusively online, giving students the option to choose whether to complete the programs online, on-campus, or a combination of the two.

All of the courses which comprise the degrees and certificates have the same requirements and learning objectives, whether offered online or on campus.

Faculty have defined and assess student learning outcomes for all programs, as discussed in Standard II.A.3.

**Analysis and Evaluation:**

The College meets this Standard. West offers degrees appropriate to higher education. Many fully prepare students to transfer, as indicated by comparison with ADTs. Others prepare students for employment, as discussed in Standard II.A.14. Students can move freely between modes of delivery, taking classes online, face-to-face, or in combinations; the degrees and certificates remain the same. The assessment and discussion of student learning outcomes (discussed in Standard II.A.3) ensures that degrees and certificate culminate in defined learning outcomes.

In fall 2015 West is adopting an assessment management system that will make it easier to analyze and compare SLO data from the course to the program to the institutional level, allowing the College to better assure the attainment of defined program SLOs.

**All of the courses which comprise the degrees and certificates have the same requirements and learning objectives, whether offered online or on campus.**
Standard II.A.2

Faculty including full time, part time, and adjunct faculty, ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations. Faculty and others responsible act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

Evidence of Meeting the Standard:

The College’s Curriculum Committee and Academic Senate, the District Academic Senate and Board of Trustees, and the CCCO approve all Course Outlines of Record (COR) to ensure that courses meet generally accepted academic and professional standards and expectations.\(^1\) CORs indicate both content and methods of instruction. Using the state’s C-ID process, faculty ensure that all courses that are part of the Associate Degrees for Transfer (ADTs) meet the standards agreed upon with California State University faculty.\(^2\) The Curriculum Chair and Articulation Officer work closely with faculty to ensure that the required academic standards and articulation requirements are met. Curriculum Technical Review for courses provides full-time, part-time and adjunct faculty an opportunity to discuss and integrate academic and transfer requirements for courses and programs.

The District’s Electronic Curriculum Development System makes CORs publically available; CORs assist faculty in syllabus development.\(^3\) CORs include the course objectives, course student learning outcomes (SLOs), textbooks and assessment methods to facilitate alignment and compliance with course requirements. Division Chairs provide CORs and sample course syllabi to new faculty. Academic

\(^1\) E-65 Curriculum Development and Approval

\(^2\) C-ID Transfer Model Curriculum ; WLAC List of C-ID approved courses 2014-2015

\(^3\) Electronic Curriculum Development System
Affairs reviews all syllabi for inclusion of required information (such as approved course SLOs) and posts them on the College website.\(^4\)

The response to Standard II.A.3 provides details of West’s SLO assessment processes, which work to assure currency, improve teaching and learning strategies, and promote student success.\(^5\) The SLO assessment cycle includes dialog phases, where discipline faculty discuss ways to improve courses, teaching methods, and student achievement with their colleagues.\(^6\)

Faculty assess program SLOs in annual program reviews.\(^7\) As part of the program review process, faculty ensure program relevance, appropriateness, and currency.\(^8\)

CTE program Advisory Boards also review SLOs in meetings where industry representatives inform the College of current industry needs and the College reports on student program completion rates, program trends, program needs and goals, licensure rates, external exam rates, and other data captured in the program review process.\(^9\)

The program review instrument includes a section on professional development to track how faculty remain current in their fields and improve teaching strategies to promote student success.\(^10\) The Office of Teaching and Learning and the Professional Development coordinator work together to ensure that identified professional development needs are met.

**Analysis and Evaluation:**

The College meets this Standard. Through the SLO assessment process, curriculum updates, and program review, faculty ensure that the content and methods of instruction meet generally accepted academic and professional standards and expectations and act to continuously improve instructional courses, programs and directly related services through systematic evaluation to assure currency, improve teaching and learning strategies, and promote student success.

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\(^4\) Course Syllabi by Semester

\(^5\) SLO Course Assessment Cycle

\(^6\) Course SLO assessment calendars

\(^7\) Program Learning Outcomes; Program Review Modules and Questions

\(^8\) 2014-15 Program Review Excerpts

\(^9\) CNA Advisory Board Minutes, March 2015; AJ Advisory Board Minutes, August 23, 2013

\(^10\) Program Review Modules and Questions, section 10
Standard II.A.3

The institution identifies and regularly assesses learning outcomes for courses, programs, certificates, and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution’s officially approved course outline.

Evidence of Meeting the Standard:

Institutional Procedures

West’s SLO development and assessment process follows the Guiding Principles for SLO Assessment from the Academic Senate for California Community Colleges.¹¹

A subcommittee of the Curriculum Committee, the SLO Committee ensures that the College goes through an ongoing, systematic process that clarifies and improves SLOs at every level from institutional, program, and course through certificates, degrees, and campus services with specific emphasis on student success.¹² The committee oversees the definition and assessment of student learning outcomes at the course, program and institutional level. It guides the institution on assessment, implementing assessment plans, reporting College assessment of student learning, and considering advice on the College assessment program, in the process acting as a workgroup on 2012 Accreditation Recommendations.¹³

A full-time faculty member in the Language Arts Division was assigned as the new SLO coordinator in January 2014. The position focuses on providing leadership regarding assessment dialogue.

¹¹ ASCCC Guiding Principles for SLO Assessment
¹² SLO Committee Charge
¹³ Sample SLO Workgroup Minutes, November 5, 2012
and using assessment results for improvement. The job announcement focuses the position on advancing the following goals:

1. Successful campus-wide ongoing dialogue on student learning outcomes
2. Ongoing continuous closed-loop student learning outcomes assessment at the course, program, institutional, student services, and administrative services levels

To improve teaching and learning, the SLO coordinator is responsible for providing leadership and guidance to faculty and staff for the development and assessment of outcomes at the course, program, institutional, student services, and administrative services levels.

The SLO coordinator has identified SLO facilitators who work with Divisions to facilitate assessments and dialogue, and to identify improvements to be made as a result of assessment. The SLO facilitators assist faculty across the campus in developing additional course SLOs, completing assessments, and scheduling courses for assessment on the four-semester cycle. The SLO Committee and SLO facilitators hold monthly hands-on sessions designed to help faculty complete and submit assessment by the end of the workshop. In addition, the SLO Committee produced an Assessment Handbook to assist faculty, and the SLO coordinator and SLO facilitators have developed video walk-throughs for phases one and two and a short video on navigating to the assessment form on the SLO website.

The dean of Teaching and Learning co-chairs the SLO Committee and works in conjunction with the SLO coordinator to provide leadership over the outcomes assessment process. The Office of Research and Planning also supports the processes of assessing SLOs and using the results; the College has supported these efforts by hiring an assistant research analyst, half of whose assignment is in support of the SLO process.

The course SLO addendum includes a systematic mapping of course SLOs to program SLOs and institutional SLOs in order to support the development of multiple and integrated strategies for assessing student achievement and regularly identifying areas that require improvement.

Evaluation of WLAC’s SLO systems, in pursuit of continuous improvement, revealed that a more robust data management system was needed to make full use of this data. The SLO

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14 SLO Coordinator Announcement
15 SLO Facilitators Announcement
16 Course SLO Assessment Handbook; Course SLO Assessment Resources, Video Walkthroughs
17 Classified Staffing Request, July 11, 2013
18 2012 Program Review Resource Requests, Research and Planning, page 24
Committee, together with the dean of Research and Planning, reviewed seven SLO assessment databases, including one developed within the District, for adoption at WLAC. The team used a rubric to identify databases that meet WLAC’s requirements, including: facilitating roll-up from course SLO to program SLO to institutional SLO data; reporting capability; connection to program review and resource requests; and a document repository. After viewing demonstrations of the seven databases and applying the rubric, the team narrowed the choice to two commercial software packages, and used a more focused rubric in evaluating them. Additional demonstrations of these two software packages involved two groups of users: (1) Administrative users to evaluate the software architecture and (2) Faculty users to consider the layout and organization of the software. The team made a recommendation for adoption in November 2014. The contract was approved by the Board in May 2015, and configuration began in fall 2015.

Identifying Course SLOs
For each course, faculty develop SLOs aligned with the course objectives. *Back to the Basics: Course SLOs*, a handbook developed by the SLO Committee, guides faculty in creating SLOs by explaining the key principles of course SLOs, Bloom’s Taxonomy, and the difference between course objectives and course SLOs. Faculty document course SLOs on an SLO addendum to the course outline of record, which includes course objectives, course SLOs, corresponding assessment methods, and the criterion level indicating satisfactory performance on each SLO. The addendum includes the grid faculty use to map each course SLO to the appropriate program and institutional SLOs.

The SLO coordinator reviews and approves each course outline submitted for updating or addition to the college curriculum. He checks the SLO addendum form attached to Section VIII of the course outline to ensure the SLO Addendum includes the required elements: course objectives, course SLOs, assessment methods, criterion level, and mapping to Program and Institutional SLOs.

**Identifying Program SLOs**
Faculty have been developing SLOs for their instructional programs since 2005. Each degree and certificate has its own program SLOs, published with the program descriptions in the College Catalog. Program SLOs are developed by divisions and approved by the Division Chair.

Program SLOs are reviewed at the SLO Committee for adoption and then posted on the SLO website. The SLO Committee

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19 SLO Assessment & Tracking Platform Product Comparison Rubric; SLO Software Comparison
20 SLO Newsletter, September 2015
21 Course SLO Development Handbook
22 SLO Addendum
23 Program Student Learning Outcomes
24 2014-2016 College Catalog, Major Requirements
published an SLO Handbook on best practices for writing program SLOs in spring 2014.\textsuperscript{25}

\textit{Assessing Course SLOs}
The course SLO Assessment Cycle at West occurs in four phases. In Phase 1, faculty teach the course and assess one or more of its SLOs. During Phase 2, faculty discuss course assessment results, decide upon changes needed to improve learning in the course, and complete the processes necessary to implement the changes. Phase 3 takes place when the course is taught again; faculty implement the changes, and re-assess the SLO. During Phase 4, faculty discuss the reassessment results to close the loop. Phases 3 and 4 continue as part of the cycle of continuous improvement.\textsuperscript{26}

Using a color-coded calendar template, division chairs schedule all course SLOs to be assessed within a four-year cycle. The calendar shows faculty when each SLO in their courses is due for assessment and which phase in the SLO cycle each course SLO is in. Since 2013, the college has used an electronic Adobe PDF form to record course SLO assessments in all four phases.\textsuperscript{27}

\textsuperscript{25} Back to the Basics: Writing Program SLOs Handbook
\textsuperscript{26} Course SLO Assessment Cycle
\textsuperscript{27} SLO Assessment Calendars; Course SLO Assessment Tool
For the 2013-2015 academic years, the course SLO assessment results are tabulated as follows:

<table>
<thead>
<tr>
<th>PHASE 1</th>
<th>FALL 2013</th>
<th>SPRING 2014</th>
<th>FALL 2014</th>
<th>SPRING 2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course SLO Assessments Scheduled</td>
<td>103</td>
<td>90</td>
<td>238</td>
<td>93</td>
</tr>
<tr>
<td>Course SLO Assessments Filed</td>
<td>100</td>
<td>97%</td>
<td>80</td>
<td>89%</td>
</tr>
<tr>
<td>PHASE 2</td>
<td>FALL 2013</td>
<td>SPRING 2014</td>
<td>FALL 2014</td>
<td>SPRING 2015</td>
</tr>
<tr>
<td>Course SLO Assessments Scheduled</td>
<td>103</td>
<td>97%</td>
<td>80</td>
<td>89%</td>
</tr>
<tr>
<td>Course SLO Assessments Filed</td>
<td>97</td>
<td>94%</td>
<td>72</td>
<td>82%</td>
</tr>
<tr>
<td>PHASE 3</td>
<td>FALL 2013</td>
<td>SPRING 2014</td>
<td>FALL 2014</td>
<td>SPRING 2015</td>
</tr>
<tr>
<td>Course SLO Assessments Scheduled</td>
<td>96</td>
<td>97%</td>
<td>80</td>
<td>89%</td>
</tr>
<tr>
<td>Course SLO Assessments Filed</td>
<td>83</td>
<td>86%</td>
<td>62</td>
<td>70%</td>
</tr>
<tr>
<td>PHASE 4</td>
<td>FALL 2013</td>
<td>SPRING 2014</td>
<td>FALL 2014</td>
<td>SPRING 2015</td>
</tr>
<tr>
<td>Course SLO Assessments Scheduled</td>
<td>96</td>
<td>97%</td>
<td>80</td>
<td>89%</td>
</tr>
<tr>
<td>Course SLO Assessments Filed</td>
<td>69</td>
<td>72%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
With the SLO assessment calendars developed for every Division and an expanded SLO team that includes SLO facilitators and an assistant research analyst, the SLO team expects assessments to be completed at much higher percentages. SLO calendars visually communicate to faculty when each of their courses is due for assessment. SLO facilitators receive training from the SLO Coordinator to work with faculty individually, in small groups, and at Division SLO meetings to complete assessments. The SLO team conducts monthly SLO Assessment Summits, which are hands-on workshops designed for faculty to receive assistance and complete assessments at the conclusion of the workshop. The SLO Team is continuing to work with faculty and Division chairs to gather and submit assessments from Fall 2013-Spring 2015.

Non-instructional program SLOs are also assessed. For example, to receive a stipend for serving as Associated Student Organization (ASO) executive officers or senators, students must complete a self-assessment. As part of this self-assessment, students reflect on their own learning experiences, using ASO’s program SLOs.

**Institutional SLOs**

At West Los Angeles College, program SLOs focus on goals central to the degrees and certificates, while institutional SLOs encompass broader goals appropriate to the College mission to provide “a transformative educational experience.” Without the definition and assessment of institutional SLOs, the College’s understanding of student learning would be incomplete.

Faculty defined the institutional goals in 2005:

- A. Critical thinking
- B. Communication
- C. Quantitative thinking
- D. Self-awareness
- E. Civic responsibility
- F. Technical competence
- G. Cultural diversity
- H. Ethics
- I. Aesthetics

To assess WLAC’s institutional SLOs, the SLO Committee partners with the Annual Student Poster Showcase. Faculty use rubrics to assess a sample of posters and


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2. ASO Student Learning Outcomes instructions
3. ASO SLOs
4. Mission Statement
the ratings are tabulated. As a result of institutional SLO assessment, the rubrics have been modified to provide raters with more information to aid them in assessment. In Fall 2015, an ISLO Workgroup presented to the SLO Committee an Institutional SLO Report that summarizes the College’s ISLO assessment methods, related data, and recommendations from the workgroup.

In 2013 students who voted in the election for ASO officers and the LACCD student trustee received a survey assessing the civic responsibility and technological competency SLOs.

Questions related to the institutional SLOs in the annual Graduate Survey also provide evidence on the achievement of institutional SLOs. For each of the institutional SLOs, students report on how their own abilities have changed due to their coursework and experiences at WLAC. The SLO Committee evaluates the data and makes changes to improve the process.

ISLO assessment data results have been discussed at SLO Committee meetings, and a workgroup has formed to review the data and make recommendations about the process for ISLO assessment and the ISLOs themselves.

**SLOs in Syllabi**

By contract, instructors must include official course SLOs in their syllabi. The Office of Instruction sends a memo prior to the start of each semester with information about syllabus content and a sample syllabus template that faculty can modify for their own courses. It includes information such as where to find the course description, course SLOs, and other College and District policies. Approved course SLOs posted on the SLO website assist faculty in including approved course SLOs on their syllabi. Since fall 2012, an SLO Bulletin has been published at the beginning of each semester with specific information for faculty about SLOs and where to find them for inclusion on syllabi.

The Office of Instruction collects faculty syllabi for all courses taught each semester. Students can access syllabi online.

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5 ISLO Assessment Rubric, Spring 2015 poster Showcase; Poster Project Data, 2012-2015
6 Institutional SLO Assessment Report, Fall 2015
7 Survey Administered with the 2013 ASO Election
8 Graduate Survey 2013 Results
9 SLO Committee Minutes, November 24, 2014, Item 6
10 AFT Faculty Contract, Appendix C, Section II, item 9, page 189
11 Syllabus Template
12 Course SLO website
13 Sample SLO Bulletins: Fall 2012, Spring 2015
14 Fall 2014 Course Syllabi; Spring 2015 Course Syllabi
Analysis and Evaluation:

The College meets this Standard. The College recognizes the need to “strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.” This is key to maintaining West’s “Culture of Continuous Improvement,” as expressed in the following diagram:

The transition to TracDat promises to benefit West and its students. The fall 2015 configuration process includes data import of all of WLAC’s SLOs at the course, program, and institutional levels; integration of the Four-Phase SLO Assessment Cycle; and roll-up from course to program and institutional SLO assessment.

After configuration and training is complete, faculty will begin to use TracDat to record SLO assessments. This will make it easier for faculty and institutional researchers easier to access and analyze assessment data. Since faculty have aligned course SLOs with program and institutional SLOs, the College will be able to use course SLO assessment data to illuminate student learning outcomes on the program and institutional levels.

Benefits from assessment include student awareness of their own options. Many students who took the ASO election surveys commented that they should volunteer or vote more frequently; the survey also raised awareness about all of the services that WLAC offers online.

Seeking to increase student reflection on

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15 *Educational Master Plan, Strategic Goal 2.1*

16 *Educational Master Plan, Strategic Direction 2*

17 *SLO newsletter, September 2015*
learning, West has asked for technical assistance from the CCCCO’s Institutional Effectiveness Partnership Initiative to use student ePortfolios to demonstrate student achievement of program and institutional SLOs. Dental hygiene students currently create ePortfolios; the pilot project will expand this effort to assess program SLOs in Aviation, Computer Science, and Motion Picture and Television Production Crafts. The College anticipates a Partnership Resource Team (PRT) visit in spring 2016.

West plans to apply this model to the associate of arts degrees in liberal arts by developing Professional Learning Communities to conduct interdisciplinary SLO assessment. The Professional Learning Communities will not only align SLO assessment with a learning college culture, but also contribute to overall enhanced institutional effectiveness.

### Standard II.A.4

*If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.*

#### Evidence of Meeting the Standard:

**West Distinguishes Pre-Collegiate Curriculum from College-Level Curriculum**

The English and Math pre-collegiate to college level sequence published in the schedule of classes and the College catalog clearly maps the course pathway to advance to and succeed in college level curriculum.

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**ENGLISH COURSE SEQUENCE**

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<thead>
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<th>ENGLISH 101</th>
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**OR**

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<tr>
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**SUPPORT**

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<td>Women in Literature</td>
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</table>

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18 *Spring Summer 2016 Schedule of classes, Pages 70 and 89*
WLAC MATH SEQUENCE

MATH 105
Arithmetic
3 Units - NDA

OR MATH 110 - 5 Units
OR MATH 112 - 3 Units
Pre Algebra

MATH 115
Elementary Algebra
5 Units

MATH 123A
Elementary & Intermediate Algebra I
4 Units

MATH 123B
Elementary & Intermediate Algebra II
4 Units

MATH 123C
Elementary & Intermediate Algebra II
4 Units

MATH 125
Intermediate Algebra
5 Units

MATH 117
Basic Elementary Algebra I
5 Units

MATH 118
Basic Elementary Algebra II
5 Units

MATH 127
Basic Intermediate Algebra I
5 Units

MATH 128
Basic Intermediate Algebra II
5 Units

This sequence is being phased out. Contact the Math Division Chair for more info.

Required for Associate’s Degree

To earn a bachelor’s degree at CSU, students must either pass a CSU math test at the Math 125 level or pass a math course beyond Math 125.

MATH 215
Principles of Mathematics I
3 Units – UC/CSU
For prospective elementary school teachers and those, such as music, P.E., or English majors who need one math class.

MATH 227
Statistics
4 Units – UC/CSU
Required by some CSUs for business or social science majors. Usually required for psychology and sociology majors.

MATH 245
College Algebra
3 Units – UC/CSU
200-level CSU transferable.

MATH 241
Trigonometry With Vectors
4 Units – CSU
May be taken concurrently with MATH 236.

MATH 245
Finite Mathematics
6 Units – UC/CSU
May be taken concurrently with MATH 236.

MATH 236
Calculus for Business and Social Science
5 Units – UC/CSU

MATH 236
Pre-Calculus
5 Units – UC/CSU

MATH 261
Calculus I
5 Units – UC/CSU

MATH 262
Calculus II
5 Units – UC/CSU

MATH 263
Calculus III
5 Units – UC-CSU

MATH 270
Linear Algebra
3 Units – UC-CSU
May be taken concurrently with MATH 263.

MATH 275
Ordinary Differential Equations
3 Units – UC-CSU
May be taken concurrently with MATH 263.
West Directly Supports Students in Learning the Knowledge and Skills Necessary to Advance to and Succeed in College Level Curriculum

In 2011, the College created a Foundation Skills Comprehensive Plan, which established goals and planned actions for ensuring that students in pre-collegiate, foundation or basic skills courses advance to and succeed in college-level curriculum. In September 2011, the College joined the Achieving the Dream (AtD) network. The AtD Implementation Proposal, in which the college set goals to increase success rates in pre-collegiate English and math sequences, replaced the Foundation Skills Comprehensive Plan in 2012.

One of the interventions in the Achieving the Dream Implementation Proposal is enhanced tutoring, which includes Supplemental Instruction, currently serving pre-collegiate students.

The College has adopted strategies to support students in learning the knowledge and skills necessary to advance to and succeed in college-level curriculum. Objective 1.1.6 of the College’s Educational Master Plan calls for the College to “develop and institute an accelerated pathway through the pre-collegiate English sequence.” To achieve this goal, the Language Arts Division met several times over the course of the 2013-14 academic year to discuss improving the curriculum in pre-collegiate English. As a result of these discussions, seven English faculty members participated in California Acceleration Project training and have implemented an accelerated English pilot at the College so students can progress directly from English 21 (two levels below College English) to English 101 (College English) in one semester. Faculty used what they had learned in using this model to design a new course (English 100, Accelerated Prep—English Writing) to prepare students for college composition in one semester. Institutionalizing the accelerated English model, Language Arts will offer this class beginning spring 2016. Students may choose to take either English 21 and English 28 or English 100 as a prerequisite for English 101.

In Math, faculty have developed Math 123A, B, and C as an alternative to Math 117, 118, 127, and 128 (or Math 115 and 125) in order to better serve pre-collegiate students.

Each year, the College reports on its progress toward meeting its goals of increased course completion in basic skills courses and increased numbers of students completing degrees and certificates in an Achieving the Dream Annual Reflection.

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19 Foundation Skills Comprehensive Plan
20 Achieving the Dream Implementation Proposal
21 AtD Implementation Proposal; ATDetails, volume 4, issue 6
22 Educational Master Plan 2014-2020, Objective 1.1.6

23 English 100 Course Outline of Record
24 2013 AtD Reflection; 2014 AtD Reflection; 2015 AtD Reflection
Analysis and Evaluation:

The College meets this Standard. West Los Angeles College directly supports students in pre-collegiate level curriculum through redesigned pathways, accelerated curriculum, and instructional support services designed specifically for students in pre-collegiate courses in Math and English. The goal of each of these interventions is increased success in the pre-collegiate courses so students attain the knowledge and skills necessary to advance to and succeed in college-level curriculum.

Standard II.A.5

The institution’s degrees and programs follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level.

Evidence of Meeting the Standard:

_**Practices Common to American Higher Education**_

West’s degrees and programs follow practices common to American higher education in accordance with the District’s administrative regulations. All degrees (Associate of Arts/Science, Associate Degrees for Transfer, and Career and Technical degrees) at West Los Angeles College require a minimum of 60 semester credits. The Curriculum Committee, Academic Senate, LACCD Board of Trustees and the California Community Colleges Chancellor’s Office approve degrees to ensure compliance with American higher education standards. In accordance with Board Rule Chapter VI, Article II, all degrees consist of at least 60 units, with at least 18 in a major or area of emphasis. Students must also “demonstrate competence in reading, in written expression, and in mathematics.” Students must complete a minimum of 18 units of general education providing a breadth of knowledge outside of the focused major.

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25 E-64, Procedures for Development and Approval of New Educational Programs and Options
26 Catalog, Page 54; List of Degrees and Certificates Offered at WLAC; Major Requirements at WLAC
27 Board Rule Chapter VI, Article II, Associate Degree, 6201.10
28 Board Rule Chapter VI, Article II, Associate Degree, 6201.12
29 Board Rule Chapter VI, Article II, Associate Degree, 6201.13
Length, Breadth, Depth, Rigor, and Synthesis of Learning
The College uses interlocking processes to ensure that programs are sufficiently broad, deep, and rigorous. The Curriculum Committee oversees periodic updates to the courses that comprise the programs, and also reviews and approves new courses. All sections of all courses are calendared for SLO assessment, so that faculty discuss what students are learning and make changes when necessary to ensure course rigor. Annual program review examines each program in terms of its results.

Sequencing and Time to Completion
As discussed below in response to Standard II.A.6, West’s faculty have developed degree and program pathways to ensure that students can complete degrees within appropriate timeframes. For students who follow the recommended pathways, time to degree completion varies depending on the total units required for the degree. ADTs are a maximum of 60 units and can be completed in two years, whereas the Associate of Science in Aviation Maintenance Technology requires 90 units (72 units of core major courses and 18 units of general education, taking approximately three years).

Analysis and Evaluation:
The College meets this Standard. West Los Angeles College’s degrees and programs follow practices common to American higher education including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. Each of the College’s associate’s degrees require a minimum of 60 units.

Standard II.A.6
The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

Evidence of Meeting the Standard:
To ensure that the College schedules courses to allow students to complete certificates and degrees in a reasonable period of time, faculty have developed recommended course sequences, or pathways, for degrees and certificates. The 2014-2016 College Catalog contains recommended sequences of required major courses and general education to support degree completion in a reasonable time (two to three years). For example,

30 Catalog, pages 86 and 92-94
31 Catalog
students may follow this pathway to an Associate Degree in Computer Science Information Technology:

<table>
<thead>
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<td>(30 Units, Plan A) + All other West requirements for Associate Degree.</td>
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RECOMMENDED COURSE SEQUENCE

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<td>OR</td>
</tr>
<tr>
<td>CC SCI 985</td>
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<td>GE Elective</td>
<td>3</td>
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<tr>
<td>TOTAL COURSE UNITS</td>
<td>14</td>
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</tbody>
</table>

*Major Electives: Choose 6 CC SCI elective units from the following CC SCI courses: 185, 912, 933, 934, 935, 938, 942, 953, 956, 957, 958, 959, 965, 966, 977, 980, or 988.

Transfer degrees, CTE degrees, and Certificates of Achievement have recommended pathways that allow students to complete within a time period that is reasonable and depends on the units required. These pathways take pre-requisite and co-requisite requirements into account and guide division chairs and supervising deans in creating a schedule.33

The program review process provides an opportunity for faculty and administration to evaluate curriculum, course sequences, program outcomes and student performance. The Office of Research and Planning provides Degree and Certificate completion data for the Program Review Data, Student Equity Access and Completion (SEAC) Meetings and Divisional Council. This information is used to evaluate student graduation rates for all degrees and certificates. An ad-hoc group of faculty and administrators group has met to evaluate College degree and certificate completion rates.34

Analysis and Evaluation:

The College meets this Standard. As indicated in the 2014-2020 Educational Master Plan (EMP) Strategic Goal 1.1, West Los Angeles College is not satisfied with the rate at which students complete degrees and certificates. However, the data analysis that underlies the EMP did not suggest that the problem lies in the scheduling of classes. As explained in II.C.2 the ad-hoc group on degree and completion rates determined that a larger problem lay in students being unable to keep up with the paper work required to file for a degree if they had to repeat a class, and additional staff was identified to assist with this.

32 See, for example, Dental Hygiene, Computer Science Degree and Certificates, and ACT Pathways.

33 Scheduling Check List
34 Degree and Certificate Group Report
35 Educational Master Plan, Strategic Goal 1
To improve completion rates, the College has decided to focus on solving problems related to student preparation, particularly in identifying and implementing programs that address students’ issues with math and English. ∆

Standard II.A.7

The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard:

Delivery Modes
West Los Angeles College offers its courses in four delivery modes: traditional face-to-face; web-enhanced, in which materials may be available before class on the web (the flipped classroom), materials are available for review online after class, or homework or quizzes are due online; hybrid, in which online work preplaces some of the class meeting time; or fully online. To promote student success in online courses, the College offers two sections each semester of Education 230, the Online Student Success Lab.36

Students who cannot attend traditional courses on campus can complete fourteen degrees completely online, with the exception of their math requirements. In addition, over half of the courses in nine more degrees are offered online.37 Required math classes are not offered fully online, but are available in a hybrid format. Students can complete math requirements online at other colleges in the District, and at West’s partner universities: Trident University International, Brandman University, Regis University, and Fort Hays State University. West offers seven Certificates of Achievement and nine Skills Certificates entirely online, as well as ten certificates primarily online.

The statewide Online Education Initiative (OEI) selected West Los Angeles College to participate in its Student Readiness pilot, recognizing the College as one of eight with the experience and capacity to participate. In the College’s pilot courses, students have access to tutoring (NetTutor) embedded within the online classes. Also, they are assessed on their readiness for online classes and directed to multimedia presentations to remedy specific gaps. (OEI has made the presentations available to all students, independent of the assessment feature.) OEI is tracking student use of these features and student

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36 Distance Learning Course Schedules
37 Online Degrees and Certificates
success in an effort to identify the most effective practices.  

**Teaching Methodologies**

Through its Office of Teaching and Learning, the College has supported the investigation of effective teaching methodologies, annually sending faculty and administrators to the BSILI – Leadership for Curricular & Institutional Transformation Institute and to the RP Group Strengthening Student Success conference, both as participants and presenters. On campus, 49 faculty, administrators and staff have completed Five-Day Experiential Learning Institutes, which focus on the affective domain. Several faculty have trained to introduce others to the Reading Apprenticeship framework. A dean has trained faculty and staff in a curricular intervention she and a colleague designed to foster a Growth Mindset. There are currently four established FIGs (Focused Inquiry Groups) providing opportunities for faculty to explore Cultural Competence, Reading Apprenticeship, Flipped Classrooms, and One Book/One College.

These FIGs supplement the discussions of teaching methodologies found in the Teaching and Learning track of Tech Fair.

To facilitate the wide range of instructional approaches, the college has a number of support structures in place:

- **Smart classrooms:** Smart classrooms provide instructors with equipment to project printed documents and books, show videos and access and display information from the internet during class.
- **Hands-on Learning:** In addition to science labs and art studios, the film production, aviation maintenance technology, computer science and computer graphics, music, allied health and administration of justice programs offer hands-on education as either a significant or dominant part of instruction; in 2014-2015, the Getty museums hosted class meetings of two sections of a humanities course on medieval cultures so that students had immediate access to special exhibitions aligned with the course objectives.
- **Distance Education:** An award-winning multimedia specialist assists faculty in developing and improving online and hybrid courses and maintains an engaging blog.

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38 Screenshots of Smarter Measure Assessment embedded in a Live Etudes course site: Left Navigation Menu, Assessment; Screenshots of Quest for Online Success Module in a Live Etudes course site: Course Module, Course Information; Online Student Readiness Tutorials; Quest for Online Success

39 ATDetails, October 2014, page 1

40 ACE Experiential Learning Institute (FELI); ATDetails September 2014; ATDetails Summer 2013

41 Growth Mindset

42 Focused Inquiry Groups

43 Tech Fairs

44 Etudes Board of Directors Excellence Awards; All Things Digital
• Audio and Video Podcasts: A Digital Design Studio helps instructors create audio or video podcasts to reinforce classroom learning and allow students to review lectures numerous times on their computers at home, elsewhere on campus or on their mobile devices.45
• Disabled Students Programs & Services (DSPS): DSPS supports faculty in working with students with a variety of impairments.46
• Learning Skills Computer-Based Instruction: The Learning Center provides supplemental or co-enrollment courses to enable students to solidify classroom knowledge.

Learning Support Services
The College provides learning support services free of charge to all students through its Learning Resource Center.47 Tutoring is available in multiple disciplines in person and online.48 In addition to subject tutoring, there is a dedicated writing lab in the Learning Center and online.49 The College provides all enrolled students with the latest version of Microsoft Office.50

In addition to the learning support services the College offers to all students, the College also offers targeted programs for students from underserved populations. The Puente (Bridge) Program is a learning community that embraces the Latino cultural experience and provides academic and support services including: Financial Aid and Scholarship Assistance, Mentoring and Career Counseling, Group and Individual Tutoring, and paired English Composition and Personal Development Classes where students learn how to develop and reach goals, utilize college resources, and identify potential career paths.51

The Black Scholars program is under the umbrella of Project LEARN. Project LEARN (Leading & Energizing African American Students to Research and KNowledge) is a community of faculty mentors, student mentors and support staff who are committed especially to the academic success of African American students, and welcome all other students. LEARN offers students tutoring and mentoring services, workshops on life and skill development areas, use of laptops, cohort learning communities, and field trips to colleges in California.52

For students who are economically and educationally disadvantaged, the College offers EOP&S and CARE programs. The Extended Opportunity Programs and Services (EOP&S) is a state funded program with the primary goal of

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45 Digital Design Studio Homepage
46 DSPS Web Page for Faculty
47 Learning Resource Center
48 Online Tutoring; Tutoring Schedule
49 WLAC Writing Lab; WLAC Online Writing Lab
50 Free Microsoft Office - for LACCD Students
51 Academic Cohort Programs
52 Project LEARN
encouraging the enrollment, retention and transfer of students handicapped by language, social, economic and educational disadvantages. EOP&S facilitates the successful completion of these students’ goals and objectives in college, offering academic and support counseling, financial aid and other support services. CARE (Cooperative Agencies Resource for Education) serves a group of EOP&S students. Administered through the EOP&S office, the CARE program provides additional services to students who are single parents, heads-of-household, and receiving public assistance from CalWORKs or TANF. Students who qualify for the CARE program are eligible to receive additional services, including childcare assistance grants, additional book vouchers, transportation stipends, single parent workshops, community resources referrals, and personal/crisis counseling.53

Students who have special needs because of physical, communication, or learning challenges receive additional learning support services through the DSPS office. Available services include assistance with Department of Rehabilitation-sponsored support services (i.e. educational materials, books, and supplies), classroom accommodations, learning strategies and study skills classes for students with disabilities, books on tape, program planning and counseling, and registration assistance.54

The Science Division offers a grant-funded program in Science, Technology, Engineering and Math (STEM) designed to help low-income students, and others who are underrepresented in science fields, prepare to pursue careers in science. The program is funded by the National Science Foundation and provides up to $2,700 per semester to students so that they may attend college full-time. Scholars engage with each other and with faculty in thematic class labs and experimental and research investigations outside of class.55

Analysis and Evaluation:

The College meets this Standard. West is committed to meeting the needs of all its students and to remaining responsive to those needs as they change. Several programs are in place to ensure that students who are at risk attain the same level of success as students who are not at risk. Learning support services online and on campus are free of charge for both traditional and non-traditional students. Furthermore, faculty engage regularly in professional learning to improve their ability to meet the needs of a diverse student body. However, given the needs of West students, the College seeks to do more.

53 EOP&S and CARE
54 DSPS
55 Academic Cohort Programs
Strategic goal 1.2 of the EMP, “create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies,” encapsulates the College’s intent to support the effective teaching methodologies currently in use, and to develop and deploy more.

**Standard II.A.8**

The institution validates the effectiveness of department wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

**Evidence of Meeting the Standard:**

The mathematics division administers department wide final exams in each course below the transfer level, including those meeting the requirements for the AA degree. Periodic analysis of the results can help ensure that instructors effectively teach all concepts for each course they teach. During both phases 2 and 4 of the SLO cycle (both dialogue phases), the SLO coordinator in conjunction with the committee that created the final exam (both assigned within the mathematics division) can review the SLO and exam results, looking for indicators such as too many students incorrectly answering a question. This analysis of the SLO and exam are mechanisms to evaluate common knowledge, standardization amongst faculty members to deliver instructional content, modification of course delivery methods, and need for support services such as tutoring, or additional assignments.

Where steps need to be taken to ensure that required material is being taught, in-house workshops on how to better teach a particular topic are considered. When course redesign is indicated, faculty in mathematics revise course outlines to properly reflect what is taught.

The mathematics division revises all common final exams every semester. These revisions incorporate changes identified in the SLO process and exam analysis. By revising the common finals regularly, the mathematics division also improves the security of the exams, which is a vital component of the validity of the exam. (ACCJC Policy on Direct Assessment of Learning)

**Analysis and Evaluation:**

The College meets this Standard. The mathematics division creates its own department wide exams. Through the revision of each exam each semester and

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56 *Educational Master Plan, Strategic Goal 1.2*

57 Email from Math Chair to Faculty Leads, May 5, 2015
the SLO validation cycle (Phase II and IV), the department validates these exams as being an accurate measure of student knowledge. (ACCJC Policy on Direct Assessment of Learning)\textsuperscript{58}


d\textbf{Standard II.A.9}

\textit{The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions.}

\textbf{Evidence of Meeting the Standard:}

\textbf{The Institution Awards Course Credit, Degrees and Certificates Based on Student Attainment of Learning Outcomes}

WLAC awards degrees and certificates in accordance with LACCD Board Rule 6201,\textsuperscript{59} which defines the criteria for unit requirements to confer Associate Degrees as: a minimum of 60 semester units of course credit in a selected curriculum with at least 18 semester units of study in a major or area of emphasis and at least 18 semester units of study in general education, a scholarship requirement of a “C” (2.0) grade average or better in all coursework attempted in the required curriculum for the degree, and students admitted after Fall 2009 must complete a grade of “C” or better or a “P” if the course is taken on a “pass-no-pass” basis.

Student learning outcomes are included in all Course Outlines of Record (COR). Course SLOs align with the course objectives, which means that credit is awarded based on the attainment of course learning outcomes. Course-level SLOs align with Program Student Learning Outcomes which are defined for all degrees and certificates and are included in the College Catalog.\textsuperscript{60} Program SLOs align with Institutional Student Learning Outcomes.

\textsuperscript{58} ACCJC Policy on Direct Assessment of Student Learning Compliant

\textsuperscript{59} LACCD Article VI: Board Rule 6200 Graduation Requirements

\textsuperscript{60} Catalog, Major Requirements
Units of Credit Awarded Are Consistent with Institutional Policies

Credit units are awarded based on standard hours (lecture and/or lab) of the course. In accordance with the Code of Federal Regulations (CFR section 600.2)\(^{61}\) a standard hour is equal to 18 in-class student contact hours with additional out-of-class work for lecture and laboratory-with-homework components. One credit unit is awarded for each standard hour of lecture, for every two standard hours of laboratory activity with homework and for every three standard hours of laboratory activity without homework. Courses offered by West are scheduled for approximately 18 student contact hours of classroom time per standard hour of the course. For example, a three standard hour course is scheduled for 54 in-class student contact hours.

West’s semesters are compressed to 16 weeks and classroom meeting times are adjusted proportionately for full-semester classes. For example, a class meeting one day a week would be scheduled for 3 hours and 15 minutes per day. A class meeting 2 days a week would be scheduled for 1 hour and 25 minutes per day. In accordance with Title 5, Section 58023,\(^{62}\) classroom meeting times (student contact hours) are based on a 50-minute class hour with passing time scheduled outside of class time. Short-term class meeting times are based on the total number of meeting days exclusive of holidays. This scheduling is used for classroom based, laboratory and distance education delivery methods. The table below illustrates instructional hours for lecture classes and for lab classes with and without homework:

<table>
<thead>
<tr>
<th>Type of Class</th>
<th>Unit Credit</th>
<th>Classroom Instruction Hours</th>
<th>Outside Instructional Assignments Hours</th>
<th>Total Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>LECTURE</td>
<td>1</td>
<td>18</td>
<td>36</td>
<td>54</td>
</tr>
<tr>
<td>LAB WITH HOMEWORK</td>
<td>1</td>
<td>36</td>
<td>18</td>
<td>54</td>
</tr>
<tr>
<td>LAB WITHOUT HOMEWORK AND CLINICAL COURSES</td>
<td>1</td>
<td>54</td>
<td>0</td>
<td>54</td>
</tr>
</tbody>
</table>

\(^{61}\) Code of Federal Regulations 600.2

\(^{62}\) Title 5, Section 58023
Instructional formats including lecture, lab, clinical, and homework hours are assessed in coordination with the COR consistent with the principles outlined in the California Community Colleges Chancellor’s Office Program and Course Approval Handbook.63

West’s scheduling system (called Protocol), uses the college calendar and the course hours to calculate meeting days and required meeting minutes for each class and will warn the scheduler if a class is under- or over-scheduled. A time block grid is used for course scheduling.64 Each semester additional accuracy checks are performed by the Academic Scheduling Specialist, who downloads schedule data and recalculates the student contact hours.

Analysis and Evaluation:

The College meets this Standard. West Los Angeles College offers 65 degrees and 33 certificates of achievement. Completion of these degrees and certificates is based on student attainment of learning outcomes, as evidenced by earning grades of “C” or better in the courses.

Standard II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified the institution develops articulation agreements as appropriate to its mission.

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63 Program and Course Approval Handbook
64 Time Block Grid Course Scheduling
Evidence of Meeting the Standard:

West Los Angeles College provides information on its transfer-of-credit policies in its college catalog, which is available to students both online and in print. The college catalog outlines West’s transfer credit policy, as well as its graduation and transfer requirements.\(^{65}\)

When students transfer to West Los Angeles College, transcripts are evaluated to ensure that expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. ASSIST (assist.org) is used to determine course-to-course articulation and equivalency for California community colleges and CSU and UC system. In addition, the College has articulation agreements with other California Community Colleges and public and private universities that ensure equivalency. The Articulation Officer houses the articulation agreements.

LACCD Administrative Regulations provide policies and procedures for the College to accept coursework transfer credit from a college outside of the District,\(^{66}\) credit for coursework taken at institutions of higher learning outside the United States,\(^{67}\) military credit,\(^{68}\) and upper division transfer credit.\(^{69}\)

Where articulation agreements do not already exist and the course is not in Assist.org or C-ID curriculum inventory, Admissions and Records has created a transcript evaluation form to capture credit from an evaluation, substitution, equivalency or exemption that can be approved by a faculty/chair, counselor or evaluator.\(^{70}\)

Institutions are first checked to see if the accreditation standards are the same by using CHEA.org or the Department of Post-Secondary Education Accreditation search.\(^{71}\) Admissions and Records staff evaluate course descriptions to ensure the nature and scope of general education and major requirements are met by deeming courses equivalent at the undergraduate level by using CollegeSourceOnline, hard copies of college catalogs, or institutional websites.

\(^{65}\) Transfer Credit Policy, Catalog, pages 47-49; Graduation and Transfer Requirements, Catalog, pages 55-57

\(^{66}\) E-93 General Education Requirements Transfer Credit

\(^{67}\) E-101 Transfer Credit from Institutions Outside the United States

\(^{68}\) E-118 Military Credit

\(^{69}\) E-119 Upper Division Transfer Credit

\(^{70}\) Transcript Evaluation Petition

\(^{71}\) Department of Education Accreditation Database
To facilitate student transfer to four-year institutions, the catalog provides detailed descriptions of general education plans that certify student coursework at the College. These plans include the Intersegmental General Education Transfer Curriculum (IGETC) and the CSU Certification of General Education Requirements, which enable students to complete their lower-division general education requirements for CSU or UC transfer. In the College catalog, students can also find information about the Associate Degree for Transfer, an educational program that includes clear major-specific pathways to the CSU system.72

In addition, the College facilitates student transfer by actively developing and posting information on articulation agreements with other institutions. For example, the College’s transfer center website has a link to the articulation agreement between the College and Loyola Marymount University.73 The transfer center website also includes a link to Assist.org, where students can access information that explains how course credits earned at one California college or university can be applied to another.74 The College has also formed Degree Partnership Programs with Brandman University,75 Fort Hays State University,76 Regis University,77 and Trident University. These partnerships provide international students with clear pathways to complete Bachelor’s Degrees completely online.

72 Catalog, page 63

73 Loyola Marymount University and WLAC Articulation Agreement
74 Transfer Center
75 Brandman University Degree Partnership Program
76 Fort Hays University Degree Partnership Program
77 Regis University Online Degree Partnership Program
In developing articulation agreements with other institutions, the College likewise makes efforts to ensure that the learning outcomes of its courses are comparable to those at transfer institutions. For instance, the college utilizes online resources like Assist.org and Course Identification Numbering System (C-ID) to ensure course equivalency amongst California community colleges and between California community colleges and the CSU and UC systems. The course descriptors in C-ID are especially useful for faculty in evaluating, modifying, and developing their learning outcomes. The course descriptors in C-ID include specific course objectives, which help faculty to verify that the learning outcomes in their courses meet the expectations of transfer institutions.\(^\text{78}\)

**Analysis and Evaluation:**

The College meets this Standard. In accordance with its mission, the College makes it a priority to facilitate student transfer. The College has ensured that its transfer-of-credit policies, which include general education plans like IGETC, articulation agreements, and degree transfer programs, are accessible to its students in both online and print formats. To further assist its students in transferring, college staff and faculty utilize online resources like Assist.org and C-ID to facilitate articulation and to align course learning outcomes with those of transfer institutions.

**Standard II.A.11**

The institution includes, in all of its programs, student learning outcomes appropriate to the program level in: Communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

\(^{78}\) C-ID Descriptors
Evidence of Meeting the Standard:

In 2005, the College adopted nine Institutional Student Learning Outcomes (SLOs), \(^1\) which align to the areas in this Standard:

<table>
<thead>
<tr>
<th>Communication competency</th>
<th>Communication: Effectively communicate thought in a clear, well-organized manner to persuade, inform, and convey ideas in academic, work, family, and community settings.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Competency</td>
<td>Technical Competence: Utilize the appropriate technology effectively for informational, academic, personal, and professional needs. Use competent technique in a musical performance.</td>
</tr>
<tr>
<td>Quantitative competency</td>
<td>Quantitative Reasoning: Identify, analyze, and solve problems that are quantitative in nature.</td>
</tr>
<tr>
<td>Analytic inquiry skills</td>
<td>Critical Thinking: Analyze problems by differentiating fact from opinions, using evidence, and using sound reasoning to specify multiple solutions and their consequences.</td>
</tr>
<tr>
<td>Ethical reasoning</td>
<td>Ethics: Practice and demonstrate standards of personal and professional integrity, honesty and fairness; apply ethical principles in submission of all college work.</td>
</tr>
<tr>
<td>The ability to engage diverse perspectives</td>
<td>Cultural Diversity: Respectfully engage with other cultures in an effort to understand them. Aesthetics: Use multiple modes of inquiry and approaches to experience and to engage with the arts and nature; develop and express personal creative visions throughout all aspects of one's life. Self-awareness/Interpersonal Skills: Apply self-assessment and reflection strategies to interpersonal, work, community, career, and educational pathways. Civic Responsibility: Apply the principles of civility to situations in the contexts of work, family, community and the global world.</td>
</tr>
</tbody>
</table>

\(^1\) Institutional SLOs
The College expects graduates of all programs to attain the institutional SLOs.

In section II.1 of the Course Outline of Record, faculty list the program and institutional SLOs that align with the SLOs of the course, indicating how programs contribute to the College’s goals for all its students. Additionally course SLOs are mapped to program and institutional SLOs on the course SLO Addendum.

When new programs are developed, the first step in preliminary program design is to identify learning outcomes for the proposed program. These program SLOs are mapped to the Institutional SLOs.

For example, West’s Dental Hygiene program SLOs include the required competencies, as indicated in a selection of its program SLOs:

<table>
<thead>
<tr>
<th>Communication competency</th>
<th>Integrate the principles of behavioral, dental, dental hygiene sciences to formulate, implement and evaluate a comprehensive dental hygiene health plan for the patient to attain and maintain optimal oral health based on accurate, consistent and complete assessment data and modify treatment as necessary.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Competency</td>
<td>Utilize current technology to enhance education, patient care, research and professional growth.</td>
</tr>
<tr>
<td>Quantitative competency</td>
<td>Systematically collect, analyze and record assessment data on the general, oral, periodontal, and psychosocial health status of the child, adolescent, adult, geriatric, and special populations using methods consistent with medicolegal principles.</td>
</tr>
<tr>
<td>Analytic inquiry skills</td>
<td>Understand and interpret the scientific literature and research as it relates to the evidence-based practice of dental hygiene.</td>
</tr>
<tr>
<td>Ethical reasoning</td>
<td>Adhere to the American Dental Hygienist’s Association’s code of ethical conduct and apply this code to established state and federal laws, recommendations, and regulations in the provision of dental hygiene care.</td>
</tr>
<tr>
<td>The ability to engage diverse perspectives</td>
<td>Provide planned educational services using effective interpersonal communication skill and educational strategies to promote oral health for individuals and groups of diverse populations.</td>
</tr>
</tbody>
</table>

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2 Electronic Curriculum Development System  
3 Course SLO Addendum  
The Dental Hygiene program has been using ePortfolios in its capstone seminar class since Spring 2010; students use the sites for reflection on academic progress, professional development, and as a tool for employment and higher education. The ePortfolios are organized by Program Competencies, and students post evidence demonstrating they meet each competency. Faculty teams rate the ePortfolios using a rubric.

**Analysis and Evaluation:**

The College meets this Standard. In spring 2014 the SLO Committee developed an SLO Handbook presenting best practices for writing program SLOs. At that time, there was no requirement that each program include all the competencies covered in this Standard; the Committee instructed faculty to focus on “the most important goals that the program has defined for its students.”¹ As Program SLOs are updated, the Program SLO Handbook is revised to include the competencies required by this Standard.

The College has submitted a request for technical assistance to the Institutional Effectiveness Partnership Initiative to use student ePortfolios to demonstrate student achievement of program and institutional SLOs. The pilot project will expand this effort to capture program SLO assessment in Aviation, Computer Science, and Motion Picture/Television Production. The College anticipates a Partnership Resource Team (PRT) visit in spring 2016. Δ

The College plans to apply this model to the associate of arts degrees in liberal arts. The Professional Learning Communities that the College will establish as detailed in the Quality Focus Essay will conduct interdisciplinary assessments of student learning. ♦

**Standard II.A.12**

_The institution requires all of its degree programs a component of general education based on a carefully considered philosophy for both associates and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student’s preparation for acceptance of responsible participation in civil society, skills for lifelong learning and application_
of learning, and a broad comprehension of the development of knowledge, practice and interpretive approaches in the arts and humanities, the sciences, mathematics and social sciences.

Evidence of Meeting the Standard:

General Education Philosophy
LACCD Board Rule 6201.14 “General Education Requirements” describes the district’s philosophy and the central focus for awarding associate degrees. The development of a more specific philosophy for general education is the responsibility of each college in the district respecting the unique educational needs and learning environments of its students.

To that end West Los Angeles College’s main responsibility is to the students and to the provision of education, which benefits students and enables them to contribute to society. The College’s educational philosophy is published in the catalog and online. In an effort to involve students actively in examining values inherent to social issues West Los Angeles College strives to create coherence and integration among its general education requirements.

Thus, all West Los Angeles College degree programs include a general education required set of courses in addition to the courses that fulfill the selected majors. Depending on the major and in accordance with BR 6201.14, West Los Angeles College students fulfill the general education requirements by completing the 30-unit WLAC Plan A or the 18-unit Plan B. Student completing an associate degree for transfer (ADT) complete either the California State University (CSU) General Education Breadth pattern or the Intersegmental General Education Transfer Curriculum (IGETC).
**SLOs and Competencies Appropriate to the Degree Level**

Title 5, Section 55062 (a) specifies that degree-applicable credit courses include all lower division courses accepted toward the baccalaureate degree by the CSU or UC system. Board Rule 6100 states that LACCD courses are “designed to meet the needs of students in the freshman and sophomore years of college.” Discipline faculty determine the course objectives and student learning outcomes for all courses, including those offered as general education requirements. The articulation process ensures that the student learning and course content are appropriate to the degree level.

**Participation in Civil Society, Skills for Lifelong Learning, and Development of Knowledge in Arts and Humanities, Sciences, Mathematics, and Social Sciences**

Pursuant to Title 5, Section 55063(b), the units of General Education will be selected from courses in the following areas recommended by the college Academic Senate and College President and approved by the LACCD Chancellor and the Board of Trustees:

1. **Natural Sciences** – courses in the natural sciences are those that examine the physical universe, its life forms and its natural phenomena. These courses help the student develop an appreciation and understanding of the scientific method and the relationship between science and other human activities.

2. **Social and Behavioral Sciences** – Courses in the social and behavioral sciences are those that focus on people as members of society. These courses help students develop awareness of the methods of inquiry used by social and behavioral sciences, stimulate critical thinking about human behavior in society and promote appreciation for culture.

3. **Humanities** - Courses in the humanities are those that study the cultural activities and artistic expressions of human beings. These courses help the student develop an awareness of the ways in which people through the ages and in different cultures have responded to themselves and the world around them in artistic and cultural creation and help the student develop aesthetic understanding and ability to make value judgments.

4. **Language and Rationality** – Courses in language and rationality are those that develop for the student principles and applications of language toward logical thought, clear and precise expression, and critical evaluation of communication in whatever symbol system the student uses. These courses include English

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5 *Title 5, Section 55062(a)*
6 *LACCD Board Rule 6100*
5. **Health and Physical Education** – Courses in Health and Physical Education are those that widen a student’s knowledge of their physical and emotional health. These courses are designed to actively engage students and challenge them physically.

Faculty, including the College Articulation Officer, review courses for potential inclusion in the general education requirements as the courses are proposed or updated and the Curriculum Committee recommends courses for inclusion to the college Academic Senate. The District Curriculum Committee (DCC) evaluates and aligns general education requirements with State Regulations and District Board Rules. The WLAC Curriculum Committee Chair attends monthly DCC meetings and is a resource for curricular information to the college and facilitates integration of LACCD requirements and Board Rules.

The Quality Focus Essay Outcomes Assessment and Professional Learning Action Projects will create Professional Learning Communities to conduct interdisciplinary SLO assessment. Faculty from multiple disciplines will meet regularly to assess Program Student Learning Outcomes and Institutional Student Learning Outcomes, and to discuss how to increase student learning across programs and disciplines in the college.

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7 *Curriculum Committee Minutes, October 21, 2012*

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**Analysis and Evaluation:**

The College meets this Standard. West Los Angeles College provides students an opportunity to engage in meaningful learning experiences that challenge them and encourage them to become lifelong learners. All degree programs require that students complete a general education curriculum in addition to the specific major requirements for the degree. The Curriculum Committee has primary responsibility for the evaluation, selection and review of courses that satisfy the general education requirements, in accordance with Title 5, Section 55806 and LACCD Board Rule 6201.14. The Curriculum Committee relies on the expertise of the faculty regarding the course content and the appropriateness of student learning outcomes in recommending the general education, IGETC and CSU Breadth requirements to the Academic Senate. WLAC faculty are responsible for teaching classes according to the official course outlines, engaging students in the active pursuit of knowledge, and assessing SLOs at the course level.
Standard II.A.13

All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard:

All degree programs adhere to Title 5 regulations: they include a minimum of 60 units, including a minimum of 18 units in an area of focused study. Each degree is described in the College Catalog, and the required core courses are listed. Division websites further describe the degrees and certificates, courses and recommended sequences.

All degrees have Program Student Learning Outcomes (SLOs), which align to the key theories and practices of the field of study. Course SLOs align to the Program Learning Outcomes. Courses in the seven general education degrees West Los Angeles College offers are mapped to the General Education Learning Outcomes (GELOs) and measured against those standards.

Course Outlines of Record contain major course topics and ways in which students’ knowledge is assessed, including an addendum showing the approved SLOs for each course. Program and Course SLOs are approved, clear, and measurable. SLOs are assessed according to the published Course SLO assessment calendar.

Discipline faculty are responsible for developing curriculum. Faculty experts determine appropriate course content, objectives, and student learning outcomes.

Analysis and Evaluation:

The College meets this Standard. West Los Angeles College offers degrees that include focused study in at least one area of inquiry or in an established interdisciplinary core.

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8 Catalog, List of degrees and certificates; California Community College Chancellor’s Office Curriculum Inventory
9 Catalog, Major Requirements
10 Computer Science

11 Graduation and Transfer Requirements, Catalog; Associate Degree with Transfer Requirements; Program Learning Outcomes
12 General Education Program Learning Outcomes
13 Sample Course Outline of Record, section II and VIII
14 Course SLOs; Program Learning Outcomes
15 SLO Assessment Tool; SLO Calendars
interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core are based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Standard II.A.14

Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard:

West Los Angeles College offers three Career and Technical Education (CTE) Associate Degree for Transfer (ADTs), 28 CTE Associate Degrees, 31 CTE Certificates of Achievement, 24 Skill Certificates and 10 CTE Noncredit Certificates. Graduates of these programs demonstrate technical and professional competencies that meet employment standards and external agency certification and licensure requirements.

WLAC CTE program graduates have appropriate knowledge and skills as required by the industry through various methods of review and assessment. All CTE programs complete annual program review. The program review process provides the opportunity to evaluate the curriculum, graduation rates, success rates, retention rates, and program sequence of courses.

All CTE programs have an advisory board composed of area professionals. Advisory Board Members provide relevant recommendations to improve programs with state-of-the-art standards, expected competencies, employment trends, and

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16 Catalog, pages 64-65
17 CTE Exam Rates 2012-2014; Dental Hygiene National Board Results 2010-2014; FAA Government Data Report 2012-2014
18 Sample Advisory Board Minutes for CTE Programs: Certified Nurse Assistant and Medical Assistant 2014; Computer Science 2014; Film Production 2015
offer advice with new equipment and software purchases.

Analysis and Evaluation:

The College meets this Standard. West LA College CTE Programs annually review employment standards and technical and professional competencies through advisory board meetings and receive employment rates through state and federal data. Additionally, faculty review and update course outlines at least once every two years to meet Title 5 and industry-specific accreditation standards.

Department faculty are asked to analyze the current and relevant skills required to meet industry standards, employment trends and discuss the implications for the program. Short and long-term improvement plans are developed and implemented. For example, the Film Production program learned from its advisory board that due to the recently passed tax credit for filming in California, coupled with a large number of crew retiring in July 2015, that the need for trained workers will rise significantly. The Film Production program added classes to the fall 2015 schedule to address the industry need, which was only able to be implemented due to the program’s continual review and adaptation to the needs of employers, students, faculty and the College.

Standard II.A.15

When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Evidence of Meeting the Standard:

LACCD Board Rule 6202 on catalog rights requires the College to provide students the process to program completion. Under BR 6202 students that remain in continuous attendance as defined in LACCD Board Rule 6203, are entitled to the catalog rights under the catalog in effect when the student enter the College. The College must offer the required curriculum that allows students to complete the program of study within a timely manner and without disruption.

LACCD Board Rule 6803 and WLAC Academic Senate policy on Instructional Program Viability Review provide the College the process to conduct a program viability study. The objective of the program viability process is to conduct an analysis for programs that may need improvement, strengthening, or discontinuance. Program viability is

19 Employment Rates Graph; Employment Rates and ISS
20 LACCD Board Rule 6202 and 6203
21 LACCD Board Rule 6803
identified through the annual program review process and the College Academic Senate initiates the viability analysis. A Senate viability committee reviews the program using data and makes recommendations to the Academic Senate and administration. As specified in LACCD Board Rule 6803.10, if program discontinuance is recommended, the College must make provisions for program completion within a timely manner and without disruption. Course substitution, which requires faculty approval, is a mechanism to accomplish this goal.22

In the spring 2015 semester, the College conducted two program viability studies for the hospitality and travel disciplines. The committee recommendations demonstrate the commitment to addressing the completion and transfer needs of students. The result of the process was a series of recommendations to administration regarding course scheduling, sequencing, and total completion time in order that students can finish degree and certificate requirements in a timely manner. The College continues to offer Travel and Hospitality courses and faculty identified substitute courses that will allow students to complete both programs.23

**Analysis and Evaluation:**

The College meets this Standard. The District and College have established policies and procedures to ensure that students enrolled in a program can complete the program of study. West Los Angeles College, with the cooperation of the Academic Senate, program faculty, and administration, considers the progress, completion, and transfer needs of students in all decisions impacting program requirements and discontinuance. Since the 2012 Accreditation Self Evaluation, no programs affecting students’ ability to attain a degree or certificate have been eliminated.

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22 *Transcript Evaluation Form, Course Substitution*

23 *Hospitality and Travel Program Viability Recommendations*
Standard II.A.16

The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard:

All instructional programs are evaluated annually as part of Program Review. Each instructional program evaluates student achievement in the program. Department faculty are asked to analyze the demographic trends, success trends, success comparisons, equity gaps, and degree and certificate trends and discuss the implications for the program. Academic affairs deans review, discuss, and validate the academic unit program reviews. The validation process provides the opportunity to insert commendations or recommendations to all academic programs. Short and long-term improvement plans are developed and implemented. For example, a program viability study was recommended in the 2013-2014 Program Review and completed in spring 2015 for the Hospitality and Travel Programs.

Additionally, faculty review and update course outlines for collegiate, pre-collegiate, or noncredit courses at least once every six years. Faculty in CTE disciplines update course outlines at least once every two years to meet Title 5 and industry-specific accreditation standards. Academic Affairs tracks Course Outlines of Record and the update cycles in a spreadsheet. Division chairs are given the

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24 Program Review Modules and Questions for Instructional Divisions
25 Program Review Data 2015-2016, Data Section 4, 5
26 Hospitality and Travel Program Viability Recommendations
list of courses that need to be updated. The Chair of the Curriculum Committee tracks and works with division chairs and faculty to update the courses identified.

The process for evaluating not-for-credit offerings by Westside Extension is different. Not-for-credit offering titles and descriptions are submitted and approved by the LACCD Board. Westside Extension maintains a spreadsheet with the list of approved not-for-credit offerings. Not-for-credit offerings have defined SLOs that are maintained in the Westside Extension office. At the end of each class offering, participants evaluate the class. Survey results and feedback from instructors are reviewed and integrated into improvements of course curriculum for subsequent offerings.

The Student Success Committee convened an Instructional Support workgroup to ensure that West’s Instructional Support serves pre-collegiate students. The College also uses the SLO assessment cycle to systematically improve programs and courses to enhance student learning outcomes and achievement (see Standard III.A.3).

Analysis and Evaluation:

The College meets this Standard. West Los Angeles College regularly evaluates and improves the quality and currency of all instructional programs through annual Program Review and periodic updates of curriculum. Through these processes, the College systematically strives to improve programs and courses to enhance student learning outcomes and achievement for students. The Quality Focus Essay Institutional Effectiveness and Outcomes Assessment Action Projects will systematically monitor the Institution-set Standards for Student Achievement.

27 List of Westside Extension Offerings
28 Westside Extension SLOs
29 Westside Extension Course Evaluation Form
30 March 5, 2015 Instructional Support Workgroup Notes; May 6, 2015 Student Success Committee Minutes
# Changes and Plans
## Arising Out of the Self Evaluation

<table>
<thead>
<tr>
<th>CHANGE, IMPROVEMENT AND INNOVATION</th>
<th>STANDARD</th>
<th>COLLEGE LEADS</th>
<th>COMPLETION DATE</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO Handbook developed</td>
<td>I.B.1, I.B.2, I.B.4, II.A.3, II.A.11</td>
<td>Dean of Teaching and Learning, SLO Coordinator, SLO Committee</td>
<td>Spring 2014</td>
<td>SLO Handbook, inclusion of program SLOs</td>
</tr>
<tr>
<td>TracDAT adopted as system to track SLO assessments</td>
<td>II.A.1</td>
<td>SLO Coordinator, Dean of Teaching and Learning</td>
<td>Fall 2015</td>
<td>Better ability to analyze and compare SLO data</td>
</tr>
<tr>
<td>Faculty SLO Coordinator selected with SLO facilitators</td>
<td>II.A.3</td>
<td>Dean of Teaching and Learning</td>
<td>January 2014</td>
<td>Better assessment and tracking of SLOs, SLO workshops, SLO handbook, videos produced</td>
</tr>
<tr>
<td>Full-time Research Analyst hired with responsibility for SLO on a part-time basis</td>
<td>II.A.3</td>
<td>Dean of Research and Planning</td>
<td>2013</td>
<td>Better tracking of SLO assessments</td>
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<td>CHANGE, IMPROVEMENT AND INNOVATION</td>
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<td>COMPLETION DATE</td>
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</tr>
<tr>
<td>Adobe PDF form created to record course SLO assessments for the four phases</td>
<td>II.A.3</td>
<td>SLO Coordinator, Dean of Teaching and Learning</td>
<td>2013</td>
<td>Better tracking of SLO assessments</td>
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<tr>
<td>Assessment of Program SLOs</td>
<td>II.A.3</td>
<td>SLO Committee</td>
<td>2012 and ongoing</td>
<td>Better tracking of student learning</td>
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<tr>
<td>Assessment of Institutional SLOs</td>
<td>II.A.3</td>
<td>SLO Committee</td>
<td>2012 and ongoing</td>
<td>Graduate survey on achievement of institutional SLOs</td>
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<td>Syllabi checked for inclusion of SLOs</td>
<td>II.A.3</td>
<td>Dean of Teaching and Learning</td>
<td>Fall 2012 and ongoing</td>
<td>All syllabi include SLOs</td>
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<td>SLO Bulletins developed and distributed</td>
<td>II.A.3</td>
<td>Dean of Teaching and Learning</td>
<td>Fall 2012 and ongoing</td>
<td>Better communication about SLO assessment</td>
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<td>Update and approve curriculum maps for all degrees and certificates</td>
<td>II.A.6</td>
<td>Dean of Curriculum</td>
<td>Fall 2015 and ongoing</td>
<td>Define clear pathways for student completion</td>
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<td>Professional development in diversity and student equity</td>
<td>II.A.7</td>
<td>President, Vice President Student Services, Equity Coordinator, Academic Senate, Faculty Professional Development Coordinator</td>
<td>Fall 2014 and ongoing</td>
<td>Improved teaching methodologies</td>
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<tr>
<td>Program Viability Process Updated</td>
<td>II.A.15</td>
<td>Academic Senate, Educational Policies and Standards Committee</td>
<td>Spring 2015</td>
<td>Continuation of Travel and Hospitality program with modifications</td>
</tr>
<tr>
<td>Implement the Four Cornerstones for success (expanded MMAP)</td>
<td>II.A.6, II.C.7</td>
<td>SSSP, Language Arts Division, Math Division</td>
<td>Begin Fall 2015, and ongoing</td>
<td>More rapid progression of students through basic skills to college level English and math</td>
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### FUTURE PLANS FROM THE SELF-EVALUATION PROCESS

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<td>Aviation, Computer Science, Motion Picture/Television Production, SLO Coordinator, Dean of Teaching and Learning</td>
<td>Fall 2016</td>
<td>Additional method of program and institutional SLO assessment</td>
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II.B. LIBRARY AND LEARNING SUPPORT SERVICES

Standard II.B.1

The institution supports student learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and learning support services.

Evidence of Meeting the Standard:

The College supports learning and achievement by providing library and other learning support services to students and to personnel responsible for student learning and support. The mission of the library is three-fold: (1) to provide access to appropriate educational content and resources in a variety of formats, (2) to advance information competency across the curriculum, and (3) to support individual and collaborative learning in an environment that supports the free exchange of ideas, methodologies, and values.¹

Library staff members provide services on site 58 hours per week. Hours of operation and online access are advertised on the college library webpage.² Reference and research assistance librarians are available during open hours.³ Reference and research assistance is also available to all students live 24/7 online through the OCLC QuestionPoint cooperative. (ER 17)

¹ About Library and Learning Resources
² Library homepage
³ HLRC hours
**Library Collections**
Following a multi-year collection development policy, librarians select printed and electronic media. They seek out recommendations from the faculty at large. A librarian serves on the college curriculum committee and reviews and analyzes Section II of course outlines of record (CORs). After careful analysis, a librarian determines needed equipment and materials. The chair of the library division also reviews and approves all CORs.

In addition to the books in the library’s collection, students can request books from any of the District’s campuses through Interlibrary Loan.

The College subscribes to dozens of databases that provide access to books and periodicals. It upgraded its JSTOR subscription from Arts and Sciences I to the entire archival collection. Image databases range from Artstor to modules of Anatomy.tv, which specifically supports dental hygiene. Grants fund new items recommended by CTE advisory committees. The library is allocated stable and sufficient funding to meet the curriculum needs of the college’s educational programs in terms of quantity, currency, depth, and variety. The Budget Committee recommended the allocation of the entire Proposition 20 Lottery funds to the library for instructional materials through fiscal year 2019-20.

**Tutoring Learning Centers**
Tutoring services are available during open hours in the learning center and through supplemental instruction (SI) groups. SI groups meet on the first and second floor of the library, as well as online. SI leaders attend classes and then meet with small groups of students before or after class, and also online, such as with ESL 6A. SI leaders are trained in the supplemental instruction program in mentoring. SI leaders are trained in the SI philosophy and strategies from the University of Missouri-Kansas City. Some have also been trained in the Reading Apprenticeship framework.

The learning center uses PLATO software, and it holds 30 internet-based licenses. PLATO provides self-paced modules in several disciplines such as English and Math, and PLATO is used for reinforcement of areas in which students

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4 Library Collection Development Policy; Library Instructional Resource Prioritization
5 Faculty Recommendation for Materials form; Responses
6 Curriculum Committee Minutes, May 18, 2015, showing membership
7 Sample COR of Computer Science 901, section II
8 Allied Health 45CO Course Outline of Record, Section VII
9 Research Databases
10 Dental Hygiene Advisory Board minutes
11 Report Receipt and Expenditures of Proposition 20 Lottery Fund
12 Budget Committee Minutes, October 23, 2014
13 Learning Resource Center
14 Student Success and Support Program
15 West Los Angeles College: We’ve Got RAI
16 Learning Center link to PLATO
receive tutoring or instruction. PLATO also provides test preparation practice. Writing assistance is offered online through the Online Writing Lab (OWL).

Learning center faculty and administrators are investigating robust data collection software. Currently, NETTRACK is used to track student usage of the Learning Center services and face-to-face tutoring contact hours.

**Computer Laboratories and Learning Technology**

The library computer labs house over 200 computers, 4 printers, and 8 scanners. Instructional assistants provide information technology support so that students achieve digital literacy. Students and faculty can receive technical assistance and instruction in the first floor learning center and the fourth floor distance education office.

Distance Learning (DL) supports students enrolled in the college’s online, hybrid and web-enhanced classes. Faculty are also supported with enrollment assistance, technical support, content production and management. The goal of West’s distance learning program is to create a pedagogical environment which maximizes opportunities for student success by providing technical support to both students and instructors and by working with student services staff to facilitate access to, and utilization of, online student support services.

The DL staff provides comprehensive support for digital literacy for students and staff Monday through Friday by phone, email or in person. DL staff also maintain an online help desk.

Faculty members can both provide and attend trainings through Tech Fair, and receive one-on-one assistance from distance learning staff. Students can also receive one-on-one support in the office, online, or by phone.

**Ongoing Instruction**

Library and learning center workshops support educational programs. These workshops specifically provide instruction and demonstrations in the research process. Librarians distribute flyers by email to all faculty and staff for announcement in classes and for posting. Workshops are also announced at Academic Senate meetings and in WestWeek, the College’s weekly online newsletter.

In addition to the workshops that are open to all students, faculty can request a library orientation tailored to their class’s specific research needs.

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17 *PLATO Course Catalog*

18 *Distance Learning Monthly Departmental Request 2015*

19 *Workshop Flier; Library Instruction Calendar; Learning Center Workshops*

20 *Academic Senate minutes March 10, 2015*

21 *Faculty Services*
Analysis and Evaluation:

The College meets the Standard. The College library is committed to meeting the needs of all students. Library staff is responsive to those needs as they change. Several programs are in place to ensure that students who are at risk attain the same level of success as students who are not at risk. One-on-one services are growing through the learning center, librarian assistance, and distance learning.

Support services online and on campus are free of charge for both traditional and non-traditional students. Furthermore, faculty members engage regularly in professional learning to improve their ability to meet the needs of a diverse student body.22

Library and learning support services at West are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education. (ER 17)

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Standard II.B.2

Relying on appropriate expertise of faculty, including librarians, and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.

Evidence of Meeting the Standard:

West Los Angeles College provides educational equipment and materials to support student learning, which is central to the college mission.

There are 80 computer stations on the first floor of the library. There are approximately 121 computer stations on the second floor of the library. Based on Program Review, PIE Committee, and IT department recommendations, the library computer labs were updated through several funding sources. Registered students have free access to any of the computer stations, and library staff members are available in both labs to support computer and software access.

The library also houses Instructional Media Services. Faculty can request portable media for classroom use, such as LCD video projectors, laptops, computer speakers, or portable overhead projectors.

22 Tech Fair website
Instructional media staff is also available to train faculty on video projector and laptop use.

Located in the library, the digital design studio (DDS) provides a wide range of services for staff and students. A new portable computer lab of tablets and a transport cart for any faculty member in any discipline to utilize with their students is available. The DDS has also purchased filming equipment for professional video production for faculty and staff. The DDS studio provides video recording services in a soundproof studio for lecture or demonstrations that are then uploaded to support courses, hybrid courses and online courses. Some of the video recordings are currently archived in Etudes and YouTube for any faculty member to view. Student services has filmed faculty and administrators for the Expressways Assessment Process. Captioning is available through the Distance Education and Captioning and Transcription grant at College of the Canyons.

Educational materials are also available to support student learning. For example, in order to support students as they prepare for examinations in anatomy classes, the library houses bones that students can study in the library. These bones are available in the library because the library is open for more hours each week than the anatomy lab can be. As faculty determine needs for educational materials, library faculty and staff accommodate those needs.

**Analysis and Evaluation:**

The College meets the Standard. Librarians and the Digital Design Studio faculty and staff work closely with discipline faculty and staff to identify materials and equipment to support learning at West Los Angeles College. For the library, and for specific divisions and programs, librarians and DDS faculty provide key expertise on database, materials and equipment selections.

Librarians are involved in the curriculum process, in which faculty must consult with librarians and library staff. Librarian membership on key committees facilitates this collaboration, and these processes are evident as noted in committee minutes. Librarians participate in division meetings, senate and curriculum meetings. Librarians also regularly visit and email individual faculty directly about their discipline specific needs.

The Digital Design Studio is a newer collaborative that provides instructional video production for students and faculty. This studio provides the equipment and the expertise on how to maximize the use of audiovisual equipment, for enhanced learning. The DDS faculty member assists

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23 *Digital Design Studio*  
24 *How to do Spore Test at WLAC Dental Hygiene Program*  
25 *WLAC Expressway to Success*  
26 *College of the Canyons DECT*  
27 *Curriculum Committee Minutes May 18, 2015*  
28 *Academic Senate minutes, April 14, 2015*
with development of educational media content, video production, and the use of videos for teaching and research purposes. Through audio and visual production, faculty and staff can enliven the classroom or online experience in learning and collaboration. Content can be stored, reused, shared, and reviewed. The DDS also supports faculty with presentation development, video advertising, and faculty-to-faculty training.

Standard II.B.3

The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard:

The library chair evaluates the library faculty through the formal AFT evaluation process. Academic Affairs compiles evaluation files for each faculty member and retains each formal instruction and SLO evaluation. The chair of the library meets with each faculty member to review the bi-annual evaluation. Instructional librarians show documentation of assessment of SLOs in all library science courses. Library staff members are evaluated through the district classified staff performance evaluation process. During the program review process, library operational and staffing needs are documented.

Surveys are conducted after instructional sessions and workshops. Staff use the results of these surveys to improve the sessions and workshops. In addition, the dean of Distance Education works with the chairs of all disciplines to ensure that distance learning strategies are developed for all distance learning courses through the college curriculum process.

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29 AFT contract Faculty Basic and Comprehensive Evaluation
30 Library Science 103 assessment example
31 Classified Staff Performance Evaluation Form
32 Library and Learning Resources Program Review 2014-2015 excerpt
33 Student Survey post workshop; Faculty Survey post workshop
In the area of tutoring, there have been significant increases in completion and matriculation.

Tutoring data shows the target course success rate for students enrolled in elementary and intermediate algebra increased by 3% to 25% for the students who had received tutoring.\textsuperscript{34}

A detailed satisfaction survey of library services is given to students. For example, in 2013, the survey showed an average of 85 percent of the students were satisfied with library services.\textsuperscript{35}

**Analysis and Evaluation:**

The College meets the Standard. Formal evaluative measures are in place for library staff. Library faculty assess library science course SLOs.\textsuperscript{36} Tutoring services and library services will be assessed through SAOs and are alternatively assessed by some SLOs. Because the library offers both services and academic courses through library science, learning skills, and education, SLOs have been used and SAOs are in development. Based on 2004-2014 learning skills enrollment history and the significant drop during 2012-2014, the learning skills courses have moved back to the library, and the evaluation process will be more coherent and uniform under one academic division.\textsuperscript{37}

The library faculty and staff are engaged in developing SAOs for library services. The process for each department will include: identifying the services offered; aligning with goals identified in program review; connecting to the Educational Master Plan goals and objectives; aligning with institutional SLOs; defining benchmarks; and identifying assessment methods. The assessment report will include a description of how the assessment was administered, analysis of the results, and a plan of action. Δ

The Quality Focus Essay Institutional Effectiveness, Outcomes Assessment, and Professional Learning Action Projects will assure that the evolution of services and SAO assessment data are shared with faculty across the campus. These dialogs will assist faculty in identifying gaps in student learning. The Professional Learning Communities will develop learner-centered strategies to address these gaps.▼

\textsuperscript{34} Math 115 125 Success Retention Comparison of Students Co-Enrolled in Tutoring
\textsuperscript{35} Fall 2013 Student Satisfaction Survey Summary Report
\textsuperscript{36} Library Science 101 Fall 2014 assessment sample

\textsuperscript{37} Learning Skills enrollment data 2004-2014
Standard II.B.4

When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources are utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual agreement. The institution regularly evaluates these services to ensure their effectiveness.

Evidence of Meeting the Standard:

West’s library, together with other LACCD college libraries, participates in institutional collaborations to ensure that students and faculty have access to appropriate resources and can utilize them effectively (ER 17). Among these joint contractual collaborations are SIRSI, an online library system incorporating catalog, circulation and cataloging features, and the Community College League’s state wide consortium for subscription databases.\(^38\)

West uses a secure log in system for electronic library resources to ensure that usage conforms to agreements with providers, while still allowing off-site use for faculty and students.\(^39\) The login system also provides usage statistics\(^40\) of library research databases. The College uses a course management system, Etudes, for online and hybrid classes, as web supplement for face-to-face classes, and as a means for faculty, administrators and staff to work together at a distance. Etudes has its own user ID system, which interfaces with the District student information system.

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\(^{38}\) Community College Library Consortium members

\(^{39}\) Library secure login page

\(^{40}\) EZProxy Server Status
Analysis and Evaluation:

The College meets this Standard. As detailed in Standard III.D.16, the vice president of administrative services ensures all contracts are consistent with WLAC mission and goals.\textsuperscript{41} The LACCD Board of Trustees require that all contracts be ratified within 60 days of the start of the contract and WLAC has a technical reviewer in administrative services to ensure all BOT Rules and District procedures and College processes are followed.\textsuperscript{42}

As explained in Standards I.B.2 and II.B.3, Library staff and faculty evaluate the effectiveness of all services and resources by soliciting feedback from faculty and students.

\textsuperscript{41} Contract Request Form

\textsuperscript{42} Policy on Ratifying Contracts within 60 Days, Board Rule 7100.15
Changes and Plans
Arising Out of the Self Evaluation

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<tr>
<td>Develop SAOs for Library Services</td>
<td>II.B.3</td>
<td>Library Faculty and Support Staff</td>
<td>Spring 2016</td>
<td>Improved assessment of outcomes</td>
</tr>
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</table>
II.C. STUDENT SUPPORT SERVICES

Standard II.C.1

The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution.

Evidence of Meeting the Standard:

Regular Evaluation of Student Support Service Quality

Program review is the primary method through which the institution regularly evaluates the quality of student support services and their alignment with the College mission. Each fall semester, West Los Angeles College conducts program review of all units across campus. In addition to program review, the institution also produces, implements and evaluates State-required Student Success and Support Program (SSSP) and Student Equity Program plans. The content in the SSSP and Student Equity plans often overlap with material contained in program review.¹

The key units providing student services (excluding instruction, learning support services, and administrative services) are

- The office of the vice president of student services
- Admissions
- Associated Students Organization (ASO)
- Athletics
- Business Office
- Child Development Center
- Counseling
- Disabled Student Programs and Services (DSP&S)
- (EOP&S/CARE)
- Financial Aid

¹ SS&SP Advisory: Agendas and Minutes; SEAC Documents; Major College Plans
- International Student Center
- Learning Communities: POPP, Puente, and LEARN
- Retention, Educational Services & TRiO (REST)
- Student Success & Support Programs
- School Relations & Outreach
- Transfer Center/ Transfer Alliance program (TAP) 2

The online program review system provides a series of questions, many accompanied by quantitative data, in two parts. In the first, the authors state the relationship of their areas to the College mission, review progress toward meeting current goals (defined in previous program reviews), evaluate enrollment trends and implications for the unit, and consider the need for new programs and courses. Student learning outcome and service area outcome assessment provides some of the data analyzed; for more detail please see Standard II.C.2. Also included in the unit reflection and self-evaluation section is an analysis of equity gaps in course completion rates. In this part of program review, each unit listed above analyzes the quality of the student support services it provides. Although they have other duties, the Business Office has the student service responsibility for collecting student fees, and Enterprise Services oversees the bookstore and food services on campus.3

In the second part of program review, the authors identify goals for the future. All goals developed by programs must be aligned with one or more goals of the Educational Master Plan, which itself aligns with the College mission.4 If a proposed goal requires additional financial resources, the author completes a resource request.

Program reviews enter a validation process as they are completed. Teams of deans, faculty, and vice presidents evaluate the program reviews for completeness and quality using a set of provided questions. Particular attention is paid to the linkage between College goals and those of smaller units, as well as to the relationships between unit goals, planned actions, and resource requests.5 As necessary, validators return program reviews to their authors for revision.

**Services that Support Student Learning and Enhance Mission Accomplishment**

The program review process has led to student service program improvements that support student learning and enhance the accomplishment of the College mission. For instance, the 2012-2013 planning report section of program review noted that, under spring 2013 staffing levels, West’s International Students Program (ISP) could stabilize or shrink but would no longer enjoy substantial growth. In the spring of 2013, West declined some

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4 Program Review Handbook 2013-14, pages 21-23
5 Program Review Handbook 2013-14, page 38
qualified international student applicants due to a processing bottleneck.

If West were to meet its goal to increase the international student population by approximately 100% (from 168 in spring 2013 to 350 by fall 2015), the program review argued that an international outreach coordinator would need to lead the ISP office, doubling the ISP staff from one person to two. As a result of this program review, an employee was reclassified to coordinate international student recruiting.

By the fall of 2015, the goal of enrolling 350 international students had been exceeded. As the 2012-2013 program review noted, the ISP will be assessed in the 2015-2016 program review for further potential growth or could remain stable at approximately 350 students.

The College mission promises to provide students a transformative educational experience and foster a diverse learning community. In addition, the program review goal to increase the international student population aligns with West’s Educational Master Plan strategic goal (5.2) to “open the college to the world” and with the objective (3.1.2) to “provide access” for entering students. Because West’s international student population has more than doubled in little more than two years, domestic students are far more likely to encounter an international student perspective in the classroom and the institution has increased its cultural diversity. Encountering diverse global perspectives in the classroom supports student learning and has the potential to ignite a transformative educational experience.  Furthermore, the increased revenue from international student tuition generates seats for locals, increasing access for entering domestic students.

In its 2014-2015 program review and its 2015-2016 program plan, the Student Success and Support Program (SSSP) determined that a “Welcome Center,” staffed by career guidance counseling assistants (CGCAs), would support new and returning student learning about core matriculation services; CGCAs are part-time student workers enrolled in a post-secondary program, often an advanced-degree program in a student service-related area of study. SSSP based their assessment of need for CGCAs on responses to student surveys they conducted to evaluate the effectiveness of their 2014-2015 program plan.

After assessing several different spaces on campus and asking for remodel bids from plant facilities, West settled on repurposing a kiosk on the highly-trafficked second floor of the Student Center.

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6 Vision, Mission, and Values Statement
7 Educational Master Plan, page 69
8 Educational Master Plan, page 52
9 Center for Research on Learning and Teaching
10 LACCD Student/Unclassified Employee Handbook, page 2
11 Program Review site
Services Building (SSB) to act as the student Welcome Center.

The kiosk is staffed by one to three CGCAs, depending on demand, and is outfitted with a phone, a computer and an automated sign-in system for admissions, financial aid, business office and counseling services. The CGCAs direct and advise the students who do not know where to begin in starting or returning to college; they also assist students in identifying and signing up for various student services such as the West Expressway, financial aid or counseling. CGCAs are not bound to the kiosk: they also support student learning about matriculation processes through phone calls, emails and by visiting students directly in classrooms. In the 2016-2017 program review, SSSP will have the opportunity to assess the effectiveness of the CGCA-staffed welcome kiosk in supporting student learning.

Through training and staffing CGCAs to work at the welcome kiosk and in classrooms, SSSP has enhanced accomplishment of the mission by developing leaders who encourage excellence in others. Because they are students themselves, CGCAs are in strong position to engage students in learning in a way that administrators and professors cannot. In addition, CGCA workers have the opportunity to develop the leadership skills necessary to eventually assume more prominent, permanent roles in higher education, sometimes transitioning to full-time work at West. By encouraging students to engage with core matriculation services (orientation, assessment and educational planning), CGCA workers help the College to realize its mission to enrich students with the skills needed to pursue awards, transfer and build careers. (ER 6 and 15; ACCJC Statement on Diversity)

The College’s 2014-2015 Student Equity Plan calls for the provision of “supplemental instruction” for math and English students in the fall of 2015; supplemental instructors are student peers who act as mentors, motivators and tutors for students striving to successfully complete coursework. In the fall of 2015 SSSP is collaborating with Student Equity to pair supplemental instructors with CGCA student advocates with the aim of increasing completion rates for basic skills math and English courses, particularly for African American and male students. Supplemental instructors, like CGCA student advocates, enhance accomplishment of the mission by developing leaders who encourage excellence in others.

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12 SSSP Reports and Publications site
13 Vision, Mission, and Values Statement; Program Review, 2014-2015 site
14 Strengthening Student Engagement, volume 53, number 1
15 Student Equity Plan, 2014-2015
16 ATDetails, Volume 5, Issue 1 (September 2015)
17 2014-2015 Student Equity Plan, page 8, 20, 26
18 Mission, Vision, and Values Statement
The program review and other planning processes are also used to identify additional needs for online student services. Online student services were initially developed for distance education students, but have proven extremely popular with on-campus students as well. For example, the SSSP 2014-2015 program review included several technology trends in the Environmental Scan section.\(^{19}\) These include:

- The move towards completion of online services on mobile devices.
- The move to notification for service through text.
- The move to a purely online application in anticipation of a new SIS system.

**Analysis and Evaluation:**

The College meets this Standard. Through a well-established program review process and the SSSP and Student Equity Plans, the College evaluates the quality of student support services annually to ensure that these services support student learning—the heart of the College mission (ER 15). The services described and evaluated through the program review and SSSP and Student Equity Plans enhance accomplishment of the mission. As demonstrated in Standard II.C.3, these services are available to students regardless of location or means of delivery. Once changes or additions to services are identified, analyzed, recommended and implemented through the program review process, the effectiveness of the alterations or augmentations is again evaluated through the program review, continuing the cycle of continuous quality improvement. (ACCJC Statement on Diversity)\(^{20}\)

The Quality Focus Essay Institutional Effectiveness Action Project will include annual evaluations of progress on the College’s Student Success and Support Plan (SSSP) and Student Equity Plan.

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**Standard II.C.2**

*The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.*

**Evidence of Meeting the Standard:**

*Identification, Assessment and Improvement of Learning Support Outcomes*

The Student Services Division conducts regular evaluations of its practices and their impact on students using those services. It uses the results to make

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\(^{19}\) 2014-2015 Program Review site, (available in page 266)\(^{20}\) ACCJC Statement on Diversity Compliant
improvements to its services and learning support outcomes. Strategic Direction 3 of the Educational Master Plan focuses on programs and services responsive to student needs.\(^\text{21}\) The following goals under this strategic direction are listed below:

- Create clear completion pathways.
- Develop and implement systematic services to help at-risk students identify goals early in their programs of study and to progress towards them.
- Prepare students to enter a competitive workforce.
- Enhance curriculum vitality, viability, and relevance.

Student Services also identifies and assesses service area outcome (SAOs) for: Admissions and Records, Graduation Office, Associated Student Organization (ASO), Athletics, Child Development Center, Counseling, Disabled Students Programs & Services (DSPS), EOPS/CARE, Financial Aid, International Students, West Expressway (formerly matriculation), Outreach, and Transfer Center. SAOs are aligned to program review goals and Educational Master Plan Strategic Goals.

Where meaningful student learning outcomes can be measured and actionable conclusions drawn, the Student Services Division uses student learning outcomes rather than SAOs. For example, the financial aid office uses an online life skills test to measure whether students are learning the financial literacy skills necessary to responsibly apply for financial aid loans.\(^\text{22}\)

For example, a 2014-2015 graduation office in admissions SAO calls for an “Increase in communication and training for chairs and professors regarding graduation and evaluation processes” in order to enhance graduation services and increase graduation rates. To make improvements in achieving the outcome, the graduation office restructured staff duties to create a “Graduation Facilitator” position. The graduation facilitator sends notices to divisional chairs both one month and a few days prior to each graduation deadline so that chairs can view, in real time through Google docs, who has applied for a graduation award and, by implication, which has not. Chairs and professors familiar with individual student progress along a given graduation pathway can encourage potential graduates to apply by the graduation deadline, potentially increasing the amount of awards issued in keeping with the EMP’s call for an improvement in student achievement.\(^\text{23}\)

The graduation facilitator also acts as a “special point of contact” for all students who have been denied an award (degree or certificate), providing denied students with a second-level review; every graduation denial notification contains the contact information of the graduation facilitator.

\(^{21}\) *Educational Master Plan, page 21*

\(^{22}\) *Student Services Outcomes, SLO Webpage; SAO Matrix Template*

\(^{23}\) *Strategic Direction 1, EMP, page 10*
To assess the effectiveness of the graduation facilitator’s role, the graduation office created a report that described the overall awards issued, the ratio of granted to denied awards and the reasons for award denial. The graduation report found that rates of both applications and denials of applications increased from the previous year, that students who delayed or avoided math courses were more likely to be denied an award and that some students may have been denied awards due to missing transcripts from other colleges. The vice president of student services shared the report findings with the divisional council, the counseling department and the student service council; as a result of the assessment data, counselors were reminded to continue to explicitly emphasize the essential importance of immediate attention to math, the Graduation Facilitator has contacted students to urge them to send missing transcripts or complete final graduation requirements and faculty advisors will more closely monitor student progress towards degrees to decrease application denial rates.

In its 2013-2014 program review, the Admissions and Records Office identified the service area need to adopt an exclusively online application system, reducing the environmental waste and staff time required to process paper applications. With the advent of a new Student Information System (SIS) in fall 2016, the application processing time for paper applications will increase, creating the likelihood for longer student wait times for admissions services during registration rush periods.

After assessing the viability of processing applications in an online format only, the Admissions and Records program review for 2014-2015 concluded that the outcome was not then achievable because the online processing turn-around time was ten business days while the processing time for in-person applications was same-day. To effectively transition away from paper application processing, online application processing times would require dramatic reduction. If paper applications were withdrawn and online applications remained at a ten-business-day processing time, it would impose a de facto “application deadline” two weeks prior to the start of a semester.

To examine the potential equity impacts of imposing a de facto application deadline two weeks prior to the start of the semester, Admissions and Records analyzed ethnic, gender and Socio Economic Status (SES) data for application “late-comers” (i.e.: people who apply for admission less than two weeks prior to the start of a semester). In assessing the application data from an equity perspective, Admissions and Records found that imposing an application deadline would have negative disparate impacts on Latinos and students with lower SES status indicators. As a result of the assessment, Admissions and Records hired a staff member dedicated exclusively to application processing,

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24 2013-2014 Program Review, pages 180-182
reducing the application turn-around time to two business days and paving the way for improved integration with the new Student information System arriving in fall 2016.

**Administrative Services**
Administrative services continued assessment of their service areas, identified areas needing assessment, and adjusted their process to achieve better results and improved services.

For example, a campus climate survey conducted in spring 2015 showed that only 35 percent of campus personnel who responded rated campus food services “satisfied” or “very satisfied.”

Administrative services is developing SAOs for food services and the Sheriff’s Office. Although these two areas are contracted services, developing and assessing area outcomes will provide useful information to measure and evaluate how they are meeting student needs.

In addition, administrative services is refining their SAO assessment process to conduct annual campus wide satisfaction surveys of both faculty and students, which expands input to include students. Administrative services offices will conduct assessments using results from the satisfaction surveys and from internally generated data from system databases such as Computerized Maintenance Management Systems (CMMS), SAP reports, and help tickets/work orders, where available.

**Analysis and Evaluation:**
The College meets this Standard. Through analysis of service area outcomes embedded in program review, the institution systematically identifies and assesses student support service changes or augmentations in order to achieve those outcomes. The institution uses the results of SAO assessment to continuously improve and monitor student support services, as is evidenced by the hiring of an additional staff member to ensure there are no disparate impacts on application processing time for Latino and lower SES students. As with admissions and records and the graduation office, all student service offices use the same process to identify and evaluate SAOs.

Administrative service offices also use the results of SAOs embedded in program review to assess the effectiveness of the services they offer.

The Quality Focus Essay Outcomes Assessment Action Project will ensure increased use of assessment data to continuously improve student support programs and services.

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25 *Campus Climate Survey, Spring 2015, Section 4, pages 5 and 6*
Standard II.C.3

The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.

Evidence of Meeting the Standard:

West Los Angeles College has refined and expanded its use of technology to serve students.26 Student services are available online as well as on campus, and students have the ability to make appointments online for on-campus services.27 Online student services are available through the following offices and programs:

- Admissions and Records
- Associated Students Organization (ASO)
- DSPS
- The Graduation Office
- Business Office
- Counseling
- DSPS
- EOPS
- Financial Aid
- International Student Program

- Student Success and Support Programs

Comprehensive online student services are available to all students, both online and on-campus, including:

- Application for Admissions
- College orientation
- Course enrollment and withdrawal
- View schedule of classes
- Fee payment
- View grades and transcripts

The website includes the latest course schedules and a directory of online student services including:

- Information about how to enroll in and add courses
- An Online Student Orientation
- Schedules for all classes at all locations
- Access to the Online Writing Lab
- An Online Student Success video
- The College Bookstore
- Online library services
- Instructor resources
- College news and events
- A link to the main college website
- A Contact Us link
- Electronic access to the library catalog
- An e-book collection
- Remote access to periodical and research databases
- 24/7 online reference assistance

Assessment Services

- Scheduling assessment tests
- Practice tests
- Assessment testing schedule
- Online orientation

26 Qless system usage reports; Online Counseling Service; Online searchable class schedule
27 Hyperlinked list of services online
- **Counseling Website**
  - Counselors and their contact information
  - Hours, office location and FAQs
  - Live online chat
  - Online student transfer information system (ASSIST) link
  - Associate Degree checklist
  - California State University checklist
  - University of California General Education checklists
  - Assistance with transfer, degree and certificate completion
  - Online Comprehensive Student Education Plans

- **Transfer Program Website**
  - Office location, hours and contact information
  - List of transfer services and requirements
  - Links to the Accelerated College Transfer (ACT) Program and the Transfers Honors Program
  - Access to Transfer eChat, live chat with university representatives from Brandman University, Pepperdine University, Regis University, UC Los Angeles, UC Merced, CSU Dominguez Hills, CSU Los Angeles, CSU Northridge and many more.

- **Financial Aid Website**
  - Online application
  - Office location, hours and contact information
  - How to apply
  - Eligibility requirements
  - Types of aid
  - Scholarships
  - Board of Governors Grant (BOGG) fee waiver information
  - Student loans
  - How Financial Aid Works
  - Forms
  - Grant application deadlines
  - Daily financial aid news

Prospective and new online students have access to an Online Student Success tutorial, which provides login instructions as well as demonstrations of the primary tools for the college's learning management system, Etudes. Students also have access to a one-unit Online Student Success Lab, which is offered at various times during each semester.

In August 2014, as part of the state's Online Education Initiative (OEI), West was selected to be one of 24 California community colleges to participate as a pilot college. West is one of eight colleges in the student readiness pilot. The goal of the OEI is to improve student success and completion in online classes. Select faculty members participated in a rigorous application process which entailed submission of an application detailing their online teaching experience and teaching philosophy, extensive review of their courses based on the OEI Course
Review Rubric and subsequent modification of their courses in areas that were identified as needing improvement. The OEI provided assistance in addressing any accessibility issues.

Three courses met all required criteria and were included in the initial pilot, in spring 2015. Students in one section each of Economics 1, Economics 3, and Geology 1 received access to a pre-assessment developed by Smarter Measure. Any potential weaknesses were identified and students were directed to the specific Student Readiness modules that would best address their needs. In fall 2015 students in these classes are also receiving access to 24/7 live tutoring through NetTutor.

In total, eleven student readiness modules are now available to all West students and can be embedded into online classes by college faculty. These modules include:

- Introduction to Online Learning
- Getting Tech Ready
- Organizing for Online Success
- Online Study Skills and Managing Time
- Communication Skills for Online Learning
- Online Reading Strategies
- Career Planning
- Educational Planning
- Instructional Support
- Personal Support
- Financial Planning

Students also have access to several interactive tools including:

- Cost Calculator
- Computer Readiness Test
- Daily Schedule Calculator
- Study Schedule

Currently the assessment test is not deliverable online or in off-site locations. In its 2013-2014 program review, SSSP described the need to shift away from the then-current assessment system (ACT/COMPASS) and towards a system that is more adaptive and capable of handling off-site testing (ACCUPLACER). In the fall of 2015, SSSP is transitioning to ACCUPLACER and will assess the possibility of offering off-site testing. In the absence of an assessment instrument that offers off-site testing for distance education and other students, students studying online may assess into math, English or ESL through either a “prerequisite and assessment clearance” or a “prerequisite challenge.”

In addition, the SSSP Office has entered into a partnership with the Culver City Unified School District to place students into courses based on multiple assessment measures (e.g., GPA and last high school math class taken) that do not require testing tied to a particular physical location.

Recognizing that students at off-site locations (e.g., high schools and the POPP academy) may benefit from an in-person description of services and programs, the

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28 OEI Modules

29 SSSP Forms
Office of School Relations and Outreach documented in their 2014-2015 program review that it regularly conducts workshops on the matriculation process and student service options, both on the West campus and at off-site locations. In addition, West has increased its access to matriculation and other student services for high school students through customized high school visits, a high school counselor day, Mini Days, JumpStart, and Upward Bound.\textsuperscript{30}

For students at off-site locations who cannot make it to West on their own, the outreach office communicates electronically or by phone and arranges for busses to transport students to West’s campus for spring field trips. To assess the effectiveness of matriculation and service information delivered through workshops and field trips, the outreach office developed a “pre and post survey” instrument to determine familiarity with West student service programs prior to and following campus visits; the surveys indicate a greater understanding of the matriculation process and student service options following an outreach presentation, especially when the presentation is coupled with a campus tour.\textsuperscript{31}

To provide further assurance that students at off-site locations have equitable access to reliable and comprehensive student services (in addition to the services available online) the Admissions and Records Office established a “single point of contact” for recruiters or faculty who courier paper-based applications (the K-12 application is still paper-based) and enrollment sheets to the admissions office.

To increase in-person access to comprehensive student services to students at off-site locations, the College has expanded its counseling hours through hiring staff, increasing evening and weekend hours, and increasing online counseling.\textsuperscript{32} Other services, such as Financial Aid, Admissions and the Business Office also offer increased evening and weekend hours at the start of each semester.\textsuperscript{33}

\textbf{Analysis and Evaluation:}

The College meets this Standard. As a result of offering services online, in person, and through extended evening hours, West Los Angeles College has been able to serve more students. Students have equitable access to appropriate, comprehensive, and reliable services regardless of service location or delivery method (ER 15). The College will continue to monitor the demand for services and will adjust accordingly.

\textsuperscript{30} \textit{Reports on the HS activities; JumpStart; Upward Bound}

\textsuperscript{31} \textit{School Relations and Outreach Program Review, 2014-15, Item 10. Student Learning Outcomes, page 258}

\textsuperscript{32} \textit{Hiring Doc C1121}

\textsuperscript{33} \textit{Screen Shot of Extended Hours for Student Services}
Standard II.C.4

Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.

Evidence of Meeting the Standard:
West Los Angeles College offers co-curricular programs and athletic programs suited to the institution’s mission to “foster a diverse learning community dedicated to student success.”34 These programs contribute to social and cultural dimensions of students’ educational experience at West.

Co-Curricular Programs
The annual student poster showcase supports project-based curricula to increase student motivation, participation, attendance, retention, and performance, particularly in the students who participate, but also in the students who see others’ work on display on the campus mall.35 The showcase builds bridges between students and faculty, creates student awareness of the importance of English and math assessment, and enhances the academic campus climate. The showcase grew out of an instructor’s plans to infuse her basic skills English classes with excitement and momentum to help students reach transfer level.36 As she encouraged other instructors to involve their students, the project grew to include dozens of faculty, staff, and administrators celebrating student academic achievement.37 The showcase now includes a digital component for Computer Science Division students to submit projects in Web Development, E-Commerce, and PowerPoint.38 It has been aligned with institutional and program level SLOs, and the Student Success Committee, the SLO Committee, and formal program review will monitor what impacts the program has on increased student success in coming years.

Theater Arts at West provides students with hands-on opportunities to act, direct, write, and create costumes, props and sets. In 2014 a full-time theater instructor was hired to provide students with increased opportunities to work on live performances.

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34 Mission statement
35 Poster Showcase Goals and Overview
36 Poster Showcase
37 Poster Showcase Sponsors
38 Poster Showcase
productions. Auditions and opportunities to participate in annual productions are available to all West students, regardless of their major.  

In 2015, two adjunct faculty members created the West72 Student Short Film Festival to provide students with the opportunity to use education and technology to create art. The challenge was for teams of students to create films on a smartphone or other smart device, and submit them online, all within a 72-hour timeframe. Aspiring student filmmakers shared their stories, showcased their talent, and demonstrated the knowledge, technical skills, and expertise many gained while enrolled in the West Communication, Entertainment and Media Arts Division. The submissions were available online and screened at an Awards Ceremony, where students received prizes in several categories, including the ASO Students’ Choice Award, determined by online student voting. Industry professionals and West faculty judged other categories. Students engaged with industry professionals after the awards ceremony screening, receiving valuable feedback.

Since 2014, Project LEARN has facilitated the Poetry Lounge and Café, a monthly poetry series, for students to develop and enhance their writing, communication and public speaking skills, and to encourage and increase student participation in the arts. The student-led series also features guest authors and poets from colleges and community venues, such as UCLA, The World Stage, and Vibrations, and includes faculty members and administrators, who perform and provide students with feedback on their written projects and performances. Students from the Poetry Lounge and Café have been featured performers at The World Stage, where they also attend poetry readings, writers’ workshops, and cultural events.

The Science Division STEM Scholars Program holds regular symposia that feature students, alumni, and experts from the fields of science, technology, engineering, and mathematics. The STEM Scholars program provides scholarship support and additional curriculum for qualified students interested in pursuing careers in science. STEM Scholars also participate in summer paid internship at UCLA research labs and NASA’s Jet Propulsion Laboratory. The science division also celebrates the achievements of students in the program with a poster presentation for STEM Scholars to showcase projects undertaken during their spring semester courses. The WLAC PHASE Club regularly hosts the PHASE Gaze Star Party to help students learn about astronomy. Faculty assist students with locating planets, galaxies, star

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39 *Theater Arts*
40 *West72 Student Choice*
41 *West72 Industry Judges*
42 *West72 Faculty Judges*
43 *Project LEARN Poetry Cafe*
44 *STEM Scholarships; STEM Summer Internships*
45 *PHASE Club, November 7, 2014*
clusters, nebulae, and constellations through high-powered telescopes.\textsuperscript{46}

\textit{Athletic Programs}

The Department of Intercollegiate Athletics serves West’s mission and contributes to the social and cultural dimensions of the educational experience of its students. The department is committed to supporting the recruitment, retention, graduation and transfer of student athletes, providing outstanding support systems with academic guidance from a full time athletic-academic counselor. The athletic counseling office assists prospective, current and former West student athletes in identifying their educational, vocational, career and personal goals. The counseling office also provides guidance in establishing student educational plans, advisement pertaining to the California Community College Athletic Association (CCCAA) athletic eligibility rules, and the National Collegiate Athletic Association (NCAA) and National Association of Intercollegiate Athletics (NAIA) transfer rules.\textsuperscript{47} Student athletes’ academic performance statistics\textsuperscript{48} and transfer rates\textsuperscript{49} are reviewed annually. Data from the Athlete Interest Survey is compiled and used to complete the federally mandated Equity in Athletics Disclosure Act (EADA) report.\textsuperscript{50}

West offers a comprehensive athletic program with ten collegiate sports to fit the athletic interests of its student body. The athletic department anticipates adding a women’s softball program and a men’s soccer program in the future. The athletic program is structured for intercollegiate student-athletes and provides opportunities for men and women to participate equally, in accordance with Title IX, the California Education Code, and the Equity In Athletics Disclosure Act.\textsuperscript{51} The athletic counseling office seeks to help student athletes succeed in the classroom, develop as a person, and cultivate strong decision-making and leadership skills. The athletic department promotes and recognizes academic excellence and celebrates the academic success of student athletes. Scholar athletes who attain a 3.0 grade point average and complete a minimum of 12 units each semester are honored with established awards for the “Scholar Athlete Of The Month” and the “Student Athlete Of The Year.”\textsuperscript{52}

West conducts the athletic program with sound educational policy and standards of integrity. West is a member in good standing of the California Community College Athletic Association (CCCAA) and adheres to the Conference Constitution, Bylaws, and individual sport

\textsuperscript{46} PHASE Club, March 27, 2015
\textsuperscript{47} Athletics
\textsuperscript{48} Athletic Department, Academic Performance Statistics, Summer 2013
\textsuperscript{49} Athletic Department, Student Athlete Transfer School List, Fall 2012
\textsuperscript{50} Athletics, Academic Support
\textsuperscript{51} Athletic Department Committee Minutes
\textsuperscript{52} Athletics, Academic Support
supplements, as well as the state CCCAA/COA Constitution. West conducts a Rules Training Seminar annually, pursuant to CCCAA regulations. All personnel connected with the department are required to complete the Rules Training. West requires student athletes to complete an Eligibility Packet and the Student Eligibility Report (Form 1) to verify compliance with CCCAA Constitution and Bylaws academic eligibility and continuing competition requirements. Student athletes must complete and pass 24 units annually with a cumulative 2.0 GPA in courses that meet remedial, career technical, certificate, associate degree, transfer, and/or lower division major preparation course requirements, and be consistent with the student-athlete’s educational plan. The completed eligibility packets are certified by the head coach, the athletic director, the admissions and records eligibility clerk, and the vice president of student services and submitted to CCCAA.

**Institutional Control**

West controls its co-curricular and athletic programs, including their finances. West hired a theater arts director, who is responsible for staging productions and coordinating events. West moved to institutionalize the successful poster showcase by hiring a student poster showcase director to coordinate the event. West adjunct faculty created West72 and Project LEARN Poetry Lounge and Café. The STEM Scholars program falls under the purview of the science division chair. The PHASE Club (Astronomy) is an ASO club with a faculty advisor in the science division. Program directors confer regularly with their respective division chairs, deans, vice presidents, and committee members to plan events and discuss budgetary issues.

The athletics director controls the day-to-day operations of intercollegiate athletics and its budget. Meetings are conducted regularly with the vice president of administrative services, the vice president of student services, the enterprise manager, the athletic director and members of the athletic department. Minutes from the athletics division and the budget committee, as well as program review, reflect policies, procedures, guidelines, and decisions regarding program planning and the department budget.

**Analysis and Evaluation:**

The College meets this Standard. West provides a transformative educational experience through quality instruction and support services. Co-curricular programs, including athletics, are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. Co-curricular programs and activities are

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53 Athletics

54 CCCAA Constitution and Bylaws, 1.15.1

55 CCCAA Bylaw 1

56 Budget Committee Minutes, April 23, 2015, Item 5.a
student-centered, focused on project-based learning, and committed to academic excellence, artistic expression, and student engagement.

The athletic department takes pride in placing academic excellence as its number one priority and is committed to supporting the recruitment, retention, graduation and transfer of its student athletes. The College is a member in good standing with the CCCAA and conducts the athletic program with sound educational policy and standards of integrity. West contributes to the social and cultural dimensions of the educational experience of its students by offering a comprehensive athletic program with ten collegiate sports to fit the athletic interests of its student body. The intercollegiate sports program provides opportunities for men and women to participate equally. West ensures compliance with state law, the CCCAA Constitution and Bylaws, and appropriate regulations regarding student athlete eligibility and participation. Administrators meet regularly with the Athletic Director, Counselor, and staff, demonstrating West’s responsibility for the policies, guidelines, planning, and budgetary requirements of the athletic program.

West offers students cultural enrichment through the theater arts program, the Poetry Café and Lounge, and West72, among other programs. Each of these programs supports West’s mission, as well as its values, which are:

- **Excellence**
  West envisions each student and employee striving for excellence in and out of classes, laboratories, libraries, studios, playing fields and offices.

- **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 acknowledgement 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.\(^\text{57}\)

West maintains control of each of these programs, including their finances, through the participatory governance policies and procedures in place.

\(^{57}\) *Mission, Vision, and Values*
Standard II.C.5

The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.

Evidence of Meeting the Standard:

To ensure that students receive the counseling they need for development and success, West Los Angeles College has leveraged the mandates of California’s 2012 Student Success and Support Program (SSSP), which require that most students receive orientation, assessment and educational planning services early in their college careers. Early in 2013, the College launched West Expressway, providing online orientation, career inventory exploration and test preparation workshops. Through Expressway, students may also sign up for in-person workshops and counseling appointments. As students move through Expressway, they have the opportunity to identify and explore career and academic interests, as well as develop skills that will enhance their performance on the College assessment test.

Before completion of 15 units, non-exempt students are required to meet with a counselor to complete a Comprehensive Student Education Plan (CSEP), a living document created to aid a student in his or her academic development. Within two to three business days of applying for admission, the College sends applicants an admission letter strongly encouraging them to call or email a student advocate who can assist with completion of the West Expressway.

Although useful and accurate information about academic and program requirements, graduation and transfer policies, academic integrity and codes of conduct, and grievance and complaint procedures are found in the College catalog, the class schedule, the College website and other West publications, students usually have questions about these policies and need help to fully understand them. Through the

58 “Gov. Brown Signs Student Success Act of 2012 into Law, Ushering in Improvements at California Community Colleges”

59 SSSP April 2013 Bulletin

60 Notice to students of CSEP requirement
Expressway, students have the opportunity to learn about such policies in-depth and have the opportunity to question counselors, student peers and staff about how such policies may apply to their particular goals and circumstances.

In its 2014 SSSP Plan, the College outlines comprehensive counseling services for all students: orientation, assessment, counseling (including CSEPs) and follow-up for at-risk students. Through West Expressway and the counseling office, the College has increased the number of abbreviated and comprehensive SEPs, as well as the number of students attending orientations and completing assessment tests. Faculty with detailed knowledge of licensing and other requirements in their fields provide advising in Dental Hygiene, Medical Assisting, Paramedics, Aviation, Computer Science, Film Production, Paralegal, Administration of Justice, Child Development, and ESL. As part of West’s Achieving the Dream Initiative, the College has hosted a fall kick-off each year to connect students to counseling and other resources on campus. In fall 2015, students in fields that offer discipline advising were targeted for attendance, and faculty in those disciplines were available to advise their students.

Counseling faculty and others responsible for the advising function routinely prepare for their counseling and advising roles through professional development such as the State Chancellor’s Disability Summit, USC’s Community College Counselor Conferences, transfer Counselor Update Conferences, annual financial aid CASFAA and NASFAA conferences, State-chancellor sponsored SSSP training as well as training designed for student supplemental instructional leaders.

In addition to meeting with students one-on-one, counselors also teach counseling classes (formerly personal development), which feature career exploration, study skills, learning styles, and resume building. As part of the counseling classes, students create SEPs.

Students also receive information about transfer requirements at workshops and transfer fairs coordinated by the transfer center. The workshops focus on strengthening personal and academic development of skills necessary for university transfer; including overview of

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61 2014-2015 SSSP Plan, pages 1-4
62 2014-2015 SSSP Plan, pages 5-7
63 2014-2015 SSSP Plan, pages 8-11
64 2014-2015 SSSP Plan, pages 11-13
65 District report on Assessment, Orientation and SEP, July 6, 2015, page 17;
SAP ED PLAN PowerPoint; Student Services Contacts July 2015; Students Enrolled in Credit Courses Receiving Services Fall 2015
66 2014-2015 SSSP Plan, page 8; 2015 Summer and Fall Schedule of Classes, page 90
67 Fall 2015 Kickoff Schedule
68 Program Review Excerpts, 2013-2014; ATDetails, Volume 5, Issue 1, September 2015
69 Counseling (Personal Development) Syllabi: Counseling/PD 5, and 40
70 Transfer Center
transfer requirements (e.g. UC, CSU, out-of-state, HBCU), application workshops, personal statement workshops, and transfer process of AB540 students.\textsuperscript{71}

Completed CSEPs are now stored in the CSEP Depot, a database of CSEPs available to counselors; there are currently 3,316 CSEPs stored in the depot.\textsuperscript{72} In addition, the District is implementing a new student information system; its SEP function is expected to be ready in late fall 2016.\textsuperscript{73} The new system will store SEPs and allow students to check progress on their educational plans online as they progress through college pathways.\textsuperscript{74}

**Analysis and Evaluation:**

The College meets this Standard. West Los Angeles College provides comprehensive counseling and advising programs to ensure students understand the requirements related to their programs of study. Counselors meet with students individually to prepare Comprehensive Student Education Plans that include information about required courses and graduation and transfer policies. In addition, faculty in career and technical fields with licensing requirements offer their students timely and accurate information about graduation and licensing requirements.

**Standard II.C.6**

*The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals.*

**Evidence of Meeting the Standard:**

**Admissions Policies**

Like all California Community Colleges, West Los Angeles College is an open access institution,\textsuperscript{75} admitting anyone who is either a high school graduate or who is over 18 years old.\textsuperscript{76} Students at the K-12 grade level may enroll at West if they have the permission of their guardian(s) and school official(s) (ER 16).\textsuperscript{77} To apply, prospective students may submit an

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\textsuperscript{71} Transfer Center Workshop Schedule, Fall 2015
\textsuperscript{72} CSEP Depot; CSEP Depot Screen Capture; Sample CSEP in CSEP Depot
\textsuperscript{73} SIS Phased Go Live
\textsuperscript{74} May 2013 SIS Newsletter, p. 3
\textsuperscript{75} CCC Apply Admissions Requirements
\textsuperscript{76} LACCD Board Rule 8100
\textsuperscript{77} Supplemental Application of Students in Grades K-12; E-87 Admission of Young Students (K-12)
application at online or on campus. The application requires demographic and educational background information such as last school attended, contact information, educational goals and ethnicity. Admissions staff do not evaluate applications or “select” students. Instead, they review applications for completeness, enter the information into a database and send students an identification number and instructions on following the West Expressway.

In order to qualify for admission, international students must demonstrate that they have both the English proficiency and the financial means necessary to succeed at West Los Angeles College. These requirements are consistent with federal policy for F-1 visa international students.

Pathways

The College catalog includes recommended course maps that suggest specific sequences of courses for many majors. In order for students to follow clear pathways to complete degrees, certificates or transfer goals, they often need orientation, assessment and financial aid advice. The college fast tracks these services through West Expressway. On West Expressway, students receive an orientation to the college, pre-assessment practice tests, financial aid advice, and strategies for the assessment itself. West has developed 18 Associate Degrees for Transfer, which meet the requirements to transfer into specific majors in the Cal State system. Students who complete these degrees are guaranteed admission into a California State University. Counselors routinely advise students about the features and advantages of an ADT pathway and they are advertised in campus publications and schedules.

To maintain enrollment priority, students must meet with a counselor to complete a comprehensive student educational plan (CSEP) before completing 15 units. The CSEP identifies a student’s educational goal(s), typically the completion of a degree, a certificate and/or transfer preparation. The CSEP maps out the “pathway” to the desired goal, taking assessment scores, work and family demands and the class schedule into account.

West issued 8,875 SEPs in fall 2014, and 8,959 in spring 2015. State law requires the College to provide educational planning services to all new students who are not in high school or who do not already have associate degrees or higher.

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78 Acceptance Letter
79 International Student Application
80 NAFSA redirect to Code of Federal Regulations 8 CFR 214.2(f)
81 Sample Course Maps
In the fall of 2014, 1,442 students who should have completed an SEP did not; in the spring of 2015, 438 students who should have completed an SEP did not. This represents a 300% increase from fall 2014 to spring 2015 in the number of students who completed an SEP as required.

Pathways Academy Partnership
West Los Angeles College has partnered with CSU Dominguez Hills to create pathways for transfer in business, computer science, criminal justice administration, digital media arts, STEM, or teacher preparation. Advisors, mentors, and counselors in the Pathways Academy advise students on pathways to a degree and transfer. Since the establishment of the Pathways Academy in the fall of 2011, fifty students have enrolled in the Pathways Academy, six of whom have transferred to CSUDH.

Analysis and Evaluation:
The College meets this Standard. The institution has adopted and adheres to admissions policies consistent with its mission to provide open access for students (ER 16). Considering the dramatic increase in Expressway participation and in the number of student educational plans produced, West has made rapid progress in meeting its obligation to advise students on clear pathways to the completion of degrees, certificates and transfer goals. The information provided through the Expressway is timely and accurate—arriving just days after a student applies for admission. The College is committed to growing the Pathways Academy program and expects to see an increase in the numbers of students who transfer to CSUDH as a result.

Standard II.C.7
The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard:

Admissions
Anyone who holds a high school diploma or the equivalent or is over 18 may enroll. International students must have an appropriate visa. Students who have not finished high school may enroll with the appropriate approvals from their parent or guardians schools. Dental hygiene is the only program at West Los Angeles College with a separate admissions procedure. The criteria for admission into

87 Pathways CSUDH
88 Pathways Academy Promotional Video
89 Board Rule 8100
90 Board Rule 8100.01
the dental hygiene program are consistent with state regulations.91

Prospective students apply to West using Open CCC Apply, an online admission application that uses a single sign-on that is private, secure, convenient, and easy to manage. Open CCC Apply is governed by the CCCApply Steering Committee, comprised of both Admissions and Records and IT professionals, and the LACCD has a representative on the Steering Committee to assure LACCD needs are addressed. Members of the steering committee are appointed by the California Community College Chancellor's Office. The CCC APPLY Steering Committee meets quarterly to review updates requested by the CCC; this includes special accommodation requests and minimizing biases.

OpenCCC is the California Community Colleges' federated identity initiative. OpenCCC uses standards-based, open source specifications to insure privacy and security while allowing access to applications within the CCC. OpenCCC operates within the InCommon Federation along with CSUConnect (California State University), UCTrust (University of California), institutions, government entities, and companies across the United States.

CCCApply is committed to making its online application accessible to individuals of all abilities. CCCApply is developed to be in compliance with California Government Code 11135, which requires such technologies to meet the accessibility requirements of Section 508 of the federal Rehabilitation of 1973, as amended (29 U.S.C. Sec. 794d). CCCApply application is accessible to everyone, including individuals with disabilities. There is also a Spanish language help feature built into the application. (ACCJC Statement on Diversity)92

The underlying architecture is planned to reside on an elastic cloud infrastructure. This is the same technology that Google, Amazon, and many high-reliability, performance Internet applications use. All data will be transmitted and stored in encrypted format and the project will adhere to the high standards of Payment Card Industry Data Security.

Assessment
“The California Community Colleges Chancellor’s Office Assessment Workgroup...conducts the biannual review of assessment instruments submitted by the colleges and test publishers for Chancellor’s Office approval,”93 using the published Standards, Policies and Procedures for the Evaluation of Assessment Instruments Used in the California Community Colleges,94 which addresses validity and reliability, as well as “a test’s freedom

91 Dental Hygiene Program Admissions
92 ACCJC Statement on Diversity Compliant
93 California Community Colleges Chancellors Office, “What is Assessment?”
from bias, insensitivity and offensiveness” and the need for disproportionate impact studies. The College’s Coordinator of Student Success and Support has been a member of the Workgroup since 2012.95

The College now uses the ACT Compass assessment instrument, and is planning to transition to Accuplacer in fall of 2015.96 Both are approved by the California Community Colleges Chancellor’s Office (CCCCO).97 College experts further improve the effectiveness of placement by regularly re-evaluating cut scores.98 The Chancellor’s Office is guiding efforts to improve the effectiveness of placement practices statewide,99 and College faculty in ESL, math, English and counseling have served on the CCCCO Workgroups for the Common Assessment Initiative, which will help the many students who move among the California Community Colleges. West is one of twelve community colleges statewide slated to pilot the Common Assessment.100

Experts recognize the value of multiple measures to ensure that students have the best chance to reach their educational goals and colleges throughout the District have long used a set of student-reported data to adjust placements; assessments that use multiple measures more accurately place students into courses suited to their level of preparation.101 In collaboration with the District Office of Institutional Effectiveness, the Student Success and Support Program Assessment Subcommittee works with Educational Results Partnership and 3CSN to expand the use of multiple measures (such as students’ overall high school grade point average) to improve student placement and student outcomes.102 In June 2015 the College signed an MOU with CalPASS Plus.103 This agreement will allow the College access to high school transcripts to improve student placement.

Analysis and Evaluation:

The College meets this Standard. The College employs non-evaluative admissions instruments in keeping with its open-admissions policies. (ER 16) As West prepares to admit its first cohorts into its baccalaureate programs in Dental Hygiene, faculty and administrators are working with the CCCCO to establish appropriate admissions instruments and policies.

95 *California Community Colleges Assessment Workgroup Membership*
96 *SSSP Year-End Report, June 2015*
97 *California Community Colleges Approved Assessment Instruments, Spring 2014*
98 *SSSP Year-End Report, June 2015*
99 *California Community Colleges Common Assessment Initiative Goals*
100 “A New Assessment for All Community College Students,” *Senate Rastrum, October 2014*
101 *APMS Math Placement Criteria; English and Reading Placement Criteria*
102 *SSSP Assessment Subcommittee, August 5, 2015 Minutes*
103 *SSSP Year-End Report, June 2015, page 8*
Annually, the College evaluates its placement instruments and practices (including the use of multiple measures) to validate that they are as effective and fair as possible. The CCCCO oversees this process, ensuring its validity. In an effort to continuously improve the effectiveness of placement in helping all students achieve their goals, West uses multiple measures for placement and will expand the use of multiple measures for students assessing beginning fall 2015. In addition, West is transitioning to Accuplacer and regularly analyzes cut score data to ensure against disproportionate impact in placement.

As a CAI pilot college, West is at the forefront of assessment and placement reform and will continue to evaluate its policies and the placement instrument. The College is currently evaluating its assessment retest policy so that students who receive a given placement have the opportunity to brush up on math and English skills and then retest again without having to wait for a protracted period. △

Standard II.C.8

The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Evidence of Meeting the Standard:

West Los Angeles College maintains student records securely and confidentially in accordance with Los Angeles Community College District Board policies. The College adheres to strict confidentiality standards as stated in the Family Educational Rights and Privacy Act (FERPA) and California Education Code (Title 5 of the California Code of Regulations). The admission and records office follows District policy on retention, destruction, and release of student records. Admissions supervisors monitor document imaging practices and review confidentiality policies with new and current employees. (California Education Code sections 76220 and 76232).

The District’s Student Information System, DEC, maintains student academic and registration records for all nine campuses. Two interfaces, known as DEC and SIS, provide controlled access to the same Student Information System. Students can see and print their own records.

104 Board Rule 8401.11
105 Student Records and Directory Information and Family Education Right and Privacy Act (FERPA), Catalog, page 13
106 Board Rule 7708, Permanent Records, 7708.11, Optional Records, and 7708.12, Disposable Records; Board Rule 8401.11
records on the District website; this password-protected portal is referred to as SIS. Authorized employees view and change student records through DEC.

To ensure confidentiality, DEC requires an access code. There are two types of access: view only access and access that permits the user to change a record. Through a multi-level approval process, West assigns both types of access based on the nature of the employee’s job.

The District’s Information Technology Department services DEC and stores the records held there in accordance with customary information systems procedures, including daily backup to ensure that data are completely recoverable.

Most student records are created and held in DEC. Materials that are not official records, such as requests for transcripts, are kept only as long as needed and destroyed once the request has been processed. Admissions personnel enter records into a Viatron document imaging system and then destroy the paper records in keeping with destruction policy. Viatron includes such records back to 1998.

Older records, back to 1974, are stored in the unoccupied former bookstore. In its 2014-15 program review, the office of admissions noted that the cardboard banker’s boxes holding the records were deteriorating,110 and the College has contracted with Viatron to move these records into fireproof metal cabinets which will be kept in the former bookstore.111 This building is surrounded by a locked fence and is itself locked. Only the president, facilities director and dean of admissions have keys.

Analysis and Evaluation:

The College meets this Standard. Electronic record storage facilitates the permanent, secure, and confidential storage of student records. The District is in the process of upgrading the DEC system to be more useful and stable.112 Viatron has decades of experience providing document imaging and indexing services to dozens of colleges and universities. Through its competitive bid process, the District has determined that Viatron should be among the first companies considered for this type of service; it has long had a spot on the District’s “Master Agreement” list (Contract #50302).

West publishes established policies for release of student records online and in the Catalog. (ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accreditation Status)113

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107 IT DEC Access Form
108 Administrative Regulation E-99
109 Board Agenda May 11, 2011, page 33
111 Viatron Bid
112 SIS Modernization Project
113 ACCJC Policy on Institutional Advertising, Student Recruitment, and Representation of Accreditation Status Compliant
## Changes and Plans
### Arising Out of the Self Evaluation

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<td>I.I.C.5, I.I.C.6</td>
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<td>CSUDH Pathways Partnership</td>
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<td>Implement the Four Cornerstones for success (expanded MMAP)</td>
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<td>More rapid progression of students through basic skills to college level English and math</td>
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## Future Plans from the Self-Evaluation Process

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III.A. HUMAN RESOURCES

Standard III.A.1

The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.
Evidence of Meeting the Standard:

LACCD Board Rules specify processes for recruiting and selecting full-time and adjunct faculty and administrators. Recruitment and selection of classified managers, supervisors and staff follow the LACCD Personnel Commission rules. These rules are publicly available.

Faculty must meet minimum qualifications for their disciplines, as established by the State of California. Additional qualifications for faculty are determined locally to meet specific criteria within program areas. Hiring committees and--in the case of adjunct faculty--division chairs consider elements beyond these minimum qualifications. Board Rules call for the selection of faculty members who are “expert in their subject areas, who are skilled in teaching and serving a diverse student population, and who can foster overall educational effectiveness.” Job listings include specific knowledge skills and experience the College seeks, as well as the duties and responsibilities for the position.

In filling a classified position, the College uses the job class specifications maintained by the Personnel Commission. These describe the position’s duties, the knowledge and skills needed, and the entrance qualifications. Each position is for a specific class.

The District recognizes the value of hiring diverse personnel. It publicizes employment opportunities on its website and on the California Community Colleges’ Registry Plus website. The College makes additional local recruitment efforts to attract the most-qualified applicants possible. The District’s award winning Project Match uses current faculty as mentors to people with the minimum qualifications for a faculty position and provides additional training in best practices for the classroom. This program is intended to broaden the pool of highly qualified candidates whose diversity matches that of the Los Angeles area. Training includes information on how to apply for a job in the District, and mock job interviews.

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1 Board Rules Ch. X Art. III, Selection Policies
2 Personnel Commission Hiring Procedures
3 Human Resources Guide R-000
4 Faculty State Minimum Qualifications
5 Human Resources Guide R-100
6 Board Rule 10301
7 Sample of Faculty Job Description, Anatomy Physiology
8 C1121 Classified Staffing Request form
9 Personnel Commission Classified Job Descriptions
10 LACCD Employment Opportunities
11 CCC Registry Plus report on LACCD
12 Project Match
Analysis and Evaluation:

The College meets this Standard. West Los Angeles College seeks the most qualified faculty, staff and administrators to carry out its mission. The College has established clear procedures to hire qualified faculty, staff and administrators. These procedures follow LACCD Board Rules, Human Resources guidelines, State minimum qualifications, and Personnel Commission rules to ensure the hiring of quality employees. Job announcements on the District’s employment opportunities websites include clearly defined job descriptions.

Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning.

LACCD Board Rules specify processes for recruiting and selecting full-time and adjunct faculty. These rules are publicly available. Faculty must meet minimum qualifications for their disciplines, as established by the State of California, or through the LACCD Equivalency process. Board Rules call for the selection of faculty members who are “expert in their subject areas, who are skilled in teaching and serving a diverse student population, and who can foster overall educational effectiveness” (ER 14). Additional qualifications for faculty are determined locally to meet specific criteria within program areas. These additional qualifications include professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Job listings include specific knowledge, skills, and experience the College seeks, as well as the duties and responsibilities for the position. Faculty job descriptions include development and review of curriculum as well as assessment of learning (ER 14).

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13 Board Rules Ch. X Art. III
14 Human Resources Guide R-000
15 Faculty State Minimum Qualifications; 2014 Minimum Qualifications Handbook; LACCD Equivalency
16 Board Rules Ch. X Art. III
17 Human Resources Guide R-100
18 Sample Faculty Job Description, Political Science
The College President and the Academic Senate are responsible for assuring that the District and local hiring policies and procedures are observed.19

**Analysis and Evaluation:**

The College meets this Standard. West Los Angeles College’s faculty meet the minimum qualifications for their positions as established by the State Chancellor’s Office in consultation with the State Academic Senate. Each full-time faculty job description includes development and review of curriculum, assessment of learning, and the specific knowledge, skills, and experience the College seeks.

The interview process for faculty positions is rigorous and includes a teaching demonstration as well as discipline-specific questions. In addition, all candidates are asked about their experiences developing and accessing SLOs and how they plan to contribute to the college outside of their classroom (shared governance).

**Standard III.A.3**

*Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.*

**Evidence of Meeting the Standard:**

West Los Angeles College hires qualified administrators and other employees to perform duties required to sustain institutional effectiveness and academic quality. LACCD Board Rules state that each college shall develop written procedures governing the selection of academic administrators.20 Recruitment and selection of classified managers, supervisors and staff follow the LACCD Personnel Commission Hiring Procedures.21 The process for the selection of academic administrators is available through LACCD’s Human Resources website.22 General Policies and Procedures are also available to the public through LACCD’s Human Resources website.23

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19 [WLAC Academic Senate- Faculty Hiring Procedures](#)

20 [Board Rules Ch. X Art. III](#)

21 [Personnel Commission Hiring Procedures](#)

22 [Human Resources Guide R-110](#)

23 [Human Resources Guide R-100](#)
California maintains minimum qualification requirements for administrators of California Community Colleges. Administrators must meet these minimum qualifications as established by the state of California. Job listings include specific knowledge skills and experience the College seeks, as well as the duties and responsibilities for the position.

West Los Angeles College, through LACCD, publicizes employment opportunities on its website, and on the California Community Colleges’ Registry Plus website. The College makes additional local recruitment efforts to attract the most qualified applicants possible.

Analysis and Evaluation:
The College meets this Standard. West Los Angeles College seeks the most qualified administrators and other employees to perform duties required to sustain institutional effectiveness and academic quality. The College has established clear procedures to hire qualified administrators. These procedures follow LACCD Human Resources guidelines on academic selection and academic minimum qualifications, State minimum qualifications, and Personnel Commission rules to ensure the hiring of qualified administrators and other employees. Job announcements on the District’s employment opportunities websites include clearly defined job descriptions.

Standard III.A.4
Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non U.S. institutions are recognized only if equivalence has been established.

Evidence of Meeting the Standard:
District Board policy states that employee degrees and credits must be from a postsecondary institution accredited by the American Council of Education. Foreign transcripts must be evaluated by one of the agencies approved by the California Commission on Teacher Credentialing.

Analysis and Evaluation:
The College meets this Standard. West ensures that all faculty members meet the state minimum qualifications, which requires that degrees be from institutions

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24 2014 Minimum Qualifications Handbook
25 Academic Employment Opportunities
26 LACCD Employment Opportunities Pages
27 California Community Colleges Registry
28 HR R100 – Academic Minimum Qualifications
accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions require an equivalency evaluation by an approved agency.

Standard III.A.5

The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

Evidence of Meeting the Standard:

Evaluation processes at West Los Angeles College seek to assess effectiveness of personnel and encourage improvement.29 Each collective bargaining agreement specifies the interval for performance evaluations and evaluation forms in the collective bargaining agreements list the criteria for evaluating personnel.30 Upon employment at West Los Angeles College, employees are furnished with the bargaining agreements and expectations for the performance evaluation process.31

The LACCD Personnel Commission establishes the process for the performance evaluation for probationary and permanent classified employees.32 The Personnel Commission distributes the appropriate performance evaluation forms for the evaluation of probationary classified employees, and the Human Resources Division distributes the appropriate performance evaluation forms for the evaluation of permanent classified employees.33 LACCD uses an automated reminder system that notifies supervisors of classified employees when evaluations

29 Importance of Performance Evaluations
30 LACCD Union Contracts; LACCD Evaluations Forms
32 Personnel Commission Laws and Rules 702
33 Administrative Forms
are due. These evaluation “alerts” are sent by email through the LACCD Portal.  

Academic Affairs staff track faculty performance evaluations and inform division chairs when faculty in their divisions are to be evaluated. If a faculty member receives anything other than a satisfactory evaluation, the faculty member and his/her supervisor develop an improvement plan listing which professional learning workshops the faculty member needs to attend. The dean of teaching and learning tracks progress on the improvement plans, and it is documented in the next evaluation cycle.

**Analysis and Evaluation:**

The College meets this Standard. All personnel at West Los Angeles College are evaluated systematically at stated intervals. They are informed of the evaluation timelines and criteria for evaluation. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.

If evaluations show anything less than satisfactory performance, a formal professional improvement plan is developed and reviewed as part of the next evaluation cycle.

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**Standard III.A.6**

The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.

**Evidence of Meeting the Standard:**

Participation in the student learning outcomes cycle is one criterion of the faculty performance evaluation. The District and the American Federation of Teachers Faculty Guild issued a clarification of the meaning of “Participates in the Student Learning Outcomes Assessment Cycle” within the faculty evaluation that specified “all instructors shall conduct Student Learning Outcomes (SLO) assessments in their assigned classes and use the results to make appropriate changes in instruction to improve student learning.”

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34 Evaluation Alert System EASY-- Copy of Evaluation Tracking Email  
35 AFT Faculty Contract, Article 19.G.6, page 71, and Article 42.C.8, page 159  
36 AFT Faculty Contract, Appendix C Section II, p. 189  
37 Contract Interpretation
As part of the SLO assessment cycle, faculty engage in dialog about student learning and teaching methodologies. For example, faculty in English examined their SLO assessment results for English 21, a developmental reading and writing course two levels below college English. At a series of meetings in 2013-14, faculty discussed teaching strategies, curricular changes, and improved outcomes assessment to improve student learning. These discussions resulted in professional learning events, increased participation in 3CSN professional learning opportunities, and participation in the California Acceleration Project, which combines curriculum reform and learner-centered teaching to increase student learning and student achievement.\(^{38}\)

**Analysis and Evaluation:**

The College meets this Standard. Both full-time and adjunct faculty are contractually obligated to participate in the assessment of student learning outcomes and use the results to improve teaching and learning. Participation in the student learning outcomes assessment cycle is a component of the performance evaluation.

The SLO assessment results are a source of data for faculty evaluation. While evaluators check to see that faculty participate in SLO assessment and dialog, how faculty use the results of that assessment to improve teaching and learning is not necessarily documented in the evaluation process. The creation of Professional Learning Communities as detailed in the Quality Focus Essay will provide faculty, staff, and administrators the tools necessary to implement learner-centered strategies and to evaluate the effectiveness of those strategies. 

**Standard III.A.7**

*The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.*

**Evidence of Meeting the Standard:**

West Los Angeles College is required by California Code of Regulations Title 5, Section 51025 to make progress toward a 75 percent full-time faculty to 25 percent part-time faculty ratio.\(^{39}\) This ratio is the Faculty Obligation Number (FON). Each year, the Los Angeles Community College District Budget Committee calculates the

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\(^{38}\) *Language Arts Presentation to Academic Senate*

\(^{39}\) *California Code of Regulations Title 5, Section 51025 Faculty Obligation Number (FON)*
District FON and determines how many positions will be filled at each college.\textsuperscript{40} Department managers indicate current staffing levels and future needs in program review documents.\textsuperscript{41} The college convenes the Faculty Position Identification and Prioritization (FPIP) Committee, which established an open process for faculty hiring, in accordance with the mission of the college.\textsuperscript{42} The FPIP Committee establishes a Priority List, which is sent to the Academic Senate for approval and then to the President of the College. The President makes the final determination for full-time positions to fulfill the FON in order to achieve the College’s mission.

**Analysis and Evaluation:**

The College meets this Standard. West maintains a sufficient number of qualified faculty as required by law. The process for determining hiring needs is well developed, transparent, and includes opportunities for broad input. The College also maintains processes and procedures to ensure the fulfillment of faculty responsibilities in accordance with the institutional mission.

**Standard III.A.8**

*An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.*

**Evidence of Meeting the Standard:**

West Los Angeles College hosts an orientation for adjunct faculty the week before the beginning of each Fall semester led by the AFT (American Federation of Teachers) Chapter President, the Academic Senate President, and representatives of the College administration.\textsuperscript{43} The AFT also publishes an “Adjunct Survival Guide,”\textsuperscript{44} and the local chapter includes information specifically for adjunct faculty on its website.\textsuperscript{45}

\textsuperscript{40} LACCD 2015-16 FON Calculations, page 2
\textsuperscript{41} Program Review Excerpts, see “Staffing Trends” of each department
\textsuperscript{42} WLAC Faculty Position Identification and Prioritization website

\textsuperscript{43} 2015 Professional Learning Week Packet pages 1, 4, and 8
\textsuperscript{44} Adjunct Survival Guide
\textsuperscript{45} Adjunct Faculty Information and Documents Website
Adjunct faculty are evaluated before the end of their second semester of employment at the College and at least once every six semesters of employment thereafter.\(^{46}\)

Adjunct faculty have access to the same on-campus professional learning opportunities as full-time faculty. Adjunct faculty participate in Professional Learning week activities, the Annual Leadership Retreat, Spring Summit, the Five-Day Experiential Learning Institute (FELI), and Focused Inquiry Groups (FIGs). Adjunct faculty also participate in SLO dialogs at the division level and attend SLO workshops.

Adjunct faculty lead professional learning activities, such as Tech Fair and Culturally Responsive Teaching and Learning, and serve on the Professional Learning Subcommittee.\(^{47}\) In addition, adjunct faculty serve as SLO facilitators.\(^{48}\)

In addition to taking an active role in on-campus professional learning, adjunct faculty participate in conferences, continuing education, and other professional learning opportunities off campus. Adjunct faculty are eligible to apply for Senate funds for conference attendance,\(^ {49}\) and adjunct faculty on a seniority list are eligible for the same tuition reimbursement benefit as full-time faculty.\(^ {50}\)

**Analysis and Evaluation:**

The College meets this Standard. Adjunct faculty are provided the opportunity to integrate fully into the life of the institution. They are oriented into the policies and practices of the institution and are invited to all professional learning activities. Adjunct faculty participate regularly in professional learning, and some adjunct faculty have assumed leadership roles in professional learning on campus.

The Quality Focus Professional Learning Action Project includes adjunct faculty participation in the drafting of the Professional Development Plan.

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\(^{46}\) *AFT Faculty Contract, Article 19, Section E*
\(^{47}\) *Fall 2014 Tech Fair schedule; Spring 2015 Tech Fair schedule; Fall 2015 Tech Fair Schedule; Culturally Responsive Teaching and Learning Training; Professional Learning Subcommittee Roster*
\(^{48}\) *SLO website; SLO newsletters*

\(^{49}\) “About Conference Attendance and Tuition Reimbursement”
\(^{50}\) *AFT Faculty Contract, Article 23, Section H*
Standard III.A.9

The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

Evidence of Meeting the Standard:

The College follows LACCD’s Personnel Commission Hiring Procedures regarding the recruiting and selection of classified managers, supervisors and staff.\(^{51}\) College staff have the appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution.

WLAC’s Annual Program Review addresses staffing trends, as well as staffing needs, by department.\(^{52}\) As a result of needs identified in Program Review, the Vice President of Administration is drafting a Classified Staffing Plan.

Analysis and Evaluation:

The College meets this Standard. West Los Angeles College staff have appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. The College, through its Program Review website, reports staffing trends by department and identifies current staffing and future needs. The College is drafting a Classified Staffing Plan to ensure a sufficient number of staff to support the effective educational, technological, physical, and administrative operations of the College. Δ

Standard III.A.10

The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes.

Evidence of Meeting the Standard:

West Los Angeles College has long used a three-vice-president administrative structure that ensures sufficient support for the College’s activities in pursuit of its mission.

\(^{51}\) Personnel Commission Hiring Procedures

\(^{52}\) WLAC Program Review website
The Vice President of Academic Affairs oversees instructional programs and the library, supported by nine deans:

- Dean of teaching and learning
- Dean of academic affairs
- Dean of distance learning & instructional technology
- Dean of curriculum
- Dean of educational services
- Dean of planning and research
- Dean of program development
- Associate dean of community services
- Assistant dean of community services

Administrators supporting the Vice President of Student Services include a

- Dean of student services
- Dean student support services
- Dean for enrollment services
- Financial aid manager

Support for the Vice President of Administrative Services who is responsible for the campus infrastructure, includes a

- Facilities director
- Enterprise manager
- Financial administrator
- Information systems manager
- Los Angeles County Deputy Sheriff

Collective bargaining agreements classify deans as administrators.\(^{53}\) The Financial Administrator, all managers, and some directors are classified as supervisors,\(^{54}\) but many play administrative roles. In addition, many faculty have significant administrative duties, including the full-time Child Development Center Director, Student Success and Support Program director and Athletics Director, and the division chairs.

In annual program reviews, the vice presidents evaluate the needs of their divisions, including administrative staffing. There is general agreement that the College has sufficient administrators; there have been no requests for additional administrators in program since the 2009-2010 cycle,\(^{55}\) when the request for a financial administrator was met.\(^{56}\)

**Analysis and Evaluation:**

The College meets this Standard. Through its Minimum Base Funding model fiscal year 2014-2015, LACCD indicated that the College needed a minimum of five

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\(^{53}\) Teamsters Administrators Contract, Article 2

\(^{54}\) SEIU Supervisory Employees Contract, Appendix A, page 74 (75 of online PDF)

\(^{55}\) Program Review Resource Requests for Other than Full-time Faculty for 2014-2015; Prioritized list of Resource Requests for 2013-2014; Program Review 2012 Resource Requests; Program Review 2010 Resource Requests

\(^{56}\) Program Review 2009-2010, Administrative Services Resource Request 1
The much larger number of deans at the College is due in large part to the significant role that grants play in the College’s continuous improvement. In order to provide the necessary institutional support for projects to operate effectively and efficiently, the office of Program Development seeks funding that includes an academic coordinator, principal investigator and/or a project director. Often a dean is the appropriate person for these positions. Grants supported 73.47% of the deans’ salaries in 2014-2015.

Having so many deans has been helpful in smoothing transitions, such as July 2015, when the vice president of academic affairs became the interim college president, and the dean of curriculum replaced him. In the same month, the dean of enrollment services stepped in to replace the vice president of student services.

### Standard III.A.11

The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

**Evidence of Meeting the Standard:**

District Personnel Commission laws and rules are published online. General policies and procedures regarding the hiring of classified staff via general funds and Specially Funded Program (SFP) funds are available to the public. Policies and procedures regarding faculty and administrators are published within the Human Resources Guides. Publications regarding contracts negotiation, employee discipline, and best practices guides are also publicly available. The Employer-Employee Relations Handbook guides the application of policies and procedures.

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57. 2015-2016 Budget Operation Plan Instructions, page 9, Base Allocation Minimum Base Funding
58. Email from Hansel Tsai, Administrative Analyst, August 28, 2015
59. LACCD Personnel Commission Laws and Rules
60. LACCD Personnel Commission Hiring Procedures
61. LACCD Human Resources Guides
62. LACCD Employer/Employee Relations Department
63. Employer-Employee Relations Handbook
The Personnel Commission exists in order to administer the merit system within the district. Among the stated benefits of the merit system are the guarantee of equity and “protection against arbitrary action, personal favoritism, and political coercion.”

Analysis and Evaluation:
The College meets this Standard. West publishes policies and procedures for all personnel that are available on the district’s public website. The Personnel Commission and Employer-Employee Relations department exist to ensure the policies and procedures are administered fairly and consistently.

Standard III.A.12
Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard:
Among many programs in support of diverse personnel, West Los Angeles College maintains the WLAC Diversity Council, Culturally Responsive Teaching and Learning, and Project Match, an instructional development program designed to promote quality instruction and diversity among faculty. The LACCD Office of Diversity Programs is charged with promoting diversity and equal employment opportunity. The District conducts a workforce analysis, which provides data used to assess employment equity and diversity.

When there are open faculty positions, the College participates in the annual California Community College Registry-sponsored job fair. The Registry is a grant-funded program designed to increase the diversity of faculty and administrators at California community colleges.

Analysis and Evaluation:
The College meets this Standard. West Los Angeles College supports its diverse personnel with a variety of programs, practices, and services. The college participates in the district workforce analysis, a regular assessment of employment equity and diversity within

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64 LACCD Personnel Commission
65 Benefits of the Merit System and Personnel Commission
66 WLAC Diversity Council
67 Culturally Responsive Teaching and Learning, page 2
68 Project Match
69 LACCD Office of Diversity Programs
70 LACCD Workforce Analysis, Fall 2014
the faculty and staff. The college wide focus on social justice and cultural competence extend beyond the classroom to supporting employment equity and diversity.

**Standard III.A.13**

*The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.*

**Evidence of Meeting the Standard:**

All West Los Angeles College employees adhere to a code of professional ethics defined in the board rules. In addition to the extant board rules, the Academic Senate adopted a Statement on Faculty Professional Standards. The Classified Employees handbook directly addresses standards of conduct and employee discipline.

**Analysis and Evaluation:**

The College meets this Standard. West Los Angeles College upholds written codes of professional ethics for all personnel, including faculty and classified employees, with information on consequences for violations.

**Standard III.A.14**

*The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.*

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71 Board Rule 1204 Code of Conduct
72 Link to Academic Senate Faculty Professional Standards
73 Classified Employee Handbook, pages 31-32
Evidence of Meeting the Standard:

The West Los Angeles College Education Master Plan 2014-2020 identifies five specific objectives related to Professional Development. They are:

1.2.1 Offer and incentivize ongoing training in proven, effective learner-centered teaching strategies (e.g., RA, FELI).

1.2.2 Implement learner-centered strategies.

1.2.3 Facilitate forums for dialogue on newly developed and implemented learning/teaching strategies.

1.3.1 Facilitate training on ethical and affective development, and apply the resulting knowledge to all student populations (e.g., RA, FELI, Habits of Mind).

1.4.1 Establish an exemplary professional learning program.

To achieve these objectives, the College has a Dean of Teaching and Learning charged with faculty development, investigating and implementing new tools and resources for instruction, and creating and supporting strategies that actively engage students in the learning process.

In addition, the College has a 0.5 Professional Development Coordinator charged with planning and coordinating professional learning opportunities for faculty. The Dean of Teaching and Learning and the Professional Development Coordinator are developing a new faculty handbook/website and training for Division Chairs. A Professional Learning Subcommittee of the Student Success Committee, made up of faculty, classified staff, and administrators was established in Spring 2015. It is chaired by the Professional Development Coordinator and is charged with planning professional learning opportunities in support of the College’s mission for all personnel.

The College provides several regular opportunities for the Professional Learning on campus. West plans and hosts annual Professional Learning Week the week prior to the fall semester and an annual Professional Learning Day, Leadership Retreat, and Spring Summit. The College—through its Office and Teaching and Learning—offers ongoing professional development for faculty and staff in four tracks (1) Digital Campus, (2) Teaching & Learning, (3) Technology & the Classroom, and (4) Web 2.0 & Social Software through its Tech Fair Program. The West Los Angeles College YouTube

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74 Educational Master Plan
75 Dean of Teaching and Learning Job Description
76 Professional Development Job Description
77 Professional Learning Subcommittee Membership
78 2015 Professional Learning Week Packet; 2015 Spring Summit Program; 2013 Leadership Retreat Summary; Leadership Retreat surveys
79 Tech Fair
Channel stores videos recordings from college professional development opportunities such as Tech Fair Keynotes, Tech Fair workshops, SLO Symposiums, Professional Learning Days. The Professional Learning website includes a Google calendar of all Professional Learning activities.

Technology-related professional learning is not limited to Tech Fair. The Digital Design Studio (DDS) is a faculty resource center created to facilitate the development, production and distribution of educational media content. The DDS provides faculty with the technical and creative support necessary to expand new media and technology usage in the traditional classroom and digital environment. The DDS serves as a centralized knowledge base to facilitate campus collaboration, to provide access to digital tools and to innovate practices for teaching and learning with technology. Kentico—the content management system used to create the College’s webpages—training is offered for faculty to create faculty webpages through Tech Fair. The Distance Education Office offers Etudes training for faculty to be certified to teach using Etudes for their online, hybrid, or web-enhanced class, and the Distance Education Committee developed an Online Instructors’ Handbook, which is being updated for fall 2015.

In preparation for West’s transition to TracDat, a database for outcomes assessment, ongoing training will be provided beginning during Professional Learning Week 2015. Personnel receive information about technology-related professional learning via the West LA Digital Blog, which posts resources and information for all things digital from West Los Angeles College and beyond.

West also has Focused Inquiry Groups (FIGs), where members come together to share best practices, do research about their topic, support each other in practicing their methodology, assess the effect of the method upon student learning, and share their findings with the campus community. West has four active FIGs in Reading Apprenticeship; Cultural Competency; One College, One Book; and Flipped Classroom. To support reading in the disciplines, a Reading Apprenticeship (RA) Coordinator was hired at West, and West won a grant for RA training for members of our STEM faculty.

As a result of the Cultural Competency FIG and in conjunction with West’s Student Equity Plan and Professional Learning, the College selected two faculty and two staff from West to become becoming Culturally Relevant Teaching and Learning (CRTL) trainers. The team

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80 West LA Digital YouTube Channel
81 Professional Learning Events
82 Digital Design Studio
83 Tech Fair schedules
84 Tech Fair schedules
85 Online Instructors’ Handbook
86 Professional Learning Week 2015 schedule
87 West LA Digital Blog
88 Focused Inquiry Groups
will work together to design CRTL workshops, to offer two workshops at West in Fall 2015 and two workshops at West in Spring 2016, and to collaborate with our sister colleges on District-wide workshops.\textsuperscript{89}

Each year, West welcomes a group of outstanding new faculty to our academic community. The Faculty Professional Development Academy: West Connect includes events for new and tenure-track faculty to provide information and resources; opportunities to expand perspectives by interacting and exchanging ideas with peers; and workshops relating to practical topics, instructional strategies, and implications for teaching.\textsuperscript{90} West Connect is intended primarily for new and tenure-track faculty, but all faculty are welcome.

New full-time faculty are assigned mentors; the mentor shall consult and interact with the contract faculty member for the purposes of enhancing the contract faculty member’s effectiveness and ability to perform his or her basic duties, and encouraging the contract faculty member’s professional growth.\textsuperscript{91} There is a mentor training for potential mentors regarding effective mentoring practices, and West hosts a \textit{Meet a Your Mentor} event during Professional Learning Week.\textsuperscript{92}

To support continuing personnel, the College provides professional growth funds for staff for tuition reimbursement\textsuperscript{93} and it provides professional growth funds for faculty for conference attendance and tuition reimbursement.\textsuperscript{94}

The College systematically evaluates its professional learning options and uses these evaluations as the basis for improvement. Faculty and Staff completed a Professional Development Survey in summer 2013 to identify training needs.\textsuperscript{95} Tech Fair attendees receive a survey to rate their overall satisfaction from workshops. Faculty and staff complete anonymous evaluations of professional learning events. The results of those evaluations aid planning for future events.\textsuperscript{96}

\textbf{Analysis and Evaluation:}

The College meets this Standard. West Los Angeles College is committed to professional learning for all personnel. This commitment is reflected in the College’s planning documents. The Dean

\textsuperscript{89} ATDetails, May 2015, Professional Learning Article
\textsuperscript{90} West Connect Schedules
\textsuperscript{91} AFT Faculty Contract, Article 42, Tenure Review and Evaluation of Contract (Probationary) Faculty, page 156
\textsuperscript{92} Professional Learning Week schedule
\textsuperscript{93} SEIU Supervisory Employees Contract, Article 15, Professional Growth, page 40; AFT Staff Contract, Article 17, Professional Development and Retraining, page 35
\textsuperscript{94} Los Angeles College Faculty Guild, Local 1521, Article 23, Professional Growth, Page 81
\textsuperscript{95} Faculty Needs Assessment Survey
\textsuperscript{96} Spring Summit 2015 Survey; Leadership Retreat 2014 Survey; Professional Learning Week 2015 Survey
of Teaching and Learning and the Professional Development Coordinator coordinate a robust program of professional learning opportunities for faculty, staff, and administrators. Personnel are surveyed periodically to identify training needs, and on-campus professional learning activities are evaluated to aid in planning for future events. The Professional Learning Subcommittee of the Student Success Committee ensures the continued improvement of professional learning opportunities on campus.

The Quality Focus Essay Professional Learning Action Project ensures continuous improvement of professional learning opportunities on campus. The Professional Learning Subcommittee is preparing a Professional Development Plan to be implemented fall 2016. The plan will be aligned to the College mission and the Educational Master Plan, and will be reviewed and updated annually.

### Standard III.A.15

*The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.*

#### Evidence of Meeting the Standard:

Personnel records of all employees are established and maintained by the district Division of Human Resources. Members of any hiring committee must sign a form including a Statement Regarding Security and Evaluation Information. In accordance with Education Code and Labor Law, district Personnel Commission Rule 703 ensures employees access to their personnel records. Electronic personnel records are housed in the Systems Applications and Products (SAP) HR system and available to employees through the password protected Employee Self-Service Portal.

#### Analysis and Evaluation:

The College meets this Standard. District policies provide the necessary security and confidentiality of personnel records. Employee access to personnel records is readily available through the online portal or at the district Human Resource Office.

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97 LACCD Board Rule on Employment Records of Employees Ch. X Art. I 10105
98 Campus Interview Committee Members Agreement; Campus Review Committee Members Agreement
99 LACCD Personnel Commission Rule 703
100 Employee Self-Service Portal
## Changes and Plans
### Arising Out of the Self Evaluation

### FUTURE PLANS FROM THE SELF-EVALUATION PROCESS

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III.B. PHYSICAL RESOURCES

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Standard III.B.1

The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

Evidence of Meeting the Standard:

The College assures access to its facilities in accordance with the requirements of Title II of the Americans with Disabilities Act of 1990. West Los Angeles College makes reasonable modifications to policies and practices, provides appropriate aids and adaptive services for communication, including sign language interpreters, documents in Braille and other alternate formats to ensure information is accessible to people who have speech, hearing, vision, or cognitive impairments. A shuttle service is available as needed to people that require assistance. As part of its Facilities Master Plan, the College developed a transition plan to upgrade and modify facilities to meet current standards for accommodating faculty, staff and students with physical disabilities.\(^1\) All newly constructed buildings are approved by the Division of the State Architect (DSA) and must meet ADA access requirements. WLAC has a designated person on campus who acts as the ADA coordinator, who receives continual training.\(^2\)

The College works with the City of Culver City Bus line for direct routes to and through the campus. In its campus design, a bus turnaround was located in the middle

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\(^1\) Facilities Master Plan; Executive Summary
\(^2\) ADA Compliance Coordinator
of campus to accommodate the mobility needs of a disabled population, as well as provide additional public transit access for the campus population at large.

The College contracts with the Los Angeles County Sheriff’s Department (LASD) for all law enforcement services. They provide 24 hour, seven-days-a-week security coverage for the campus. The Sheriff team’s major objective is to provide a safe and secure campus community for students, faculty, and staff. An additional resource for the LASD is the Student Cadet Program. The campus utilizes student workers under the supervision of the Sheriff’s Department to assist the campus station and provide escort service. Security officers and cadets continuously patrol, using bicycle, foot and vehicles 24 hours a day, 365 days a year. The LASD jurisdiction covers all property owned and/or operated by the College.3

An information guide is posted in every classroom to assist WLAC employees and students in responding to different emergencies that they may confront in the course of their duties or while attending classes. This guide is a summary of the College’s Emergency Operations Plan (EOP). This guide is posted in a visible area where it will be immediately available in the event of an emergency.4

Additionally, the campus has a newly designed website devoted to emergency preparedness, environmental health, and safety. Included on the website is the campus map are the locations of the Emergency Phone Stations, evacuation sites, instructions on what to do in specific emergencies and video training on armed-intruder and active shooter scenarios. Maps of campus evacuation areas are also posted in all classrooms.5

The College has a centrally monitored fire alarm system for all buildings. The main annunciation panel is monitored by the College Sheriff’s Office. The college maintains and tests the system to insure proper operation. Regulation 4 testing is done semi-annually by an outside Reg. 4 certified contractor. Fire extinguishers are located throughout the campus. Annual servicing of extinguishers is performed by a certified contractor.

As part of the current 40J Bond Measure, there will be approximately 100 strategically placed security cameras on campus by the end of 2016. The cameras offer a sense of security for the campus community and a deterrent to crime. The campus will also have an outdoor mass notification system in place for use, along with its indoor notification system via VOIP telephones the event of an emergency. These systems will operate over IP and are dynamic in multiple modalities to deliver messages to students,

3 Sheriff’s Department
4 Emergency Operations Plan
5 Evacuation Areas
faculty, and staff. Modalities include: text messaging, public address, e-mail, voice mail, and voice over telephone. The mass notification system allows for messages to be sent campus wide. The College also conducts emergency evacuation drills every semester, such as fire and earthquake. These drills familiarize both students and staff with the procedures for dealing with an actual emergency.6

The WLAC Work Environment Committee (WEC) meets once a month. The Committee ensures the college provides conditions for a safe, healthful, and sanitary work environment conducive to effective teaching and learning. The Committee is also committed to ensuring a safe, healthful, and sanitary work environment conducive to the effective performance of the administrative functions necessary to support the College’s educational activities.7

The WLAC campus surrounded on three-sides by residential developments, sits atop a series of hills that offer spectacular views of the Los Angeles basin. Its well-maintained grounds are a source of local pride, and frequent commentary by visitors. There is abundant green space and trees. The Administrative Vice President, along with the Facilities Committee 8 is responsible for the planning, maintenance, and assessment of the adequacy of the campus physical space, and operational needs. As a result of the last local bond measure, to quell the concerns the surrounding homeowner associations about noise, traffic and the impact of construction on the neighborhood, the college entered into a memorandum of understanding (MOU) which explicitly spells out placement of signage, lights, location of bus stops, and bus schedules on campus.9 This agreement ensures that there is consultation not only within the college regarding environment impacts of its activities, but also consultation with external groups, and the community.

The WLAC Safety Committee is a subcommittee of the WEC and plays a vital role in the College efforts to keep the campus healthy and safe.

The College has a Student Health Center that offers health care providers and a nursing staff for students who are enrolled at WLAC.

Analysis and Evaluation:

The College meets this Standard. WLAC facilities are operated in a safe, healthy, secure and accessible manner. Security is on campus is 24-hours, 7-days, and year-round to ensure that the campus is maintained safely and securely. The

6 Emergency Drills
7 Work Environment Committee Action Items
8 Participatory Governance Handbook, Spring 2015, Facilities Committee, page 27
9 WLAC and Culver City HOA Agreement
College has substantial security camera coverage that is monitored throughout the day. Technology has allowed the College to be able to communicate in all classrooms and offices throughout the campus in the event of an emergency. The college maintains its safety and security systems in an effort to reduce its vulnerability.

**Standard III.B.2**

*The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources including facilities, equipment, land and other assets. This is done in a manner that assures the effective utilization and the continuing quality of assets necessary to support its programs and services in order to achieve its mission.*

**Evidence of Meeting the Standard:**

The College uses several methods to assure the effective utilization and continuing ability of its buildings to support programs and services. The Educational Master Plan is one such component in the College’s broad-based effort to ensure that the institution builds, maintains, upgrades, and (when necessary) replaces its physical resources.10

The Strategic Educational Master Plan establishes a framework for serving the diverse needs of WLAC students, faculty and staff within the context of current demographic, economic, political, and educational realities and with an eye on future trends; it broadly identifies the needs of the institution’s programs and services and facilitates the development of the College’s Facilities Master Plan. Based on growth projections, the plan outlines a vision for the physical footprint of the campus and describes space needs, usage and qualifications projections for each space category, academic discipline, and TOP Code. Over the last 18 months, the College has worked to update the Facilities Master Plan to reflect current and future needs in light of the most recent bond measure.11

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10 *Educational Master Plan Evaluation*

11 *Facilities Master Plan*
Program Review provides departments the opportunity to identify space needs along with other resource needs (personnel, technology, equipment, etc.). During the program review process, faculty, administrators and classified staff describe their physical resource needs. Those requests are excerpted, bundled, and forwarded to the campus Facilities Committee for review and prioritization. Using a pre-determined rubric of criteria, the requests are then prioritized and ranked, through the strategic planning process, for funding consideration.12

The College annually evaluates the efficacy of its physical resources by utilizing the facility reports in the FUSION database, along with its enrollment management plans and discussions. The enrollment management plan links class schedule space needs with existing capacity to accommodate them. FUSION provides the College with a report showing the efficiency percentage for each building. The Space and Capacity/Load Ratio report identifies current classroom, laboratory, and office space, and projects future instructional space based on enrollment growth trends.13

In an effort to keep the public and the campus informed as to the status of ongoing construction projects funded under Propositions A, AA, and Measure J, the LACCD employs a Campus Project Manager/Construction Manager, who prepares a monthly progress report.14 Every month, this progress report is presented, reviewed and discussed within the campus Facilities Committee. The Facilities Department uses a work order system to assign the appropriate staff repairs that are needed on a daily basis. Evidence of effectiveness comes in the form of work orders for facility repairs, requests for equipment, and periodic surveys. To evaluate the effectiveness of facilities and equipment in meeting the needs of programs and services provided by the maintenance and operations staff, surveys are used to assess the satisfaction of the responsiveness, cleanliness, maintenance, and safety of college facilities.15

The College’s Maintenance and Operations departments use CMMS (Computer Maintenance Management System) a software program in SAP, to create and track work orders. The reports from this program provide the evidence of the College’s preventive and scheduled maintenance. This online work order system provides all employees with a means for reporting facility and equipment issues, particularly those pertaining to health and safety.16

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12 Program Review Process
13 Fusion Space Utilization Report
14 Bi-Weekly Bond Projects Reports
15 Campus Climate Survey
16 CMMS Work Order System and Reports
Analysis and Evaluation:

The College meets this Standard. WLAC has seen dramatic increase and improvement in the facilities over the last eight years. Three bond measures provided the resources to expand the campus and add four new buildings, one new parking structure, complete modernization of two other buildings and before the program in completed, WLAC will add two more new buildings, upgrade and replace campus entry signs, complete an energy efficiency and storm water projects, and several campus-wide security and safety projects, a new plant facilities center, two transit and accessibility projects, and a hillside soil stabilization project.17

Standard III.B.3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis; taking utilization and other relevant data into account.

Evidence of Meeting the Standard:

The purpose of program review is to facilitate engagement in a process of continuous, broad based, systematic evaluation and planning. This process allows integration of data-driven decisions, planned program improvements, and resource allocation. Thus, accomplishment of the college’s mission and improvement of institutional effectiveness while ensuring the program’s short and long-term planning needs are considered.18 Program review for facilities involves not only the assessment of the Physical Plant department, but also provides a glimpse of the physical

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17 Five-Year Construction Plan, Updated August 2015

18 Scheduled Maintenance Projects
resources being requested by departments.\textsuperscript{19}

**Analysis and Evaluation:**

The College meets this Standard. West reviews and evaluates the physical facilities on an annual basis through program review and space inventory and planning. A short- and long-term view of the needs of the physical plant are considered as plans are updated and projects prioritized for either state, local, or longer term funding, such as bonds.

**Standard III.B.4**

*Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.*

Starting in 2001, the District had an unprecedented bond program allowing it to renovate existing facilities and build new ones to current standards. Three separate bonds were issued from 2001 to 2008 for a combined total of $5.7 billion, resulting in funding for over 600 new construction and renovation projects for all nine colleges and the Educational Services Center (ESC). The District’s long-range capital plans support each college’s institutional improvement goals and include total cost of ownership projections for new facilities and equipment.

**Evidence of Meeting the Standard:**

The October 2011 Master Building Program Budget Plan laid the foundation for an integrated planning and budgeting process driven by each of the nine colleges’ Educational Master Plans. These Educational Master Plans served as the basis for development of the colleges’ Facility Master Plans, each of which addressed the long-term, often 20-25 year, building and infrastructure needs of the applicable college.\textsuperscript{20}

The District has worked to strengthen its long-range capital planning and ensure that projections include the total cost of ownership for new facilities and equipment. In January 2012, the Review Panel concluded that “…overall, the Building Program has achieved a good level of success in that a substantial majority of the projects have been successfully completed – compared to the projects experiencing problems (e.g., cost or time overruns, sunk-costs and re-design,}

\textsuperscript{19} \textit{Physical Plant Program Review, Pages 202-203} \textsuperscript{20} \textit{LACCD Master Building Program Budget Plan, 10/19/11, p. ii-vii}
litigation, etc.)...the Building Program has the potential to achieve the Program’s goals within the funds provided.”

The Review Panel recommended that “...with every new or renovated building proposed to the Board of Trustees, a total cost of ownership analysis should be included that projects the District’s budgeted operating costs for maintenance and operations (M&O), capital renewal, and staffing.”

In March 2013, the District developed a comprehensive plan for total cost of ownership which identified total cost of ownership elements, reviewed the status of existing and proposed facilities, benchmarked existing facilities operations, and developed processes to measure, monitor, and control both facilities costs and utilization.

The District’s April, 2013 Special Report to the ACCJC addressed the Total Cost of Ownership (TCO) issue raised in the LACCD Bond Audit issued by the State Controller. The report clearly demonstrated the District’s consideration of TCO systematically. The District defined the Total Cost of Ownership elements as 1) acquisition; 2) daily maintenance; 3) periodic maintenance; 4) utility costs; 5) capital renewal costs; and 6) end-of-life costs to inform its decision-making about facilities and equipment.

The District continues to research maintenance and operations (M&O) costs to identify more cost-effective and cost-savings measures for adoption, to reduce TCO. Examples include the District Technology Implementation Strategy Plan; Connect LACCD Project; Facilities Lifecycle and Custodial and Building Maintenance Analysis; Custodial Services Enhancement Program; and Districtwide Energy Measurement and Demand Response Analysis.

In April 2014 the Board approved the Facilities Master Planning & Oversight Committee’s (FMPOC) resolution to “Affirm its Commitment to Protect Capital Investments through Understanding and Management of Total Cost of Ownership”

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21 Independent Review Panel Report, 1/4/12, p. 7

22 Independent Review Panel Report, 1/4/12, p. 38

23 Comprehensive Plan for Total Cost of Ownership, LACCD, 3/20/13

24 Accreditation Special Report, LACCD, 4/1/13; FMPOC Meeting Minutes, 3/26/14; Total Cost of Ownership presentation, 3/26/14

25 Technology Implementation Plan, 4/17/13; Connect LACCD Feasibility Report, 6/16/14; Facilities Lifecycle Review and Custodial and Building Maintenance Analysis, 5/28/14; Custodial Services Enhancement Program, 7/23/14; Districtwide Energy Measurement and Demand Response PowerPoint, 10/22/14
to ensure this policy guides the District’s long-range planning. 26

The Board, at the recommendation of FMPOC, has implanted an incremental approach to the Connect LACCD project, which was established to improve the technology infrastructure connecting its headquarters and satellite facilities. Utilization and use of statistics are routinely reviewed and evaluated as a part of the Total Cost of Ownership. 27

Analysis and Evaluation:

The College meets this Standard. Propositions A and AA and Measure J gave the District unprecedented funding, but also required an unanticipated level of planning and oversight. Total cost of ownership issues raised in 2012 have a planned resolution, and as a result, the District has strengthened its long-range capital planning process, leading to better oversight, coordination, and ongoing efficiencies in support of its educational and strategic goals. The Board’s April 2014 passage a resolution related to Total Cost of Ownership demonstrates its ongoing commitment to controlling and reducing these costs for the benefit of the District and students. The District meets this Standard.

26 Board Minutes, 4/30/14
27 Board Agenda, 7/9/14; Board Agenda, 4/15/15
III.C.
TECHNOLOGY RESOURCES

Standard III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution’s management and operational functions, academic programs, teaching and learning, and support services.

Evidence of Meeting the Standard:

West Los Angeles College provides students, faculty, and staff with access to technology that will enhance a high quality technical and professional learning experience. It provides students with flexible learning options, so they can achieve their educational goals while learning to use technology to advance their careers. Technology has become a core of education. Now more than ever, classrooms have become dependent upon information technologies to stay connected to the job market. Academic self-efficacy is the student’s conviction that students can successfully perform their work for their curriculum activities. It provides faculty with access to state of the art tools for teaching and research through agreed-upon processes, and staff are provided with all of the necessary technological tools (hardware, software, and support) to affect their roles in the management and operations of the College.

Information technology (IT) services are provided from two primary sources: district services and college services. More than 40 full-time and part-time employees work at the central district location of the LACCD under the direction of the Chief Information Officer.¹ Infrastructure supported by the district Educational Services Center (ESC) includes:

¹ Organization Chart of LACCD Educational Services Center IT Department
• **Student Information System (SIS)** - also called DEC, is used by the College students, faculty, and staff to register classes, view and download class rosters, and execute exclusions; PeopleSoft Campus Solutions has been chosen as the software solution to replace the existing DEC system

• **Electronic Scheduling System (ESS)**

• **Electronic Curriculum Development (ECD) System** - allows users to create courses for academic programs as well as modify, reinstate, and archive courses

• **Student Email System**

• **SAP** – human resources, accounting, procurement, and finance enterprise system and includes: SAP Employee Self Service (ESS) Portal with Cross Application Time Sheet (CATS) an automated employee time reporting and approving system; and Computerized Maintenance Management System (CMMS) a work order systems with advanced reporting features

• **Distance Education** – WLAC has used Etudes for its on-line classes for over a decade, and has a contract with Etudes through June, 2018. The use of Etudes is expanding to include classroom-based instruction in order to give on-campus students access to online course resources.

The new SIS system will transform the way the District delivers services to students, faculty, and staff, with enhanced functionalities by allowing access from anywhere and anytime via web-based services. The District leads the development, deployment, and support of centralized administrative functions and "middleware" platforms necessary to support connectivity between software services delivered by other District resources. District IT services plans and maintains a reliable and robust network for local area inter-and-intra campus networks, as well as institutional access to the public Internet and the World Wide Web.

On the WLAC campus there are two computer labs running various software application programs supported by The IT department. Computer labs run software ranging from simple programs to develop basic computing skills and typing to learning web browsing all the way through complex industry-specific software application programs to prepare students for industry-recognized credentials and/or certificates requiring sophisticated computer skills and knowledge. In addition to the academic computers, over 965 computers are used on the administrative side for faculty and staff to perform their daily tasks.

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2 [Front Page Screen Shot of SAP ESS Portal](#)

3 [Map of LACCD IT Structure](#)
Over 560 Voice Over IP phones have been installed for the College voice communications and mass notification in case of emergency. The College has a wireless network that is heavily used with over 284 access points being made on a daily basis during fall 2014. The system includes network switches and core switches in each data center to support the College network infrastructure. The IT department maintains 65 servers that support the day-to-day college business including email servers and web servers. The technology is there to assist students in gathering the experience, knowledge, and insight they can use to achieve their curricular success.\(^4\)

There are three full-time classified staff members, including an IT manager and a daily operational supervisor, in the IT department.\(^5\) IT supports the College website using Kentico and employee email systems using MS Exchange. Additionally the department supports and coordinates outsourced services including Etudes, WLAC Facebook, iTunes U, Career Coach, online Bookstore, interactive campus maps, district wide student emails, library online databases, and Pearson testing programs for student success.

The IT department helps faculty and staff reset user password and modify permissions to access DEC screens based on an approved SIS authorization form that is submitted from departments on campus. Personal Identification Number (PIN) is issued to a student for accessing the student SIS portal, and Admissions and Records staff assist students who need PIN password reset thru DEC.

The College is continually evaluating new instructional technology and business solutions through the use of technology. Program review processes are used to plan, develop, review, approve, and implement college wide and departmental technologies. The Technology Committee reviews and evaluates standards for hardware, software, and network related equipment, prior to any purchase or implementation. By Spring 2016, the College plans to establish a Technology Refresh fund and criteria for cycling out computers and other equipment according to a refresh schedule and plan.

**Analysis and Evaluation:**

The College meets this Standard. The passage of bond Propositions A and AA and Measure J provided the necessary funding for a massive college wide technology upgrade. The College invested almost $20 million to fully upgrade all infrastructure, hardware, and software to put the computing opportunities for WLAC students in the 21\(^{st}\) century. The IT Department coordinates with District IT services to ensure that the College is pursuing best practices in the use of technology and that it is leveraging the resources available to support the needs of the institution. Campus IT Services provides back-end support for the
College’s computing systems. The continuous training and support through the Academic Technology Center guides faculty in the use of technology for classroom and supplemental instruction that supports and encourages innovation in teaching and learning.

**Standard III.C.2**

*The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.*

**Evidence of Meeting the Standard:**

The LACCD has developed a technology implementation plan that provides technology vision through 2020 and provides guidance for the College’s technology implementation strategies. The planning and rollout of the new Kentico system has been a major achievement of the Technology Plan. It allows faculty and other content managers of the College website to easily manage and update content, thereby keeping it current and fresh. Changes in curriculum, course information, and other information that students and others need on a daily basis can be updated and now, posted in real time. In addition the College has developed a computer replacement plan (Technology Refresh Plan) that promotes continuous improvements in computing technology, and provides a regular schedule for hardware updates to ensure that College programs and services have access to technology that is relevant and current.

For many years the College faced problems with maintaining software licenses. Often there were one-time funds available for the initial software purchase, but no ongoing funds identified to renew and/or upgrade software. The College solved the problem by allocating funds to the IT department budget who is responsible for maintaining and upgrading all software licenses on a daily basis. Agreements with software companies, including institution-wide site licenses, have been secured to ensure regular updating of software. The College

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6 [LACCD Technology Strategic Plan]

7 [WLAC Technology Refresh and Computer Replacement Plan-DRAFT; Technology Committee Meeting Materials, March 17, 2015]

8 [Information Technology Program Review]
currently has agreements with Microsoft and Adobe, among other companies, to ensure that the software will be maintained and upgraded on a regular basis. The College uses a work order system for monitoring issues and informing improvements. These work orders allow users to submit requests online and provide the staff with the ability to manage and seamlessly address those issues in a timely manner.

The LACCD has established a standard for smart classrooms and the College is implementing that through the deployment of a centralized, smart classroom management system. In addition, the campus media technicians provide regular maintenance, repair and upgrades to the campus smart classrooms to ensure that they are fully operational. Staff from Information Technology, Academic Technology and the Website attend conferences and district technology meetings to sharpen and enhance their skills. The College web designer provides support and regularly updates the college website to ensure that it provides current information in a format that is easily accessible to users. The College has also hired a consultant to assist with website improvement and to develop a plan for continuous updating of the website.

Analysis and Evaluation:

The College meets this Standard. West has developed plans to ensure that technology is regularly updated and has provided additional opportunities for users to seek out improvements and upgrades when seeking to innovate through its program review process. Furthermore, the College Information Technology and Academic Technology staff are trained to regularly monitor, maintain, repair and upgrade campus technology to ensure that it is functioning effectively.

Standard III.C.3

The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.

Evidence of Meeting the Standard:

To ensure physical security, the College uses separate key system to secure campus computers, as well as an extensive network of security cameras inside and outside of our labs, classrooms and offices to deter and prevent theft or damage. Additionally, through the use of bond funds, a campus wide security upgrade will include additional high-definition surveillance cameras for rooms where

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9 [Microsoft Campus Agreement; Microsoft Campus Renewal; Adobe Renewal](#)
10 [Screenshot of CMMS Work Order System](#)
11 [LACCD Smart Classroom Standards](#)
servers and other valuable equipment are housed, increased WiFi coverage for all points and locations on campus, and a new and improved fiber ring for fire-wall protection. In addition, a wireless login is required to ensure that only authorized users can access the campus network. All campus laptop computers have tracking software installed on them to increase the possibility that, if lost or stolen, those devices can be recovered.¹²

The single sign-in process provides access for all and allows for students to remotely access multiple services that are available online. The College will begin implementation of key cards in some of its buildings to control access to technology resources. Key card access is required for entry to the Information Technology Office, as a bond funded project. Students and faculty are provided with email accounts and Microsoft cloud-based computing and storage services. The College also contracts for a Learning Management System (Etudes) that can be accessed via the Internet by students enrolled in online, hybrid and web-enhanced courses.

The College recognizes the necessity to back up and restore essential functions and services and has established policies and procedures to ensure that our systems can operate in the event of an emergency or system failure.¹³ The Information Technology Department performs emergency backups of power and storage. This includes the regular backups of the campus digital media players and its digital media library. Etudes, which is hosted by a third party, is also backed up hourly. In addition, the District also backs-up the student information system as well as all district administrative supported data and functions.

Analysis and Evaluation:

The College meets this Standard. WLAC provides a high level of security while maintaining reliable and consistent access for users at all locations. Physical security is ensured through the use of security cameras, tracking systems, key card access, and lockdown plates. Users are able to access online services through a secure single sign on process and are provided with reliable communication services through robust email and cloud-based tools.

¹² Network Security Policy B-28 ; Use of District and College Computers B-27 (formerly E-76)

¹³ WLAC Backup Schedule
Standard III.C.4

The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Evidence of Meeting the Standard:

The College technology staff provide technology training to students, faculty, staff, and administrators. This training includes face-to-face, hybrid and online workshops developed by the Information Technology Department. The Office of Teaching and Learning has sponsored an annual Tech Fair since 2007. Additionally, campus resources in the forms of support for students and faculty in the use of this technology is demonstrated and reviewed. IT provides after hours and weekend support for students and faculty in the use of Etudes and other instructional software. The College also subscribes to the Lynda.com library of online training courses and recommends online training to staff and faculty in an effort to target professional development areas based on need. Lynda.com can provide data detailing the number of videos watched in total hours and the number of certificates earned.

West provides a variety of computer and Internet literacy classes to students. The Computer Science Information Technology Division offers an Introduction to Computers class that exposes students to word processing, spreadsheet, presentation and database applications as well as Internet security and technology ethics. This class is open to students, faculty and staff on ground and online. Students can also enroll in Internet research and library research classes. Online students are encouraged to enroll in Education 230, the Online Student Success Lab.

Tech Fair

The College provides many opportunities for training through its Tech Fair workshops. The Tech Fair provides faculty and staff with workshops on various aspects of technology, specifically to enhance teaching, delivery of services, and provide training on the use of instructional technology to improve student success. Faculty and staff lead workshops for other faculty and staff on innovative uses of technology in the classroom to improve the student experience in online, hybrid and on-campus courses.

West’s Tech Fairs include workshops on using technology in the classroom and encourage faculty-to-faculty exchanges in

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14 Faculty and Staff Intranet site for Digital Curriculum Storage, Digital Design Studio, Etudes

15 Tech Fair webpage
using technology in courses and student services. In spring 2007, Tech Fair was founded with 12 workshops and featured speakers from LaGuardia Community College who discussed First Year Experiences, Learning Communities, and ePortfolios. West’s Tech Fair has grown to more than 180 workshops year-round and hosts thematic Keynote Speakers during the spring Tech Fairs. Unlike other professional development activities, Tech Fair workshops are presented by West’s faculty and staff. This approach creates a group of experts on campus that not only present workshops, but also serve as ongoing resources for the campus community.

Following the inaugural Tech Fair in Spring 2007, workshops have been offered each fall and spring with a keynote speaker invited every spring. Previous Tech Fair Keynote Speakers include the following leaders in technology and teaching excellence:

- Dr. Cecilia Macheski, Director of Curriculum and Assessment. LaGuardia Community College New York City
- Dr. John Ittleson, Director of Instructional Technologies, K-20CETC; Professor and Director, The IDT Lab California State University, Monterey Bay
- Jim Gaston, Associate Director of Information Technology South Orange County Community College District
- Dr. Myron Dembo, Emeritus Professor of Educational Psychology University of Southern California
- Rushton Hurley, Executive Director of NextVista.org and MERIT Program Director at the Krause Center for Innovation at Foothill College
- Dr. Jennifer James, Urban Cultural Anthropologist, Public Speaker, Researcher, Writer, and Commentator
- Diego James Navarro, Full-Time Faculty, Cabrillo College Executive Director, Academy for College Excellence
- Dr. Barbara Illowsky, Director of Basic Skills for the CCC Online Education Initiative
While Tech Fair started as a professional development activity focused on technology, it has expanded to include a Teaching and Learning track with workshops focused on sharing and discussing pedagogy to improve teaching and learning. Tech Fair workshops are organized into four tracks:

1. **Digital Campus**: Presentations in this track focus on technologies that enhance campus services, activities or processes, for examples “Alternate Media for Persons with Disabilities,” “Using Smart Classrooms” and “Online Learning and the Role of Multimedia in Improving Students’ Understanding of Difficult Concepts.”

2. **Teaching and Learning**: Presentations in this track focus on sharing and discussing pedagogy to improve teaching and learning, such as “How Good is my Online Class?” “Understanding the Articulation Process,” “The SLO Assessment Cycle and How to Approach It,” “Building Academic Roadmaps,” “Ways to Evaluate an Online Instructor” and “Backwards Design for Creating Learning Plans.”

3. **Technology and the Classroom**: Presentations in this track focus on discussing and demonstrating instructional technology strategies, techniques, issues and solutions. Several examples are “Alternate Media for Persons with Disabilities,” “Using Smart Classrooms” and “Online Learning and the Role of Multimedia in Improving Students’ Understanding of Difficult Concepts.”

4. **Web 2.0 and Social Software**: Presentations in this track focus on tools that support the joint creation of content, user-centered design and collaboration, for examples “Using Video to Enhance Online and Hybrid Classes,” “ePortfolio using eFolio,” “Embed Technology into Instruction.”

Since Tech Fair-Fall 2011, West has offered online webinars through CCCConfer to expand access to faculty and staff who could not attend a face-to-face session. In addition, Tech Fair presentation materials and Keynote Addresses are posted online. The Tech Fair schedule is shared with faculty and staff on Flex Day for fall offerings and in the campus mailboxes before the start of the spring semester. The schedule is also emailed to the campus community and is available on the Tech Fair website. The Office of Teaching and Learning also added Tech Fair workshops to a Google Calendar, which is also connected with the Professional Learning Calendar of Events.

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16 *Tech Fair Presentation Materials and Keynote Videos*

17 *Professional Learning Calendar of Events*
Tech Fair has been well attended by faculty and staff from across the campus.

**Tech Fair Historical Attendance and Workshop Offerings**

<table>
<thead>
<tr>
<th></th>
<th>Non-Repeated Attendance</th>
<th>Repeated Attendance</th>
<th>Number of Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tech Fair 2007</td>
<td>38</td>
<td>66</td>
<td>22</td>
</tr>
<tr>
<td>Tech Fair I 2008</td>
<td>84</td>
<td>95</td>
<td>24</td>
</tr>
<tr>
<td>Tech Fair II 2008</td>
<td>55</td>
<td>93</td>
<td>19</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>39</td>
<td>47</td>
<td>13</td>
</tr>
<tr>
<td>Spring 2009</td>
<td>70</td>
<td>187</td>
<td>68</td>
</tr>
<tr>
<td>Fall 2009</td>
<td>93</td>
<td>198</td>
<td>70</td>
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<tr>
<td>Spring 2010</td>
<td>124</td>
<td>241</td>
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<tr>
<td>Fall 2010</td>
<td>76</td>
<td>157</td>
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<tr>
<td>Spring 2011</td>
<td>81</td>
<td>179</td>
<td>97</td>
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<tr>
<td>Fall 2011</td>
<td>84</td>
<td>150</td>
<td>97</td>
</tr>
<tr>
<td>Spring 2012</td>
<td>44</td>
<td>76</td>
<td>90</td>
</tr>
<tr>
<td>Fall 2012</td>
<td>41</td>
<td>73</td>
<td>76</td>
</tr>
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<td>Spring 2013</td>
<td>83</td>
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<tr>
<td>Fall 2013</td>
<td>69</td>
<td>78</td>
<td>67</td>
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<tr>
<td>Spring 2014</td>
<td>64</td>
<td>71</td>
<td>68</td>
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<tr>
<td>Fall 2014</td>
<td>58</td>
<td>73</td>
<td>74</td>
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<tr>
<td>Spring 2015</td>
<td>46</td>
<td>55</td>
<td>67</td>
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<tr>
<td>Fall 2015</td>
<td></td>
<td></td>
<td>85</td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>1,149</strong></td>
<td><strong>1,960</strong></td>
<td><strong>1,164</strong></td>
</tr>
</tbody>
</table>

The College organizes Tech Fair workshops, which are designed for a small group setting, so that faculty and staff can hold more discussion; and ideas can be shared and customized for individual disciplines and departments. The real benefit has been the faculty-to-faculty exchanges as we all learn more about what is possible in using technology in West’s courses and student services to enhance student success. To be efficient and cost-effective, all the training workshops use the existing available computer classrooms on campus; all the facilitators are selected among the faculty, staff and administrators with areas of expertise within the district. The Tech Fairs are sponsored in part by the College’s Title V and Title V Cooperative grants. Tech Fair fosters innovation in teaching and has become an essential resource to faculty using technology in the classroom, providing support to students, and sharing best practices in instructional technology and pedagogy.

The Information Technology and Academic Technology staff participate in training and workshops provided by the district, College and vendors. In addition, staff attends conferences, workshops and webinars to ensure they are familiar with the latest technologies and innovations. The College also provides technology-based workshops and activities on contractual obligated FLEX days, so that faculty can gain technology competencies while fulfilling their FLEX obligation.18

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18 **Flex Week Schedules**
The program review process is used to help identify areas where technology training and professional development can be enhanced through the development of new training opportunities. The number of workshops developed and offered is also determined by the extent to which faculty is using a particular technology and whether or not that number is it increasing. In addition, training needs are determined by the deployment or acquisition of new hardware or software technologies.

**Professional Development for Online Instruction**

Instructors who wish to teach online or hybrid must first be certified to use the Etudes platform. This meets the AFT contract requirement that all online and hybrid instructors must receive training. It also gives the instructors access to Etudes’ lively user group, an online forum in which faculty discuss ideas for effective instruction, and Etudes staff promptly answer instructor questions about using the system. Etudes organizes a yearly summit for face-to-face exchange and a Cyber Teachers’ Institute consisting of three professional development classes on best online practices. West’s Multimedia Specialist received the 2014 Etudes Board of Directors Excellence Award in recognition of his contributions to the Etudes user community.19

The Distance Learning Office has developed initiatives to assist new and continuing online and hybrid faculty through an email distribution list, online materials, ongoing workshops and training opportunities, a mentoring program and one-on-one support for those in need of assistance at any stage of the course development and delivery process. An ever-growing array of materials is regularly posted to the online courses web page. This ensures that new instructors have the resources and support necessary to develop and deliver highly interactive and pedagogically sound courses. This investment leads directly to enhanced student learning outcomes and retention, increased instructor satisfaction and guaranteed overall instructional quality.20

**Technology Training**

The College gauges the need for faculty technology and staff development training by sending out surveys, such as the Technology Master Plan (TMP) Online Survey, which allows faculty to state their knowledge of and desire for training in various technologies. This information, as well as information gathered from surveys conducted at past Tech Fairs, is compiled and becomes the basis for planning West’s year round technology fairs. Also, since the State no longer funds staff development, the College uses similar surveys to establish the evidence of the faculty’s desire for training in various technologies.

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19 *Etudes Board of Directors Excellence Award Recipients*

20 *Distance Learning Instructor Resources*
technology fields when grant applications are prepared. (See III.C.3.)

The District Information Technology Office provides training on the enterprise resource program for SAP and for other applications that are used districtwide, such as Business Warehouse, Protocol, eBTA and PCR. The training for the new HR SAP system has been initially made available to technical and key staff, so they can train others on campus. The district encourages faculty and staff to use Business Warehouse to access data.

**Analysis and Evaluation:**

The College meets this Standard. WLAC provides extensive technology support and training through numerous modalities to ensure that faculty and staff have convenient and regular access to training that is customized to meet their needs. In addition, College personnel have the opportunity to seek out training through the College’s online training resources.

**Standard III.C.5**

_The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes._

**Evidence of Meeting the Standard:**

The College has a number of policies in place that guide the appropriate use of technology at the institution. Some of the policies are established by the District, while other policies are developed through College committees.

The WLAC Distance Education (DE) Committee has developed several policies related to online teaching and learning. Once approved at the DE Committee, those policies are sent to the Educational Policies and Standards Committee, which is an Academic Senate committee. While policies are developed through a committee process, the procedures for ensuring compliance with these policies are developed and carried out administratively.

New online instructors have access to a variety of resources to help them get started, including the Online Instructors' Handbook.\(^{21}\) The Handbook introduces instructors to the services and resources that are available through the Distance Learning Center and the Digital Design Studio.

Article 40, B.2.a. of the Agreement between the LACCD and the Los Angeles College Faculty Guild describes the training/certification requirements for instructors teaching online or hybrid classes.\(^{22}\) For West, the requirement is certification for the College's learning

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\(^{21}\) *Online Instructors’ Handbook*

\(^{22}\) *AFT Faculty Contract, Article 40, B.2.a*
management system, Etudes (Easy to Use Distance Education Software). Etudes certification training consists of a three week online or hybrid course. Potential online instructors must demonstrate proficiency using the primary Etudes tools by developing a practice site/course. In addition, to receiving Etudes training, online instructors have access to additional training including online pedagogy, addressing academic misconduct in the online environment and regular demonstrations of new Etudes features and enhancements as part of West's Professional Learning Week activities.

Article 40, C.1. of the Agreement also includes other provisions that ensure that online class size shall not exceed 40 unless an instructor requests a higher enrollment cap and receives approval from their Division Chair and the Vice President of Academic Affairs. This enrollment cap is lower than the enrollment cap for most on-campus classes to ensure that online instructors have adequate time to initiate regular, effective and substantive contact with their students.

The Online Instructors' Handbook also addresses instructor proficiency in several areas:

- The Quality Matters rubric for Online Instruction
- Expectations of instructors regarding best practices for use of Etudes tools
- SLO assessment requirements
- Section 508 Compliance

The Handbook also includes a model syllabus, the LACCD Online Absentee Policy and the curriculum requirements for online and hybrid classes.

The District has established several administrative regulations regarding the use of email, computer systems, college networks and use that the College has implemented and enforced.

Analysis and Evaluation:

The College meets the Standard. West has established policies through its Academic Senate and College Council to ensure that the use of technology is appropriate in the teaching and learning process. The College participatory governance process ensures that the campus has the opportunity to engage in dialogue regarding the implementation of policies related to technology use and gives an opportunity to those who will be affected by the policies and opportunity to provide input.

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23 Etudes Certification and Resources
24 Etudes Pedagogy Courses
25 Additional Instructor Resources
26 Professional Learning

27 Online Instructors' Handbook, Appendix C, page 23
28 Distance Education Policies E-89
29 Email Policy
30 Use of District and College Computers B-27 (formerly E-76)
III.D. FINANCIAL RESOURCES

PLANNING

Standard III.D.1

Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability.

Evidence of Meeting the Standard:

West Los Angeles College receives a tentative allocation from the Los Angeles Community College District, which is adjusted upward or downward prior to the adoption of the final budget in the fall by the Board of Trustees. This allocation is also adjusted when new revenues for specially funded programs (and most recently for unrestricted general fund allocations) are received and is reviewed through both the District Budget Committee.¹ The budget allocation model includes funds for administration, funding for maintenance and operations, a set aside for scheduled maintenance of its facilities in the unrestricted general fund and the restricted general funds.² Additionally, embedded within the district-wide allocation model, a “window shade” approach to shield small colleges within the district (such as West Los Angeles) from the vagaries of wild swings in revenues due to changes in enrollment. This approach has provided a “step down” method of repaying allocations based upon unearned growth from prior years. West Los Angeles College has for the last four (4) fiscal years, closed with a healthy year-end balance and has managed to meet its obligations annually within its unrestricted general fund allocation, supplemented by

¹ WLAC Final Budget; LACCD Tentative Budget; LACCD Budget Allocation Model; Minutes of Budget Committee (August – June)
² Unrestricted General Fund by Sub-major Commitment Item, page 20; Restricted General Fund Appropriations, page 61
the use of specially-designated revenues. The College incurred a small deficit in fiscal year 2009-10, which it will repay in full in fiscal year 2015-16. 

The College has a well-developed process for the allocation of resources through an annual program review. All requests for resources: staffing (classified and faculty), facilities, technology, and operations are reviewed in addition to the efficacy of the program in order to be eligible for funding. The WLAC Planning and Institutional Effectiveness Committee (PIE) scores and prioritizes resource requests according to a rubric. Each department and division ranks its resource requests using the rubric as a guide. The rubric has been continually refined over several years, and further refinement is expected in this year’s process.

WLAC has a transparent budgeting process. Every August, the Budget Committee and the Planning and Institutional Effectiveness Committee receive a detailed report of the college’s unrestricted general fund, and specially funded programs. The Budget Committee receives budget projections updates monthly at its meeting and when additional funds becomes available through the year, the Budget Committee, following the college’s participatory governance process, recommends to College Council the distribution of those funds. Finally, the College President announces funded resource requests to the college community. Those prioritized requests are then folded into the budget preparation process for the upcoming fiscal year, while the evaluation of the effective use of those fiscal resources from the current year is conducted by a joint meeting of the Planning and Institutional Effectiveness (PIE) and the Budget Committees, along with an evaluation of the planning and budget process for that year. During fiscal year 2015-16, a new component of a Town Hall meeting was also held with a presentation from the Vice President of Administrative Services to explain the sources and uses of revenues to the college community.

Analysis and Evaluation:

The College meets this Standard. The College has formalized processes and practices ensure that available financial resources are used to support student learning programs and services that improve the outcomes for students and the effectiveness of the institution. The College demonstrates sound financial planning and execution every year through

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3 Unrestricted General Fund – Annual Open Orders and Ending Balances
4 LACCD Tentative Budget
5 Program Review; Scoring Rubric for Resource Requests; List of Prioritized and Funded Resource Requests
6 PIE Meeting Notes
7 Budget Committee Minutes
8 June 2015 Letter from College Council to campus President with handwritten responses
9 Minutes of the Joint PIE and Budget Committees
10 2015-16 Budget Presentation
meeting its enrollment targets within the budget allocated by the District. The allocation formula of the LACCD distributes resources based on enrollment and funding for key areas of the institution including maintenance and operations.

The College has been making strides annually on the allocation of resources through its program review process, with improvements that are incorporated annually based on a yearly evaluation of the program review and resource allocation process. Over the past program review cycle, the College has funded each category of requests: one-time, ongoing and personnel.

It is anticipated that when a viable pathway funding model is developed, the College will be well-equipped to manage its resources more strategically, with the ability to reduce pathway funding in times of budget constraint and expand pathway funding in times of budget expansion.

The College has demonstrated that, even during the time of substantial budget reductions, priorities were established to assure positive outcomes for students and the continued financial viability of the College.

Standard III.D.2

The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.

Evidence of Meeting the Standard:

The College mission and goals are the foundation for financial planning. Each year during program review, the Planning and Institutional Effectiveness Committee (PIE) reviews the latest version of the Educational Master Plan, and ensures that departments must review their mission and connect the mission of the college to the department or division mission. Financial planning is integrated with and supports all institutional planning with financial requests going through program review.11

The WLAC processes that ensure sound financial practices and financial stability

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revolve around a review of the monthly projection of expenditures versus budget. This document is prepared by Administrative Services, but it is reviewed at the Budget Committee each month so that information can be shared with all constituents of the college. The Budget Committee reports monthly to the College Council.

All employees have access to financial information through SAP (the LACCD enterprise system). Training is available annually to anyone interested in how to access financial information.

**Analysis and Evaluation:**

The College meets this Standard. The planning process is driven by the College mission and the allocation of resources each year through the program review process. Departments link goals and planning directly to the college mission. A review of prior year outcomes and their connection with the mission is a component in measuring the efficacy of a resource request. All resources requested (personnel, supplies and equipment, increasing ongoing department needs) are prioritized and vetted through a campus participatory governance process as part of the program review process.

The College has transparency in its budgeting processes. WLAC makes information readily available and reports

AND REVIEWS ITS FINANCIAL CONDITION MONTHLY TO THE COLLEGE AND THE DISTRICT. COMMUNICATION RELATED TO PLANNING AND BUDGET OCCURS ON A MONTHLY BASIS WITH BUDGET ISSUES AND DECISIONS DETAILED IN ORDER TO KEEP THE CAMPUS INFORMED.

WLAC takes the accountability for the management of its budget seriously and as a result balances its budget and meets it enrollment targets annually.

**Standard III.D.3**

*The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.*

**Evidence of Meeting the Standard:**

The Board of Trustees of the LACCD establishes the budget calendar for the coming year. WLAC budget planning begins with each department reviewing the listing of full-time employees and budget line items for accuracy and reallocation. Departments are only allowed to reallocate in the non-salary line items. No requests for additional funds can be made through

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12 WLAC Monthly Financial Projection  
13 Budget Committee Agenda  
14 Enterprise Systems Training Schedule  
15 Budget Preparation Notice
this process because the process that must be used for allocation of additional funds is program review resource requests.\textsuperscript{16} The campus has additional, alternative processes for augmentation of allocations, and for classified personnel requests.\textsuperscript{17}

The college community has appropriate opportunities to participate in budget planning and development. Individuals in departments have the chance during program review to analyze and discuss information about the department including budgets. Additionally through representation on the Budget Committee and the College Council all faculty and staff can access information on planning and budget through their constituency meetings.\textsuperscript{18}

Further, understanding of budget processes on campus is improving, as the Campus Climate Survey demonstrates. The Campus Climate Survey is conducted every two years, most recently in spring 2015. On a five-point Likert scale, respondents indicate their degree of agreement with each question, with a higher mean score indicating greater positive response. As shown in Table 1, the positive response to budget-related items has improved from 2011 to the present, reflecting the continuing emphasis West has placed on communicating and discussion financial issues with the campus community, through its participatory governance process.

<table>
<thead>
<tr>
<th>Table 1. Campus Climate Survey: Evaluation of West’s Budget and Planning Processes</th>
<th>2011</th>
<th>Mean</th>
<th>2013</th>
<th>2015</th>
</tr>
</thead>
<tbody>
<tr>
<td>The College’s financial planning and budget development processes are adequately linked to the College’s mission and purpose.</td>
<td>3.2</td>
<td>3.5</td>
<td>3.6</td>
<td></td>
</tr>
<tr>
<td>Financial planning and budget development processes are clearly defined.</td>
<td>3.1</td>
<td>3.5</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>The current District budget and planning processes adequately address the needs of the College.</td>
<td>2.8</td>
<td>3.2</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>The current College budget and planning processes adequately address the needs of my department/division.</td>
<td>2.8</td>
<td>3.1</td>
<td>3.0</td>
<td></td>
</tr>
<tr>
<td>The Program Review Resource Request is a satisfactory tool for requesting needed resources.</td>
<td>3.1</td>
<td>3.3</td>
<td>3.2</td>
<td></td>
</tr>
<tr>
<td>I understand the College’s process for how funds are prioritized and distributed.</td>
<td>3.1</td>
<td>3.1</td>
<td>3.4</td>
<td></td>
</tr>
<tr>
<td>Fundraising efforts are adequately linked to the College’s mission and purpose.</td>
<td>3.0</td>
<td>3.2</td>
<td>3.3</td>
<td></td>
</tr>
</tbody>
</table>

\textsuperscript{16} Process to Prioritize Resource Requests
\textsuperscript{17} Processes for Requesting Operating Expenses Allocations; Classified Staff Hiring Recommendations, Joint PIE and Budgeting Committee, October 2015; Classified Staff Hiring Prioritization Rubric
\textsuperscript{18} Membership on Budget Committee and College Council
In developing its plans for student success and the allocation of news funds in the form of Student Success and Support Program (SSSP) and the Student Equity Plan, the College utilized the skills of the Student Equity, Access & Completion (SEAC) to formulate the plan for both programs and connect the funding to the plans. Once the plans were drafted by the SEAC, they went out to the entire campus for review and comment.1 Analysis and Evaluation:

The College meets this Standard. The program review process guides College financial planning and budget development including prioritizing resource requests. Institutional planning takes place through a variety of committees including the Planning and Institutional Effectiveness Committee, the Budget Committee, the Student Equity, Access, and Completion Committee, and the College Council.

The opportunity to participate not only includes representation from all constituency groups, but opportunities throughout the year to participate. On an annual basis before the list of prioritized resource requests is voted on by the College Council, the Budget Committee sends it out to the entire campus for review.

The College has developed systems for planning, budgeting and allocation of resources that are available for all to review.

FISCAL RESPONSIBILITY AND STABILITY

Standard III.D.4

Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.

Evidence of Meeting the Standard:

The College relies on the District to provide resources for its general operations.2 The District Budget Committee (DBC) meets monthly to advise the Chancellor and the Board of Trustees on district priorities and the resources that should be allocated to meet those needs.3 There are several departments that have developed entrepreneurial opportunities and have been able to garner additional resources by offering services, testing, and certifications that have associated fees. Departments are allowed to keep these funds and use them for department needs. The College is in partnership with several agencies to deliver contracted education. These additional resources are a part of the

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1 Student Equity, Access & Completion Minutes
2 WLAC Final Budget
3 Minutes of the District Budget Committee
unrestricted general fund. The Vice President of Academic Affairs has been very successful at applying for and being awarded major grant funding that helps programs and the college as a whole innovate its offerings and services.4

If additional resources become available throughout the year that are not expected, the Budget Committee recommends how these resources can be allocated.5 A remaining planning task is the combining of all funding sources into a single document that will show the college all of its resources (unrestricted, restricted, grants, etc.) and their respective uses.

Analysis and Evaluation:

The College meets this Standard. WLAC’s planning is based on evaluating the resources available that are prioritized to meet the objectives of the College. The focus on instruction is paramount to the institution. The College was able to protect instruction through the challenging budget reductions. When additional resources become available, the Budget Committee recommends to the College Council how those funds should be allocated.

The College practices fair distribution of resources based on its objectives. Instruction and support of instruction take precedence.

The College has been successful in generating additional revenue through its enterprise programs in contract education, and international students. The College has successfully competed for grant funding for many of its programs.

Standard III.D.5

To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.

Evidence of Meeting the Standard:

District

The District has well-established and appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision-making. The District regularly evaluates and updates its policies, financial management practices, and internal controls to ensure financial integrity and

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4 Resource Development Committee
5 Minutes of Budget Committee Meetings
the responsible use of its financial resources.

The Board established and regularly updates board rules which address financial management and internal control structures. Board Rule 7608 requires the Chief Financial Officer/Treasurer (CFO) to generate interim financial reports, including current income and expenditures, which are submitted to the Chancellor monthly from October through June. The Chancellor, in turn, provides a District quarterly financial status report to the Board, in addition to monthly reports provided to the Budget and Finance Committee (BFC). These reports are widely disseminated and inform sound financial decision-making at the District and colleges.

Board Rule 7900 establishes the Internal Audit Unit as “an independent appraisal function within the LACCD to examine and evaluate the activities of the District…Internal Audit will report audit findings to the Board of Trustees’ Audit/Budget Committee no less than annually.” This Board Rule requires the Internal Audit Unit to ensure that “financial statements and reports comply with Board policy, applicable government regulations and generally accepted accounting practices…internal accounting controls are adequate and effective…and operating policies promoting compliance…are enforced.”

The District Budget Committee (DBC), Board Budget and Finance Committee (BFC), Board of Trustees, and the colleges receive financial information on a set schedule. Information on resource allocation, debt management, and financial management is routinely provided to the BFC and DBC so their committee members can be fully informed when making policy recommendations to the Board of Trustees and Chancellor.

The Office of Budget and Management Analysis develops districtwide revenue projections, and is also charged with the management of District resources. Since 1993, the District has followed a set budget development calendar, which ensures full engagement of the colleges, Board of Trustees, and District office staff. The budget development calendar is evaluated and updated annually; the current version reflects oversight enhancements brought about by upgrades to the District’s financial operational system (SAP). The District also disseminates and trains employees to use its “Budget Operational Plan Instructions” manual to reinforce internal control procedures.

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6 Board Rule 7608
7 Financial reports to BFC; BFC minutes
8 Board Rule 7900; Board Rule 7900.10-7900.12; Presentation of audit to BOT
9 LACCD Financial Report Information and Frequency, 2015
10 LACCD Budget Development Calendar 2015-16, 6/26/15
The District received an unremarkable external audit, with no identified material weaknesses, for 2013 and 2014. The District has consistently had unqualified financial statements and unremarkable external audit reports for the past 30 years.11

To ensure financial integrity of the District and the responsible use of its financial resources, District and college financial staff review best practices with both internal and external auditors, and revise procedures to strengthen internal controls.12

To ensure the District’s internal control structure has the appropriate level of oversight, the Internal Audit Unit sets yearly review plans, providing Corrective Action Plan updates to the Board Budget and Finance Committee (BFC) on a quarterly basis.13

The Internal Audit unit conducted a District wide risk assessment study and determined the need for a comprehensive database which would strategically identify, and mitigate, risks. This project is scheduled for implementation in FY 2015-2016.14

The Central Financial Aid Unit (CFAU) continually monitors federal Perkins Loans and Nursing Loans. Student Financial Aid is audited annually by external auditors, as required by OMB Circular A-133 (Single Audit), and is also subject to audits performed by grantors. The District has not received any material findings or questioned significant costs in the past ten years.

**College**

The College reports its monthly financial status to the District and the College in order to assure that it is making sound financial decisions and responsibly using its resources.15 In addition the College completes a quarterly financial and enrollment report that is sent to the District and to the State; the College Executive Team and the District Executive Team meet to review the quarterly financial status and compare projections on enrollment and budget.16

Financial information is disseminated monthly through the Budget Committee and posted on the Budget Committee website. Department budget information is linked on the Budget Committee website

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11 LACCD Financial Audit, 6/30/14, p.82 & 87; LACCD Financial Audit, 6/30/09; LACCD Financial Audit, 6/30/10; LACCD Financial Audit, 6/30/11; LACCD Financial Audit, 6/30/12; LACCD Financial Audit, 6/30/13; LACCD Financial Audit, 6/30/14

12 LACCD Financial Audit, 6/30/14, p.83 & 91-118


14 Risk Assessment, 8/27/14

15 WLAC Monthly Financial Projection

16 WLAC Quarterly Financial Reports
for easy access. Every employee has access to the SAP budget system.

The College has internal controls for its handling of financial transactions as articulated in the Business Office Processes Manual that is reviewed and updated annually. It clearly indicates separation of duties among staff. At the Business Office annual retreat the processes and practices are reviewed and improvements are identified that will be incorporated into the Business Office program review. An internal audit of the College cash controls revealed issues of overlap of duties that could create risk of losing cash. Processes have been put in place to fully address these deficiencies.

In addition to the Business Office, the Budget and Purchasing staff also meets to review its outcomes and identify improvement for program review. Each department of the College has the ability to manage its budget with access to the budget transfer and purchase order system. Controls are in place relative to limited permissions and required approvals to assure financial integrity and accountability; the Vice President Administrative Services is the final approver. The College is following District guidelines as there have been no external audit findings.

Analysis and Evaluation:

The College meets this Standard. The District has a well-integrated financial management process that regularly evaluates its financial practices and internal control structure to ensure the financial integrity of the District. The Chief Financial Officer/Treasurer and colleges work together to ensure that dependable and timely information for sound financial decision-making is consistently available to all parties. The provision of accurate financial information on a regular schedule has enabled the District to make sound financial decisions and ensure the responsible use of its financial resources. The District meets this Standard.

The College has processes and procedures in place to ensure proper controls in handling its resources. Manuals have been developed and are readily available. All faculty and staff have access to the budget system. Training occurs on an annual basis, available to all faculty and staff, in how to access budget information and every year each department receives information on the detail of its budgets to review for accuracy and reallocation of non-salary items. The evaluation of the College’s financial practice occurs in staff meetings that are held weekly, reviewed at monthly Budget and PIE meetings, assessment of SAO, as well as in the annual program review process. The College meets this Standard.

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17 Budget Committee website
18 Business Office Processes Manual
19 Business Office Program Review, page 190
20 Matrix of Status of Internal Audit Findings - Cash Control
Standard III.D.6

Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.

Evidence of Meeting the Standard:

Financial documents have a high degree of credibility and accuracy. Monthly projections are reviewed with the VPAS each month before submission to the District Chief Financial Officer/Treasurer and her staff. The Budget Committee reviews the monthly financial projection at its meeting each month; while budgets move throughout the year, as any updates occur, Budget Committee is informed. The College ensure adequate budget for instruction to meet the enrollment goals each year. Instructional supplies and equipment budgets have remained intact.

Analysis and Evaluation:

The College meets this Standard. Each month the College reports its projected financial status for the year. These reports are reviewed each month by the Budget Committee. The College has demonstrated through its practices that instruction is the primary focus along with the support needed for students to be successful. The College honors the department prioritization of resource requests through the process because it is assumed the department and division have the best information about their needs.

Standard III.D.7

Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard:

LACCD undergoes an external audit annually, with the College receiving from the District office the list of any audit findings for the college to prepare the corrective action plan. The College has received no external audit findings since 2011. However in the past and, if in the future there are findings, the College will respond and communicate the findings and corrective action plan through the Budget Committee. These audit outcomes will be reported annually at the Budget Committee.

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21 Budget Committee Meeting Agendas and Minutes; Monthly Financial Projections

22 LACCD Audit Reports
Analysis and Evaluation:

The College meets this Standard. West has had no audit findings from external auditors. Audit reports are available on the College website. In order to disseminate the audit findings to the wider campus community, beginning in summer 2015 audit findings will be reported out to the Budget Committee at its meetings. This information will become a part of the formal report from Budget Committee to College Council. Meeting Minutes and supporting documents are posted on the Budget Committee website.

Standard III.D. 8

The institution’s financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard:

The District evaluates its financial and internal control systems on a continuous cycle to ensure validity and effectiveness. Results from internal and external audits are used for improvement. When any deficiencies or material weaknesses are identified, the District promptly implements corrective action plans to resolve the deficiency. Where deficiencies are the result of issues with internal controls, policies, or procedures, remedial steps are taken before the next audit cycle.

The District’s financial and internal control systems are evaluated and assessed annually by external auditors and internally on an ongoing basis and reported quarterly by the Chief Financial Officer (CFO)/Treasurer. The District has had unqualified financial statements and unmodified audit reports for over 30 years (see Standard III.D.5). For the fiscal year ending June 30, 2014, the District did not have any material weaknesses identified in any of its external audits (see Standard III.D.5).

Material weaknesses were identified in the District’s external financial audits ending June 30, 2008 through 2012. In response, the District significantly improved its internal controls and implemented corrective actions. The District’s corrective actions resulted in the identification of less severe and fewer weaknesses during this same period. The June 30, 2011 audit found the District had one material weakness and four significant deficiencies (see Standard III.D.5). By June 30, 2014, the District had no material weaknesses and one significant deficiency (see Standard III.D.5). It is worth noting that the single deficiency identified in both 2013 and 2014 was not related to internal financial controls (see Standard III.D.5).

Information from external District audits is provided to the Budget Finance Committee (BFC), District Budget Committee (DBC), Executive Committee
of the District Budget Committee (ECDBC), Board of Trustees and the CFO, and is used to evaluate and improve the District’s financial management and internal control systems. All audit reports are reviewed and progress towards implementation of corrective action plans for all audit findings are tracked by the Office of the CFO on an ongoing basis. External auditors review progress of corrective actions annually (see Standard III.D.5).

The District has annual external audits for its Bond Program. Bond expenditures have been consistent with regulatory and legal restrictions since the Program’s inception. The Bond Program has never received a qualified or modified audit.

Material weaknesses were identified in the Bond Program’s financial audits ending June 30, 2008, 2009, 2010, and 2012. In response, the District implemented corrective actions and strengthened internal controls and. No material weaknesses were subsequently identified in Bond Program financial audits for 2013 and 2014.

Financial and performance audits for the Bond Program are reviewed and approved by the Board of Trustees, the Board’s FMPOC, and the District Citizens’ Oversight Committee (DCOC). These committees also oversee and approve corrective actions to improve internal controls as needed.

The Board recently amended BR 17300, which authorizes the Director of the Internal Audit unit, as the Bond Program Monitor, to ensure the Bond Program is performing with the utmost integrity.

The District’s Internal Audit unit regularly reviews all business and finance systems to ensure compliance with relevant policies, procedures, laws, and statutory regulations. During the FY 2014-15, this unit conducted procurement audits for all nine colleges and the ESC. In response to findings, the District undertook a series of procurement trainings, which were mandatory for college and ESC staff.

In 2003, the District implemented the Systems, Applications and Products (SAP) financial software system, as a result of the District’s evaluation of its financial and internal control systems. Initially, SAP integrated and automated accounting and financial transactions. In 2005 the system was expanded to include personnel and payroll functions. The resulting integrated system allows real-time tracking, approval and posting of all expenditures, and

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23 BOT agenda-audit, 12/3/14; BFC minutes-audit, 12/3/14
24 LACCD Bond Financial Audit, 6/30/09; LACCD Bond Financial Audit, 6/30/10; LACCD Bond Financial Audit, 6/30/11; LACCD Bond Financial Audit, 6/30/12; Bond Audits
25 LACCD Bond Financial Audit, 6/30/13; LACCD Bond Financial Audit, 6/30/14
26 BOT agenda, 12/3/14; FMPOC agenda, 11/19/14; DCOC agenda, 1/30/15; DCOC agenda, 3/13/15
27 BOT agenda, 6/24/15
28 DBC Procurement Audits Summary Report, 6/10/15; Procurement Training 6/25/15
strengthens the District’s financial and internal control systems.29

In FY 2011, the District updated and reissued its accounting manual, which was designed to “…assist campus personnel with the preparation and management of documents, requests, and procedures that are handled in the Accounting and Business Office.” The manual is disseminated and used district wide and has resulted in better internal controls along with a reduction in transaction processing time.30

College financial and internal control systems are evaluated and assessed for validity and effectiveness by the College Financial Administrator with the Business Office staff and monthly cash counts.31 The Vice President of Administrative Services conduct a program review annually of financial systems to determine where improvements are needed; results of this assessment are used for improvement.32

Analysis and Evaluation:

The College meets this Standard. The District regularly evaluates its financial and internal control systems and assesses them for validity. The District substantially improved its internal controls in response to the ACCJC visiting team’s recommendation that “…the resolution of the material weakness and significant deficiencies cited in the 2010 financial audit be fully effected by the completion of next year’s audit and appropriate systems be implemented and maintained to prevent future audit exceptions…”33

By February 2014, the ACCJC stated that “the LACCD has provided evidence that it has addressed District Recommendations 1 and 2 and…resolved the material weaknesses and significant deficiencies cited in the 2010 financial audit. Appropriate systems have been implemented to prevent future audit exceptions.” The District continues to use the results of its assessment for improvement by implementing corrective actions for any findings or deficiencies noted in external audits, program audits, and grant funding sources. District policies and procedures are routinely reviewed and revised. The District meets this Standard.34

At the College, the Business Office and Budget and Purchasing conduct program review each year to evaluate how well their systems are working and to identify needed improvement. In addition

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30 Business Office & Accounting Policies and Procedures Manual, updated 2/21/12
31 Report of Monthly Cash Counts
32 Matrix of Status of Internal Audit Findings - Cash Control
33 ACCJC letter to District, 7/3/13
34 ACCJC letter, 2/7/14
departments undergo external audits annually to determine compliance with regulations. WLAC has had no external audit findings since 2011.

Standard III.D.9

The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard:

LACCD is in a very strong cash position. Sufficient cash flows and reserves exist to maintain stability cover any potential risks. The District cash position is so positive that even during the times of deferred payments from the State, the LACCD had sufficient cash flows so much so that it was not necessary to borrow funds during those years. The LACCD maintains two separate reserves: the general reserve of 6.5% and the contingency reserve of at least 3.5%. In addition there are reserves for deferred maintenance, centralized accounts, such as legal expenses and workers’ compensation, to name a few. The District is in a good position to implement contingency plans to meet financial emergencies and unforeseen occurrences.35

Between FY 2008-09 and 2012-13, the District experienced more than $100 million in funding cuts. The District made significant reductions in class offerings, changed employee health benefits plans, and instituted stringent spending controls. Through these actions, and by maintaining healthy reserves, the District was able to weather the recession without furloughing or laying off permanent employees. The District reviews cash flow on a regular schedule and has maintained a sufficient cash flow, and healthy reserves which range from 13% to 17%.

35 LACCD Reserves, Final Budget 2015-2016
Cash Flow

The District has a strong financial position. The Board reviews and adopts the District’s Final Budget every September.36

<table>
<thead>
<tr>
<th></th>
<th>2015-2016 Budget37</th>
<th>2014-2015 Budget38</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Budget</td>
<td>$2.96 billion</td>
<td>$2.87 billion</td>
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<tr>
<td>Prop A, AA &amp; Measure J Bonds in the building fund</td>
<td>$1.61 billion</td>
<td>1.87 billion</td>
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<tr>
<td>General Fund</td>
<td>$929.58 million</td>
<td>$751.52 million</td>
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<tr>
<td>Unrestricted General Fund</td>
<td>$748.18 million</td>
<td>$618.61 million</td>
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</tbody>
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<thead>
<tr>
<th></th>
<th>June 30, 2014</th>
<th>June 30, 2013*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Net position</td>
<td>$743.6 million</td>
<td>$700.4 million</td>
</tr>
<tr>
<td>Unrestricted net position</td>
<td>$34.7 million</td>
<td>$19.6 million</td>
</tr>
<tr>
<td>Restricted net position</td>
<td>$295.5 million</td>
<td>$238 million</td>
</tr>
<tr>
<td>Current and other assets (not capital)</td>
<td>$906 million</td>
<td>$1.2 billion</td>
</tr>
</tbody>
</table>

*Balances presented as restated due to implementation of GASB Statement No. 6539

In December 2014, the District’s bond rating was upgraded by Standard and Poor’s from AA to AA+.40

Strong fiscal controls, coupled with an improved State economy, have left the District in a healthy financial condition. The District’s financial position and its planning activities to maintain financial stability for the past six years are described in the Executive Summary and Overview sections in the District’s Final Budgets.41

The District issued $80 million in Tax Revenue Anticipation (TRANS) notes in 2012-2013 to provide operating cash for working capital expenditures prior to receipt of anticipated tax payments and other revenue. At the end of June 2013, $80 million in principal and $1.275 million in interest was due the next year. As of June 30, 2014, the TRANS debt was paid in entirety. Prior to this, the District had not issued any TRANS debt since 2004. Current cash flow projections do not indicate the District will need to issue any TRANS debt in the near future.42

36 Final Budget 2015-2016 PPT, 9/2/15
37 Final Budget 2015-2016, 9/2/15, cover letter and page i
38 Final Budget 2014-2015, 9/3/14, cover letter and page i
40 LACCD Press Release on Bond Rating, 12/1/14
41 Final Budget 2009-10, pp. i and 1; Final Budget 2010-11, pp. i and 1; Final Budget 2011-12, pp. i and 1; Final Budget 2012-13, pp. i and 1; Final Budget 2013-14, pp. i and 1; Final Budget 2014-15, pp. i and 1; Final Budget 2015-2016, 9/2/15, p. i and pp. 1-9
42 LACCD Financial Audit, June 30, 2014, p. 46
Reserves
District reserve levels have increased in recent years. Each year, the District Budget Committee and the Board review reserve levels as part of the planning process to ensure financial stability for the District. Prior to 2012, the District maintained “…a District Contingency Reserve of 5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.”

In FY 2012-2013, the District had increased reserves to: “…District General Reserve of 5% and a Contingency Reserve of 7.5% of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.” In the same year, the Board committed to increasing the deferred maintenance reserve fund from 1.5% of its annual budget to 2%.

Since FY 2013-2014, the District has maintained “…a District General Reserve of six and a half percent (6.5%) and a Contingency Reserve of three and a half percent (3.5%) of total unrestricted general fund revenue at the centralized account level, and 1% of college revenue base allocation at the college level.”

For 2015-2016, the District’s General Reserve is $41.48 million and represents 6.5 percent of the Unrestricted General Fund revenue budget. The District’s Contingency Reserve is $23.42 million and represents 3.5 percent of the Unrestricted General Fund revenue budget.

The District Contingency Reserve is used to “…meet emergency situations or budget adjustments due to any revenue projection shortfalls during the fiscal year.” Use of reserves must be approved by a super-majority of the Board in accordance with Title 5, Section 58307.

Risk Management
Adequate property and liability insurance protects the District from unexpected costs due to property loss or legal action. The District has property and liability insurance, per occurrence, up to $600 million and $40 million respectively. The District’s “All Risk” property deductible is $25,000 per occurrence, and liability self-insurance retention is $1.5M per occurrence. Trustees are covered by the District’s liability insurance.

The District is self-insured for up to $750,000 for each workers’ compensation claim, $1 million per employment.

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43 Final Budget 2011-12, Appendix F, 8/5/11, page 3
44 Final Budget 2012-13, Appendix F, 8/6/12, page 4
45 Board Agenda, BT2, 5/23/12
46 Final Budget 2013-14, Appendix F, 8/21/13, p. 4; Final Budget 2014-15, Appendix F
47 Final Budget 2015-2016, 9/2/15, p. 8
48 Title 5, Section 58307; BOT Agenda, BF2, 4/11/12; BOT Agenda, BF2, 7/10/13; BOT Agenda, BF2, 7/9/14
49 LACCD Certificate of Liability, 6/26/15
practices claim, and $1.5 million for each
general liability claim. The District
maintains workers compensation insurance
coverage through USI, with an excess
workers compensation policy underwritten
by Safety National.50

For the year ending June 30, 2014, the
District made total premium payments of
approximately $2.9 million for general
liability and property claims.51

The Board adopted a policy on liability
claims (Board Rule 7313) which requires
that “all claims against the District for
damages or injuries be reported to the
Board of Trustees and administered by
either the Office of General Counsel, the
Senior Associate Vice Chancellor for
Human Resources or the Director of
Business Services, or their designees, as
directed by the Chancellor.”52

A report of pending litigation is made
monthly to the Board of Trustees and
potential settlement funds are set aside.
Any settlements approved by the Board of
Trustees are then communicated in writing
by General Counsel or Risk Management
to the CFO’s office to formally allocate
those funds.53

Analysis and Evaluation:

The College meets this Standard. The
District has fully demonstrated its ability
to maintain adequate reserves, and
continues to raise targeted levels to
address future unforeseen needs. There has
only been one instance of issuing TRANS
debt within the last decade, and the
District does not anticipate doing so again
in the foreseeable future. The District
meets this Standard.

Adequate budgets are established in a
centralized fund by the District to manage
risk. The District, and therefore the
College, are well-positioned to meet
financial emergencies and unforeseen
occurrences. In addition the College has
demonstrated that in times of fiscal
constraint, the college community comes
together to determine budget reductions.
The processes are transparent and open for
all to participate.

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50 LACCD Financial Audit, June 30, 2014, page 45
51 LACCD Financial Audit, June 30, 2014, page 46
52 Board Rule 7313, updated 10/1/08
53 Board Letter, 6/24/15
Standard III.D.10

The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Evidence of Meeting the Standard:

Both the College and the District have policies, procedures and practices to manage financial aid.\(^{54}\) Practices of the College financial aid processes are effective as evidenced by the absence of external audit findings.

The College and the District have staff dedicated to providing oversight of grants. The Vice President of Administrative Services exercises fiscal oversight of expenditures, while the Vice Presidents of Academic Affairs and Student Services maintain programmatic oversight and control of grants, externally-funded programs, and financial aid.\(^{55}\) The College has not had any audit findings in its external audit of grants.

The College and the LACCD have staff to provide effective distribution and oversight of externally funded programs, contractual relationships through the oversight and District Contract and Legal departments to ensure effective practices.\(^{56}\)

The College and the foundation are responsible to provide oversight of Foundation practices and finances and the District provides some oversight.\(^{57}\) The College Financial Administrator provides oversight of practices and finances of investments and assets.\(^{58}\) Internal audits revealed some weaknesses that have been addressed in the Foundation and in the area of cash control and purchasing. Those weaknesses have been addressed.

Centralized District Oversight

The District practices effective oversight and management of all financial resources. It also continually evaluates and, where needed, improves its oversight of financial aid, grants, externally funded programs, contracts, foundations, auxiliary organizations and institutional investments and assets. The District has both centralized and decentralized practices to ensure effective oversight.

\(^{54}\) LACCD Policies and Procedures for Managing Financial Aid
\(^{55}\) SFP Accountant List, June 2015
\(^{56}\) LACCD Organization Chart of Staff in Contracts
\(^{57}\) WLAC Foundation Board Members; Admin Reg AO-17
\(^{58}\) LACCD Asset Management Policies and Procedures, 4/3/09
Purchasing
The District’s Contracts and Purchasing Department procures goods and services not directly purchased by the colleges. All contracts are reviewed to ensure they are in the District’s best interest in accordance with Board Rule 7100, as well as District policies and procedures related to procurement.59

Institutional Investments and Assets
The District provides oversight in compliance with Board rules, District asset management policies and procedures, regulations, and any all contractual and funding requirements.60

Budget Oversight
In accordance with Board Rule 7600, the Budget and Management Analysis Unit develops internal budget operational plans and provides guidance to colleges during the budget development process.61 The District budget calendar is updated and approved by the Board annually, and budget procedures are revised regularly to comply with federal, state, and local laws.62 The Unit designates a financial liaison for each fund and program at the colleges to safeguard against overspending.63 Additionally, the College maintains through its own internal structure oversight over all funds to ensure accountability and fiscal integrity. The College Financial Administrator reviews all expenditures prior to submission to the Vice President of Administrative Services for final approval. All expenditures require the Vice President’s wet signature, and are periodically audited for compliance with the district’s procurement policies and procedures, and campus budget allocations.

Financial Aid
The Central Financial Aid Unit coordinates the work of college Financial Aid offices and ensures college and District operations are legally compliant. The Unit implements standardized policies and procedures throughout the District; reconciles student loan programs, and provides guidance to college administrators and Financial Aid managers.64

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59 BR 7100; Board agenda, 6/10/15; Business Operations Policy and Procedures PP-04-00, PP-04-01, PP-04-07, PP-04-08, PP-04-09
60 LACCD Financial Audit, 6/30/14 and 2013, p. 25-26; LACCD Asset Management Policies and Procedures, 4/3/09
61 Board Rule 7600
62 District Budget Operational Plan Instructions 2015-2016; District Budget Calendar, 2015-2016
63 College Financial Liaison Contact List, 2015-2016
64 Screenshot of Financial Aid Management System Manual, 9/23/15
Specialized Employees
The District has specialized employees who manage categorical, grants, and externally funded programs. Employees in the Specially Funded Program (SFP) classification establish operational policies and procedures for externally funded programs, and ensure compliance with all applicable rules and regulations.65

All grant and externally funded programs also have a dedicated SFP (Specially Funded Program) accountant assigned to fiscal monitoring and oversight.66

Audits
Annual external audits are performed on all special or external funds, including Other Post-Employment Benefits (OPEB) funds, categorical program funding, and capital bond programs (see Standard III.D.5). All special funds are regularly audited and demonstrate the integrity of financial management practices. Expenditures from special funds are made in a manner consistent with the intent and requirements of the funding source.67

Auxiliary Organizations
The District Foundation is the sole auxiliary organization for which the District is directly responsible. In March 2015, the Chancellor created a Senior Director of Foundation position for the District. This position is tasked with strengthening and standardizing foundation operations, procedures and policies; improving compliance with nonprofit regulations; strengthening District and college foundation’s infrastructure, and coordinating Districtwide advancement efforts.68

Decentralized District Oversight

Fiscal and Enrollment Management
District fiscal and attendance accounting staff meet with college senior staff on a quarterly basis to review FTES (enrollment) and college fiscal projections, providing a framework for sound college enrollment and financial practices.69

Auxiliary Organizations
All college foundations have operating agreements with the District. Foundations are required to provide regular financial reports, reimburse the District for services, and operate in accordance with State law and District and nonprofit regulations.70

College foundations receive annual external audits as required by law. Any identified deficiencies result in a Corrective Action Plan, which is implemented in a timely fashion. In addition, all LACCD foundations received internal audits in 2013-14, which will

65 SFP classifications
66 SFP Accountant List, June 2015
67 LACCD Annual Audit, June 30, 2014 and 2013, p. 73-81, 86-90
68 Senior Director of Foundation job description, 3/24/15; LACCD Foundation Summit, 4/17/15; Presidents’ Council, 6/5/15
69 Budget Expenditure Projections, 2nd Qtr 2008-09; ELAC2Q RecapPkt, 3/12/15
70 LACC Foundation Contract, 6/2015
continue on a recurring basis. Internal auditors highlighted findings common to all foundations, and recommended corrective actions, which are scheduled to be completed by fall 2015.\textsuperscript{71}

**Student ASO Funds**

Finances for Associated Student Organizations (ASOs) are governed by Board Rules 9200–9300 and Administrative Regulations S-1 to S-7.

College Presidents review and approve all proposed ASO expenditures. Beginning in 2014-15, a schedule of internal audits for college ASOs was established by the Internal Audit unit. As the internal audits are completed, outcomes will be completed and reported to the BFC.\textsuperscript{72}

**Analysis and Evaluation:**

The College meets this Standard. The District has a long history of compliance and sound financial management and oversight practices. Both colleges and the Educational Services Center (ESC) identify and correct deficiencies in internal controls and financial management practices when they are identified.

Improved communication and coordination between District staff and the nine colleges will help ensure improved fiscal responsibility and compliance with all rules and regulations. The District meets this Standard.

The Vice President of Administrative Services reviews the status of all funds on a monthly basis and report any concerns to the area vice presidents (Academic Affairs and Student Services). This report had been an informal report among the vice presidents. A more formal quarterly report of all funds to the Executive Team would improve everyone’s oversight of the College finances.

\textsuperscript{71} Foundation Internal Audit Summary, 4/23/14; Foundation Corrective Action Plans, 9/17/14

\textsuperscript{72} BR 9200-9300; Admin Regs S-1 to S-7; Internal Audit Plan 2014-2015; BFC docs 4/15/15-ASO Audits
LIABILITIES

Standard III.D.11

The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard:

The first step to ensure that the District maintains financial solvency is by ensuring that all obligations are identified with accurate valuations. The District systematically identifies and evaluates its obligations on an annual basis. When needed, third party actuaries are engaged to establish the amounts of the obligations. These obligations are summarized in the District’s audit report for the fiscal year ended June 30, 2014.73

As of June 30, 2014, the District’s total net position is $743.6 million, which is an increase of $43.1 million over June 30, 2013. This continues a history of positive net position. As of June 30, 2014 the District’s working capital (current assets minus current liability) is $132.9 million, with a cash and cash equivalent balance of $138.6 million. If taking into consideration the debt and interest payments made by Los Angeles County on behalf of the District, working capital increases to $273.9 million ($132.9M + current portion of interest payable $87.3M + current portion of long-term debt $53.7M).74

The District uses its existing governance structure to exchange information and seek recommendations from the Board’s Budget and Finance Committee in order to ensure budget priorities align with the District’s Strategic Plan’s goals, Board of Trustees’ goals, and the Chancellor’s recommendations.75

The BFC reviews the five-year forecast of revenues, expenditures and fund balances to inform the District’s next fiscal year’s budget.76

Similarly, the DBC, the Chancellor’s Cabinet, and the Chancellor make budget recommendations to the Board Budget and Finance Committee (BFC), prior to adoption of the final budget.77

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73 LACCD Fiscal Audit Report June 30, 2014: Obligations
74 LACCD Fiscal Audit Report June 30, 2014: Net Financial Position
75 Final Budget 2015-2016, 9/2/15, pp. 1-10
76 Long Range Forecast, BFC, 3/11/15
77 DBC minutes, 4/22/15
The District’s budget planning priorities are informed by the Chancellor’s proposed recommendations, the funding of the District’s reserve policy, the alignment with the District’s Strategic Plan’s goals for restoring access and improving student success and equity, and securing the short-term and long-term financial strength of the District.78

The District’s Final 2015-2016 budget priorities address long-range financial obligations such as meeting the Full-time Faculty Obligation, addressing increases in CalSTRS and CalPERS contribution, expansion of basic skills program delivery, covering salary increases, and ensuring funding is adequately provided for facilities, maintenance, instructional support, and other operation needs.79

In June 2015, the Chancellor recommended that the Board Finance Committee (BFC) approve $3.9 million for the completion and roll-out of the District’s Student Information System (SIS), an essential electronic system that delivers student services and supports teaching and learning and $2.5 million in critical facility infrastructure repair and maintenance at the ESC in the 2015-2016 budget. This $6.5 million investment is in line with District’s Strategic Plan and Board goals which support student success. The Board’s subsequent approval involved consideration for the District’s long-range financial priorities while balancing short- and long-term operational needs.80

Analysis and Evaluation:

The College meets this Standard. The District adheres to well-considered reserve and fiscal management policies that are congruent with the District’s Strategic Plan, and ensure financial solvency in the short- and long-term. The proposed 2015-16 budget reflects a $65.43 million projected ending balance.

WLAC has a strong financial position and is able to meet its short- and long-term obligations due to the positive financial position of the LACCD. The District’s non-current assets are greater than non-current liabilities by $158.8 million. The balance is sufficient to cover all obligations payable by the District such as, compensated absences, general liability workers’ compensation, and other postretirement employee benefits.

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78 Final Budget 2015-2016 PPT, 9/2/15, page 15
79 Final Budget 2015-2016 PPT, 9/2/15, page 8
80 Deferred Maintenance Unfunded Projects 2014-2015, Attachment II & III, BFC, 6/10/15
Standard III.D.12

The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee-related obligations. The actuarial plan to determine OPEB is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard:

The District takes appropriate and timely action in planning and allocating payment of liabilities and future obligations. It continuously monitors for potential increases in OPEB and other employee-related obligations and takes action accordingly.

The OPEB plan obligations for the District is based on negotiated contracts with the various bargaining units of the LACCD. The contribution requirements are established and may be amended by the District and the District’s bargaining units. The District follows the reporting requirements of GASB Statement No. 45, “Accounting and Financial Reporting by Employers for Postemployment Benefits Other Than Pensions.”

Budget planning includes funding of contingency reserves (3.5%), general reserves (6.5%), and a deferred maintenance reserve (1.5%). There are also special reserve set-asides for future obligations; a set aside for 2015-2016 salary increase as well as STRS and PERS contribution increases, and a set-aside for new faculty hires to meet FON obligations (see Standard III.D.11).

The District carefully calculates payment of its short and long-term liabilities. As of June 30, 2014, the District’s total long-term liabilities were $3.8 billion. The majority of this amount was general obligation (G.O.) bonds, but it also included workers’ compensation claims, general liability, compensated absences, and capital lease obligations.81

The District calculates debt service requirements based on maturity for its three general obligation bonds. The District has issued various G.O. bonds from the authorization of its three bonds. Each bond issuance has its own debt service payment schedule and is paid and serviced by the County of Los Angeles.82

The District regularly reviews and analyzes the impact of OPEB, retirement rate increases, and affordable health care reforms. In July 2013, Aon Hewitt provided the District with an Actuarial Valuation Report for its postretirement health benefits.83

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81 LACCD Financial Audit, June 30, 2014, page 38
82 LACCD Financial Audit, June 30, 2014, pages 39-44
83 Postretirement Health Benefits Actuarial Valuation, 7/1/13
In February 2015, the BFC reviewed budget impacts of assumed rate increases over the next seven years for CalSTRS and CalPERS, including annual required contributions based on these assumptions, and reviewed an analysis of the Affordable Health Care program (Cadillac Tax) and its impact on CalPERS health premiums. In every year to date, the District’s employer contributions to CalSTRS, CalPERS, Cash Balance, and PARS-ARS met the required contribution rate established by law.

The District has taken significant steps to address the issue of its unfunded liability for retiree healthcare. An agreement, approved by the District’s six unions and the Board of Trustees, was negotiated to begin pre-funding a portion of unfunded obligations. In 2008, the Board adopted a resolution to establish an irrevocable trust with CalPERS to pre-fund a portion of plan costs. The District funds the trust at a rate of approximately 1.92% of the total full-time salary expenditures of the District. An amount equivalent to the federal Medicare Part D subsidy returned to the District each year will also be directed into the trust fund.

As of March 31, 2015, the District had set aside approximately $57.3 million in an external trust fund and its fair market value for this same period was approximately $77.5 million. In June 2015, the BFC approved the Chancellor’s recommendation to increase the District’s OPEB contribution as part of its 2015-16 budget (see III.D.11).

The District has allocated appropriate resources for the payment of workers’ compensation. The District is self-insured for up to a maximum of $750,000 for each workers’ compensation claim and $1 million per employment practices claim (see Standard III.D.9). The balance of all outstanding workers’ compensation is estimated based on information provided by an outside actuarial study performed in 2014. The amount of the outstanding liability as of June 30, 2014 includes estimates of future claim payments for known causes as well as provisions for incurred, but not yet reported, claims and adverse development on known cases which occurred through that date (see Standard III.D.9).

Because the process used in computing claims liability does not necessarily result in an exact amount, liabilities for incurred losses to be settled over a long period of time are reported at their present value using an expected future investment yield assumption of 1.5%. The current portion (due within one fiscal year) of the District’s current workers’ compensation liability is $5 million (see Standard III.D.9).

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84 Future Costs Analysis, BFC meeting, 2/11/15
85 LACCD Financial Audit, June 30, 2014, page 33
86 Board agenda and minutes, Com. No. BF2, 4/23/2008
87 CalPERS Quarterly Financial Statement, 3/31/15
Board Rule 101001.5 limits the accrual of employee vacation leave to no more than 400 hours, which provides a measure of control over employee-related expenses. The District also “…does not provide lump-sum payment for any unused accumulated illness, injury or quarantine allowance to an employee upon separation of service…”

Analysis and Evaluation:
The College and the District meet this Standard. The District’s short-range financial decisions are well integrated with long-term financial plans for facilities and infrastructure development, technology investments, and hiring. Long-term obligations, specifically debt repayment of general obligation bonds arising from the construction program and control of insurance expenses, are effectively managed. Health benefit costs for active employees are fully funded every fiscal year.

Standard III.D.13
On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

There are no WLAC debt instruments. The District does not currently have any locally incurred debt, nor has it had any during the past thirty years.

This Standard is not applicable.

Standard III.D.14
All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard:
The District receives financial resources from many sources, including but not limited to, general obligation construction bonds (Bonds) and auxiliary activities (i.e. bookstore, cafeteria). The District has issued three series of Bonds. Proposition A authorized in 2001, Proposition AA authorized in 2003 and Measure J authorized in 2008. The expenditure of Bond proceeds and resulting construction activity is subject to annual financial and performance audits by KPMG LLP. The audits ensure that construction activities

88 BR 101001.5; BR 101020
follow established government regulations, policies and procedures as well as industry best practices. The District has received unqualified opinions for both performance and financial audits.\textsuperscript{89}

The District has numerous rules, regulations, and standing procedures to ensure proper use of funds consistent with their intended purpose. Regulations are updated regularly, and both internal and external audits are conducted on an annual basis, allowing the institution to identify and promptly correct any deficiencies in internal controls and ensure financial resources are well managed and used with integrity and in accordance with their intended purpose.

Board Rules 7608 and 7900 articulate the authority and responsibility of the CEO in overseeing compliance of the District’s financial management and internal control structure with existing Board policy, State and Federal laws and regulations, and generally accepted accounting practices (see Standard III.D.5).

District annual external audits have had unmodified opinions during the past 30 years. External audits include single audits of categorical and specially funded programs as well as all nine Associate Student Organizations (see Standard III.D.5). None of the audits have identified any misuse of financial resources and have confirmed that audited funds were used with integrity in a manner consistent with the intended purpose of the funding (see Standard III.D.5).\textsuperscript{90}

The District conducts internal audits throughout the year in order to identify any weaknesses and potential misuse of financial resources. Corrective Action Plans are promptly developed and implemented for any findings or areas of concern (see Standard III.D.5).

Administrative Regulations governing auxiliary organizations’ management of funds, audits, grants, insurance, etc. are detailed in AO-9 through AO-19. Administrative Regulations governing Associated Student Organization funds, accounts, and expenditures are detailed in S-1 through S-7 (see Standard III.D.10). The District’s “Business Office and Accounting Policies and Procedures Manual“ is widely disseminated and followed throughout the District to ensure all financial resources are used with integrity and for their intended purposes (see Standard III.D.8).\textsuperscript{91}

The Board reviews and approves issuance of additional general obligation bond funds. The District’s annual external audits include single audits of categorical and specially funded programs as well as all nine Associate Student Organizations (see Standard III.D.5).

\begin{itemize}
\item \textsuperscript{89} LACCD Bond Audits
\item \textsuperscript{90} LACCD Financial Audit, 6/30/14, pp. 82-84; LACCD Financial Audit, 6/30/13, pp. 86-88; LACCD Financial Audit, 6/30/12, pp. 74-89; LACCD Financial Audit, 6/30/11, pp. 72-73; LACCD Financial Audit, 6/30/10, pp. 70-74; LACCD Financial Audit, 6/30/09, pp. 78-81
\item \textsuperscript{91} Administrative Regulations AO-9 to AO-19; Administrative Regulations S-1 to S-7; Business Office & Accounting Policies and Procedures Manual, updated 2/21/12
\end{itemize}
audits for its Bond Program demonstrate that bond expenditures have been used with integrity and for their intended purposes (see Standard III.D.8).92

In addition to the Bond audits, the District is subject to annual audits over its financial statements and internal controls. This audit reviews financial information and internal controls for all campuses, departments and funds of the District excluding the Foundations. An unqualified audit opinion has been issued since 2002.93

Student loan default rates, revenues and related matters are consistently monitored to ensure compliance with federal regulations. The Central Financial Aid Unit (CFAU) ensures the segregation of duties in a manner consistent with the requirements of Title IV: student eligibility is determined at the college level; fund management is handled by District Financial Aid Accounting; disbursements are made by District Accounts Payable; disbursement record reporting is performed by the CFAU; and reconciliation is performed jointly by the college, CFAU and District Accounting. Individual colleges receive ad hoc program reviews by federal and state agencies. Any findings related to standardized procedures are resolved with the assistance of the CFAU, who then ensures all colleges are also in compliance.94

The District has not issued any Certificates of Participation since December 2009.

In addition, the board of the WLAC Foundation has remained diligent in following proper procedures for accepting and disbursing its funds. The Foundation, though small, and not well-funded, maintains an adequate balance for its operational needs and is working with college staff to develop a plan for its ongoing viability.95

**Analysis and Evaluation:**

The College meets this Standard. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Internal and external audits help confirm that the District uses its financial resources with integrity and for their intended uses. The District has not received any modified audit opinions for its financial statements for over twenty years, and has received unqualified opinions for bond performance and financial audits since the inception of its bond program. The District has a strong

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92 LACCD Bond Financial Audit, 6/30/14, pp. 8-10; LACCD Bond Financial Audit, 6/30/13, pp. 8; LACCD Bond Financial Audit, 6/30/12, pp. 8-10; LACCD Bond Financial Audit, 6/30/11, pp. 8-9

93 LACCD Audit Opinions

94 CFAU Flowchart Cal Grant; Flowchart BOG Fee Waiver

95 WLAC Foundation Audit 2010-11 Financial Statements
internal control system and set of policies and procedures that help ensure its financial resources are used with integrity and for their intended purposes. The District meets this Standard.

The audits performed by the external auditors resulted in unqualified opinions for over a decade. WLAC has had no audit findings since 2001. Internal audits resulted in some areas of weaknesses being identified and corrective action plans have been implemented to address any deficiencies.

**Standard III.D.15**

*The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirement, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.*

**Evidence of Meeting the Standard:**

The District is subject to annual OMB A-133 audit. The audit allows the auditor to express an opinion on compliance for the District’s major federal programs including Title IV programs. For the year ended June 30, 2014, the District received an unmodified opinion over the compliance with requirements as described in the OMB Circular A-133 Compliance Supplement.

The student loan debt of WLAC students reached the default rate level 47.62% for 2011-2012. The College contracted with the services of a consultant to assist in improving the percentage of students repaying their loans (IIID.15-1-WLAC Contract with Consultant to Improve Student Repayment of Loans) and has seen the rate fall to 39.13% for 2012-2013 and 34.48% for 2013-2014.96

**Analysis and Evaluation:**

The College meets this Standard. WLAC monitors and manages all of its funds with integrity as evidenced by the external audits having no audit findings for WLAC. The College has shown a steady improvement in student loan default rates over the past three years.

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CONTRACTUAL AGREEMENTS

Standard III.D.16

Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.

Evidence of Meeting the Standard:

The Vice President of Administrative Services (VPAS) signs off on all contract requests after careful review to ensure all contracts are consistent with WLAC mission, goals, and District policies and procedures.97 The LACCD Board of Trustees require that all contracts be ratified within 60 days of the start of the contract and WLAC has put in place a technical reviewer in Administrative Services to ensure all BOT Rules and District procedures and College processes are followed.98 The Vice President of Administrative Services ensures that all contract provisions maintain the integrity of programs, services and operations from the initial contract request to final contract approval.99 As one of the components of the District’s Procurement Compliance Program, Internal Audit reviews a random sample of campus contracts for adherence to district policy and procedures.

Analysis and Evaluation:

The College meets this Standard. The Vice President of Administrative Services reviews every contract before it is approved. This process along with compliance audits ensures that all contracts fall within the mission and goals of the College, and district policy, with provisions that ensure integrity between contract entities and the College and also protects the interests of the College and the District.

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97 Contract Request Forms Signed by Vice President Administrative Services
98 Board Rule 7100.15
99 Procurement Training 2015
Changes and Plans
Arising Out of the Self Evaluation

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STANDARD IV: Leadership and Governance

IV.A. DECISION-MAKING ROLES AND PROCESSES

Standard IV.A.1

Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.
Evidence of Meeting the Standard:

The key leaders at West Los Angeles College are the college president and his administrative staff of vice presidents and deans; the chair of the College Council, West’s participatory governance body which brings together representatives of all college bodies; the president of the Academic Senate; the president of the faculty union and the heads of the classified staff unions; and the president of the Associated Student Organization. All of these leaders work diligently and collaboratively to empower all college constituencies to participate in the achievement of institutional excellence.

Standard IV.A.2 presents evidence of how WLAC’s shared governance structures function to improve the College. Here, the focus is on support for those structures, and on other ways administrators, faculty, staff and students bring forward ideas.

Meaningful participation in governance takes time, and the College recognizes this by reassigning faculty and staff leaders from other duties. The College also provides the Academic Senate president and AFT Faculty chapter president offices. As part of an effort to increase participation in governance, the College has instituted the practice of having co-chairs for College committees: one faculty or staff member and one administrator. This facilitates clerical support for minute taking. All College Council committees and most Academic Senate committees have membership that is representative of the College community, including faculty, administrators, staff and students.

For some employees, special arrangements make broad participation easier; SEIU 99 holds its meetings following monthly safety meetings in plant facilities, where its members work. Since these employees do not work at desks, plant facilities provides paper forms of surveys that others get electronically and posts event flyers at their time clock.

College wide events bring administrators, faculty, staff and students together to work together in support of the College mission. A contractually-required professional development day starts each academic year. Faculty have used this occasion to plan and participate in discussions on the Educational Master Plan, Accreditation, Student Equity and Social Justice. Faculty, administrators, students, and staff have worked together to plan these day-long events.

The College governance policy specifies an annual Leadership Retreat, “focusing on best practices in instruction and services.” Since 2012, topics have been: SLOs, Program Review, and Planning (2012), Student Support (Re)defined

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1 AFT Faculty Contract, Article 8.I and Article 9.B.3

2 Faculty Professional Development Day 2014 Agenda; Faculty Professional Learning Day 2015 Agenda

3 Participatory Governance Policy and Procedure Handbook, Spring 2015, page 36
(2013), and Social Justice in Action: Closing the Achievement Gap (2014). In describing the Leadership Retreat, the governance policy notes that “All are leaders;” that is, the entire community is invited not only to attend the retreat, but to plan it. People from across the campus come together to plan the annual Leadership Retreat. For example, the 2014 committee included a vice president, three deans, the facilities director, the Information Technology (IT) manager, five faculty, the president’s confidential assistant, the public relations director, and staff from public relations, the bookstore, academic affairs, counseling, and specially-funded programs. In some years, the College Council has determined the theme of the retreat, as in 2012, when it was devoted to student learning outcome assessment, planning, and accountability. In other years, the planning group determined what path(s) to improvement to address. In either case, the planning group is in charge of everything from vision to practical details.

The energy resulting from Leadership Retreats sparked the Student Success Committee to institute a Spring Summit in February 2014. Specifically designed for the entire College (rather than just for faculty, who are required to attend the fall professional development day), it focused on student success, provided a forum for dialogue, and offered an opportunity to discuss the draft Strategic Directions for the new Educational Master Plan. The 2015 Spring Summit, “Innovative Strategies to Increase Student Success,” provided an opportunity for faculty and staff to share their expertise with the campus community.

Ongoing Focused Inquiry Groups (FIGs) also provide venues for the exploration of ideas for improvement. An English as a Second Language (ESL) professor set up a FIG on the Reading Apprenticeship approach to helping students take charge of their own learning, which has been meeting regularly since 2014; an English professor leads a FIG on cultural competence; a librarian led the FIG that set up the One College/One Book program for 2015-2016; a kinesiology professor has established a FIG on the flipped classroom; and a dean piloted an innovative video-supported FIG based on the book, What the Best College Teachers Do.

The College has a commitment to seeking grant support for innovation. A dean assists administrators, faculty, staff and students in locating and applying for appropriate grants. In this way, faculty in multiple disciplines (Aviation, Motion

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4 Annual Leadership Retreat Agenda 2012; 2013 Leadership Retreat Summary
5 College Council Minutes, November 6, 2014, item 6, Leadership Retreat
6 Fall 2014 College Leadership Retreat Task List
7 Leadership Retreat Agenda, November 30, 2012
8 Spring Summit Program; Spring Summit 2014: Educational Plan Workgroup Strategic Directions Worksheet Summary
9 Focused Inquiry Groups
10 Educational Master Plan, Objective 2.3.2
Picture/TV Production, Computer Science, Alcohol and Drug Studies, Fire Technology, and Biotechnology) are able to purchase equipment and supplies, participate in professional development, and develop new curriculum through CTE Enhancement Funds, and low-income, first generation students receive individual advising, mentoring, assessment of academic needs, development of individualized plans tutoring, academic and career advising, financial literacy, cultural activities, and continuous progress monitoring through a TRIO Student Support Services grant award.11

In addition to resources provided by successful grant proposals, the College community benefits from the exchange of ideas that goes into writing any grant, and even from the research and discussion that leads to a decision not to seek a grant.

The College uses the program review and unit planning process described in Standard I.B.5 to identify and implement improvements. Completing the instrument and validating program reviews provides opportunities for new ideas to surface and be systematically considered. In many cases, the development of program review responses takes place in division meetings and online discussions that include all faculty and staff.12

Analysis and Evaluation:

The College meets this Standard. Faculty, staff, and administrative leaders at West Los Angeles College encourage innovation leading to institutional excellence. The College provides faculty and staff leadership the time necessary to take initiative for improving practices, programs, and services. In addition, the College supports innovation through grants. The program review and unit planning processes assure effective planning and implementation of innovative practices and programs. The College will continue to use these processes to identify initiatives that improve programs, practices, and services and to identify funding sources for scaling these initiatives.

Standard IV.A.2

The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on

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11 Grant Proposals 2011-2015
12 Program Review Managers and Teams
appropriate policy, planning, and special-purpose committees.

Evidence of Meeting the Standard:

West Los Angeles College benefits from a long-standing, clearly documented shared governance structure that defines systematic participative processes. This aligns with District policies, state law, and collective bargaining agreements.\(^\text{13}\)

As indicated in the chart above, the College president expects advice directly from the unions, the Associated Students Organization, the Academic Senate, the College Council, and the Work Environment Committee. Each of these bodies has its own system of participation, each supported by College leadership, and each expects the college president to respond to its recommendations, whether or not he accepts them. Many of the college committees include representation from all campus constituencies: faculty, staff, students, and administrators.\(^\text{14}\)

\(^{13}\) Participatory Governance and Planning Policy and Procedure Handbook, Spring 2015

\(^{14}\) Committee Membership, West Los Angeles College Participatory Governance and Planning Policy and Procedure Handbook, Spring 2015, pages 24-40
The College Council facilitates full campus-wide participation in making recommendations to the College president. It has representatives of all the constituencies: Academic Senate, AFT Faculty Guild, AFT Classified, other unions representing classified staff, ASO, Teamsters, and the vice presidents. It meets monthly during the academic year, and its Executive Committee meets between semesters. Meetings are open to all, with agendas posted in advance and minutes available on the web. The Council also posts the College president’s responses to its recommendations.

By law, the Academic Senate is the voice of the faculty in academic and professional matters. College Council committees give informational reports to the Senate and bring the Senate matters requiring its approval. The Senate regularly updates the College Council, but the Council and Senate carefully delineate the issues under their respective purviews. For example:

- When the College president called for a major revision of the Educational Master Plan, the Senate decided it would be appropriate for its Educational Policies and Standards Committee to work with the College Planning and Institutional Effectiveness Committee. Its proposal went to the Council for endorsement.
- When the Enrollment Management Committee’s areas of responsibility expanded under the impact of state student success and equity programs, the Senate and Council collaborated to create the College Student Equity, Access, and Completion Committee, whose workgroups oversee the College’s SSSP and Equity Plans.

Much of the work to improve the College takes place in the committees of the Academic Senate or the College Council. With the exception of two or three meetings a year for complex ranking processes, all committee meetings are open to the entire campus. Regular meeting times are established and published, and the College’s online newsletter, WestWeek, publicizes meeting times and locations. Council committees all have representation from all constituencies, as do some Senate committees. Each of the committees

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15 Participatory Governance and Planning Policy and Procedure Handbook, Spring 2015, pages 7-11
16 College Council Agendas and Minutes; College Council Executive Committee Agendas and Minutes
17 College Council Recommendations
18 Academic Senate Minutes, April 9, 2013, item 5.d-i; College Council Minutes, April 11, 2013, item IV, Items from Tuesday’s Senate meeting
19 SEAC Committee Minutes, August 14, 2014, item 3, name change and charge approved; College Council Minutes, June 5, 2014, item IV.A
20 Committees website; Screenshot of WestWeek March 3, 2014; WestWeek Archive
21 Committee Membership, Participatory Governance and Planning Policy and
reports regularly to its respective governance body, as a standing agenda item.\textsuperscript{22}

Individuals may bring forward ideas through the appropriate Senate or College Council committees. Those committees make recommendations to the Senate or the College Council, which then makes a recommendation to the College president. If an issue needs further discussion before a recommendation can be made, the committees are empowered to form workgroups or ad hoc committees.\textsuperscript{23} Those workgroups make recommendations to the committees, who then make recommendations to the appropriate governing body.

**Analysis and Evaluation:**

The College meets this Standard. West Los Angeles College’s committee structure ensures broad participation in decision-making processes on campus. All voices—faculty, staff, administrator, and student—are solicited. Committee membership is structured to ensure representation from constituent groups. Faculty are required by contract to serve on at least one committee, ensuring faculty participation in decision-making processes. The faculty union and the Academic Senate appoint interested faculty to committees, as do the classified unions. As ASO leadership changes on an annual basis, the College has struggled with ensuring consistent student participation on committees. However, the student leadership is currently committed to participating in the decision-making processes on campus. The College will continue to work with the ASO to ensure that this participation does not wane when student leadership changes.

**Standard IV.A.3**

Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

**Evidence of Meeting the Standard:**

Since 2012, West Los Angeles College has continued to make decisions using a stable and transparent shared governance structure. The Academic Senate and the College Council work in parallel, the first reviewing academic and professional matters defined by state law, and the second taking up other concerns. They consult on questions of mutual interest and

\textsuperscript{22} College Council Agenda, March 5, 2015; Academic Senate Agenda, October 14, 2014

\textsuperscript{23} Instructional Support Workgroup Notes, March 5, 2015
host meaningful dialogue leading to timely decisions by the College as a whole.

Measures focused on faculty participation have been particularly successful, including:

- Tracking committee participation by full-time faculty;
- Asking divisions to account for committee participation in program review;²⁴
- Providing mentors to new faculty;²⁵
- Instituting an orientation program for newly hired faculty (Faculty Professional Development Academy: West Connect).²⁶

By contract, each full-time faculty member is required to participate in at least one committee, and with rare exceptions, they do.²⁷

The committees of the Academic Senate and the College Council exercise a substantial voice in institutional policies, planning, and budget. The Distance Education Committee, the Student Learning Outcomes Committee, and the Faculty Position Identification and Prioritization (FPIP) Committee bring forth recommendations for policy changes to the Academic Senate. The Student Equity, Access, and Completion (SEAC) Committee brings forth recommendations for policy changes to the College Council.²⁸

College planning processes are primarily governed through College Council committees. The Facilities Committee, the Technology Committee, and the SEAC Committee are responsible for planning in their respective areas. Their recommendations go to the College Council. The Planning and Institutional Effectiveness (PIE) Committee oversees program review and solicits input and makes recommendations on institutional planning processes.²⁹

The Budget Committee and the Resource Development Committee also report to the College Council. These committees afford faculty, staff, and administrators a substantial voice in budget policies and processes.³⁰

**Analysis and Evaluation:**

The College meets this Standard. The participatory governance process at West Los Angeles College clearly defines the role of administrators and faculty in institutional governance. The committees of the College Council and the Academic

²⁴ 2014-2015 Program Review Modules and Questions, Question 12.b
²⁵ AFT Faculty Contract, Article 42 H, page 164 ; Mentor Agreement, 2014-2015
²⁶ Faculty Professional Development Academy: West Connect
²⁷ AFT Faculty Contract, Article 32, page 133
²⁸ Participatory Governance Handbook, Spring 2015
²⁹ Participatory Governance Handbook, Spring 2015
³⁰ Participatory Governance Handbook, Spring 2015
Senate afford faculty and administrators a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.

Faculty are oriented into the culture of participatory governance through the Faculty Professional Development Academy and the mentor relationship. The College will continue to monitor faculty participation through program review and the faculty evaluation process.

**Standard IV.A.4**

*Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.*

**Evidence of Meeting the Standard:**

Policies of West Los Angeles College, the Los Angeles Community College District, and the California Community College Chancellor’s Office assure that faculty take the lead in curriculum development, with administrative support and Board oversight. Board Administrative Regulation E-65 defines the curriculum process for the District.\(^{31}\)

The curriculum approval process applies to all of West’s courses, regardless of the location where courses are to be offered or the mode of instructional delivery. Using a web-based course outline system, the Electronic Curriculum Development (ECD) system, faculty create new courses and update existing ones; the ECD requires identification of course content, course objectives, and course, program and institutional student learning outcomes.\(^{32}\)

If the course or any part of it is to be offered online, the course outline of record also includes two addenda:

1. The Distance Education Approval Form records the attestation of the department chair, the Curriculum Committee chair, the vice president of academic affairs and the president that the course has gone through the regular curriculum approval process. This form certifies that the same standards of course quality are applied to the distance education courses as are applied to traditional classroom courses; that judgments about the quality of the distance education course were made with the full involvement of the faculty as

\(^{31}\) *Administrative Regulation E-65*

\(^{32}\) *Sample COR from ECD, including DE and SLO Addenda; DE Addendum 1; DE Addendum 2; SLO Addendum*
defined by College curriculum approval procedures; and that each section of the course which is delivered through distance education includes regular personal contact between instructor and students.33

2. The Distance Education Delivery Strategies Form requires a list of each course objective and an explanation of how distance learning strategies will be used to help students achieve the objective.34

After division chair approval, the Curriculum Committee chair reviews proposed courses to make sure they fit the five curriculum criteria of mission, need, quality, feasibility, and compliance,35 and to ensure the course outline is complete. Following this technical review, the Curriculum Committee reviews each course.

WLAC’s Curriculum Committee comprises elected representatives from each of the College divisions and the articulation officer. In addition, the Associated Student Organization and the AFT faculty union one voting member each. The SLO coordinator and the dean of curriculum serve as resources to the committee. The Senate appoints the chair; the curriculum dean serves as co-chair.36

Curriculum committee minutes are posted on the College website.37

The Academic Senate votes on new and updated courses and other recommendations from the Curriculum Committee. When the Senate approves courses, the dean of curriculum, the vice president of academic affairs and the College president review them and forward approved courses to the District.38

Administrative Regulation E-65 outlines the process for proposals of new courses and when a proposal would change elements that are common with the other LACCD colleges. In these cases, the District Office of Curriculum Support publishes the course, inviting comment by vice presidents of academic affairs, curriculum deans, college Academic Senate presidents, the District Academic Senate, District Discipline Committees, and articulation officers, for a twenty-day period. If these faculty and administrators have any concerns, they direct them to the initiating college. If a District Discipline Committee or a member of the District Curriculum Committee requests it, the District Curriculum Committee reviews the course and makes recommendations for changes. Proposals for new courses are then placed on the agenda of the Board of Trustees. After Board approval, the Office

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33 Distance Education Approval Form
34 Distance Education Delivery Strategies Form
35 Administrative Regulation E-65, 3.a.1
36 Participatory Governance Handbook, Spring 2015, page 31
37 Curriculum Committee Agendas and Minutes
38 Administrative Regulation E-65
of Curriculum Support enters the course into the course database. New courses are then submitted to the California Community College Chancellor’s Office (CCCCCO) via the online curriculum inventory. Upon approval, the courses may be offered.\(^{39}\)

Ongoing review of courses is the responsibility of faculty and tracked in the office of Academic Affairs, as is the process for evaluating and assessing Student Learning Outcomes. All approved Course Outlines of Record, including Distance Education addenda, are kept on file in the Office of Academic Affairs.

**Analysis and Evaluation:**

The College meets this Standard. West Los Angeles College follows well-defined policies and procedures for curriculum initiation and review. In 2015, the Board accepted revisions to Administrative Regulation E-65, which streamlined the curriculum process and ensured that faculty and academic administrators retain local control for curriculum.

LACCD’s Electronic Curriculum Development (ECD) system houses all course outlines for the District. ECD was programmed in COBOL; it frequently goes down and must be repaired and maintained by District personnel. As part of the SIS modernization project to PeopleSoft Campus Solutions, ECD will be replaced by CurricuNET. CurricuNET interfaces seamlessly with the CCCCCO curriculum inventory and with ASSIST. CurricuNET will house both course and program information and will update the SIS with that information, as well as the state inventory and the College catalogue.\(^{40}\) Δ

**Standard IV.A.5**

*Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.*

**Evidence of Meeting the Standard:**

The West Los Angeles College Participatory Governance and Planning Policy and Procedure Handbook describes and guides the College’s decision-making bodies and processes.\(^{41}\) The participatory governance structure is designed to ensure active participation by campus constituent groups (i.e., students, administration,

\(^{39}\) *Administrative Regulation E-65*

\(^{40}\) *SIS Newsletter, December 2013, page 3*

\(^{41}\) *Participatory Governance and Planning Policy and Procedure Handbook, Spring 2015*
Academic Senate, and the unions) at multiple levels of decision-making and governance.42

Meeting minutes of West’s Academic Senate and College Council, and their standing committees, reveal how diverse perspectives are aired, discussed, and considered in a consensus-building deliberation process, resulting in timely action.43 For example, in the March 26, 2015 Budget Committee, the facilities director requested a budget supplement for plant facilities, which was approved and forwarded to the College Council.44 Following a presentation and discussion, the College Council approved the expenditure in its April 2, 2015 meeting.45 The College Council April 2, 2015 minutes also contain remarks from the president concerning the feedback he received and subsequent revisions he made to the Divisional Reorganization Plan, which was reviewed in Academic Senate and division meetings.46

The College Council maintains an archive of its recommendations to the College president, along with his responses to them.47 The Governance Committee Self-Evaluation Form allows for continuous examination and improvement of committee procedures and actions.

Completed forms are reviewed each year at an annual retreat to ascertain how well each committee is fulfilling its mission and to make recommendations for improvement.48

The Participatory Governance and Planning Policy and Procedure Handbook also contains excerpts of the Los Angeles Community College District Governance and Functions Handbook pertaining to the relationship between College and District governance. The Board of Trustees must consult with the Academic Senate when adopting new policies and procedures related to academic and professional matters.

All areas of the College participate in an annual program review to evaluate instructional programs, student services programs, and administrative services programs. The West Los Angeles College Program Review Handbook describes and guides the program review process in the context of the College’s planning and participatory governance procedures. The 2015-16 program review timelines, modules, data, and other pertinent links, are available on the College’s website. Human resources needs, as well as program effectiveness, are addressed in program review.49 (Please see Standard I.B.7.)

42 Participatory Governance Structure
43 Committees
44 Budget Committee Meeting Minutes, March 26, 2015
45 College Council Minutes, April 2, 2015
46 Academic Senate Meeting Minutes, April 14, 2015; Academic Senate Meeting Minutes, March 24, 2015
47 College Council Recommendations
48 Participatory Governance Handbook, Spring 2015, page 41
49 Divisions, Departments, and Programs
Conducting Program Review; Program Review Handbook
Program Review Modules and Questions—Instructional Divisions;
Analysis and Evaluation:

The College meets this Standard. West’s participatory governance processes ensure the appropriate consideration of relevant perspectives. Decision-making is aligned with expertise and responsibility, and timely action is taken on institutional plans, policies, curricular change, and other key considerations, such as budget allocations, and committee self-evaluation and improvement. The College regularly evaluates its policies and procedures through annual committee self-evaluations and program review.

Standard IV.A.6

The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard:

The College publishes the West Los Angeles College Participatory Governance and Planning Policy and Procedure Handbook, which describes West’s decision-making bodies and processes in detail. Agendas and minutes of the College Council and Academic Senate are available on West’s website. Agendas and minutes for other committees are posted on the committee websites, accessible through the “College Committees” link on the faculty and staff homepage. The SLO Committee and the Student Success Committee publish monthly newsletters that are archived on the College website.

The College’s website also contains an “Events and News” page, which communicates significant policy changes campus-wide. West also holds Town Hall meetings in which critical decisions are discussed. Finally, West communicates College policies and plans with short videos, which are available on the college’s website and disseminated by email to faculty, students, and staff.

Analysis and Evaluation:

The College meets this Standard. The processes for decision-making and the resulting decisions are documented in minutes, newsletters, and announcements on the College website. West’s multi-level, multi-media approach effectively communicates decision-making processes and the resulting decisions within and across constituencies.

50 Participatory Governance Handbook, Spring 2015
Standard IV.A.7

Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Evidence of Meeting the Standard:

As discussed in Standards I.B.7 and I.B.8, West’s governance and decision-making policies, procedures, and processes are regularly evaluated and the results of these evaluations are communicated widely and used as the basis for improvement. The College Council, the Academic Senate, and the unions are the governing bodies of the College. Each standing committee of the College Council conducts annual self-evaluations. The self-evaluations are published on the College website. As the Participatory Governance Handbook shows, the annual self-evaluation of standing committees includes an assessment of the co-chairs of each committee.56

The standing committees of the Academic Senate also conduct self-evaluations, as outlined in Standard I.B.7. These evaluations are used as the basis for improvement. For example, the Student Success Committee submits an annual reflection of its progress toward its goals to Achieving the Dream and publishes that report for the campus community. The committee redesigned fall kickoff as the result of its evaluation.57

Each participatory governance committee elects its leaders. The terms of office are

56 Participatory Governance Structure; Committee Self-Evaluation Form, page 41; Committee Self-Evaluations; Participatory Governance Handbook, Spring 2015, page 19
57 AtD Annual Reflection 2015
listed on pages 25-35 of the Participatory Governance Handbook. Periodic elections ensure the integrity and effectiveness of the elected leaders.

**Analysis and Evaluation:**

The College meets this Standard. Through the participatory governance process, West regularly evaluates its decision-making policies, procedures, and processes to assure their integrity and effectiveness. Leadership roles are evaluated as part of this process. The College widely communicates the results of these evaluations and uses them as the basis for improvement.

In fall 2014, the College switched its website to Kentico Web Content Management Solution. Faculty, staff, and administrators receive training on the new content management system on a rolling basis. As a result, some committee websites have not been updated on a regular basis. The College will ensure personnel responsible for disseminating information receive the training necessary to update and maintain committee websites. △

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58 *Participatory Governance Handbook, Spring 2015, pages 25-35*
## Changes and Plans
### Arising Out of the Self Evaluation

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<td>Establishment of Annual Spring Summits</td>
<td>IV.A.1</td>
<td>Student Success Committee, Professional Development Coordinator</td>
<td>February 2014</td>
<td>Input into the EMP, Best Teaching Practices highlighted, data-driven analysis of equity gaps</td>
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<tr>
<td>Creation of Student Equity, Access, and Completion Committee (SEAC)</td>
<td>IV.A.2</td>
<td>Student Success Committee, Student Equity, Academic Senate, College Council, VP Student Services</td>
<td>August 2014</td>
<td>A data-based examination of equity gaps and cross function solution development</td>
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### CHANGES MADE DURING THE SELF-EVALUATION PROCESS

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<td>Development and approval of the Education Master Plan</td>
<td>IV.A.2, IV.B.3</td>
<td>President, Consultant, PIE Committee, EMP Faculty Chair</td>
<td>2014</td>
<td>EMP accepted as the strategic plan for the College; all plans align to the EMP, which is aligned to the mission</td>
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<td>Defining the role of faculty in College governance</td>
<td>IV.A.3</td>
<td>PIE, Academic Senate, College Council</td>
<td>2014-15</td>
<td>Faculty participation accounted; Faculty mentoring; Faculty Professional Development Academy</td>
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<tr>
<td>Updated Participatory Governance Handbook</td>
<td>IV.A.3</td>
<td>PIE</td>
<td>Spring 2015</td>
<td>Updated handbook</td>
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<tr>
<td>Divisional Reorganization</td>
<td>IV.A.5</td>
<td>President, Academic Senate</td>
<td>Spring 2015</td>
<td>Divisional Reorganization</td>
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## CHANGES MADE DURING THE SELF-EVALUATION PROCESS

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<tr>
<td>College decisions documented and communicated</td>
<td>IV.A.6</td>
<td>Public Information Officer, Instructional Media Staff</td>
<td>2013 and ongoing</td>
<td>Increased level of communication</td>
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<td>Evaluation results used for improvement in the Redesigned Fall Semester Kickoff</td>
<td>IV.A.7</td>
<td>Student Success Committee/Achieving the Dream, Academic Senate, Professional Development Coordinator</td>
<td>2015</td>
<td>Based on data analysis, focused student outreach for Redesigned Fall Kickoff</td>
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## FUTURE PLANS FROM THE SELF-EVALUATION PROCESS

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<td>CurricuNET Implementation</td>
<td>I.C.2, I.C.5, IV.A.4</td>
<td>Academic Affairs</td>
<td>Fall 2017</td>
<td>Seamless integration of curriculum and SIS</td>
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<tr>
<td>Kentico training for updated committee webpages</td>
<td>IV.A.7</td>
<td>Public Relations &amp; Advertising</td>
<td>Spring 2016</td>
<td>Improved dissemination of information</td>
</tr>
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IV.B. CHIEF EXECUTIVE OFFICER

Standard IV.B.1

The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

Evidence of Meeting the Standard:

Under Board Rule 9802, the College president has primary responsibility for the quality of the institution. The August 2015 job announcement for president of West Los Angeles College indicates the Board of Trustees’ expectations of the successful candidate. The president “is responsible and directly accountable for all college operations.” In the job announcement, “Strategic Leadership and Organizational Planning” lists expectations of “leadership in strategic planning,” “managing budgets,” and “fact-based, collaborative decision making.” The announcement indicates the president’s role in furthering the college mission to “[develop] leaders who encourage excellence in others.” A key contributor to this part of the mission has been an unbroken series of presidents who have, in the words of the announcement, “[Advocated] for participatory governance, [promoted] collegiality, staff cohesiveness and respect among all college constituencies,” and “[fostered] a culturally inclusive environment that promotes diversity, collaboration, communication and collegiality.”

Board rules specify that the president has specific roles in hiring faculty, administrators and staff. Standard IV.B.3 demonstrates the record of West presidents’ leadership in planning,
organizing, budgeting, and assessing institutional effectiveness.

**Analysis and Evaluation:**

The College meets this Standard. A widely-supported, well-documented system of participatory governance is one of West’s strengths. The Participatory Governance and Planning Policies and Procedures Handbook makes clear the distinction between policy and operations, and the president’s obligation to consider recommendations, but not necessarily to accept them.\(^4\) The College expects its president to provide effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness, while clearly recognizing that the CEO has primary responsibility for the quality of the institution.

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**Standard IV.B.2**

*The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.*

**Evidence of Meeting the Standard:**

The president oversees three vice presidents who in turn oversee academic affairs, student services, and administrative services. Twelve deans support the vice presidents of academic affairs and student services; West has a successful program of grants, which provide most of the deans’ salaries. Five managers support the vice president of administrative services.

The president brings all of these colleagues together for a monthly Administrative Council meeting, meets with the three vice presidents every week, inviting others as resources to this cabinet meeting. He also meets weekly with each vice president.

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\(^4\) *Participatory Governance Handbook, Spring 2015, page 7*
Analysis and Evaluation:

The College meets this Standard. The District has recognized that three vice presidents are generally necessary to administer organizations of the size and complexity of a community college. West has uses this model successfully for decades. Its success depends on the delegation of authority.

Standard IV.B.3

Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:

- establishing a collegial process that sets values, goals, and priorities;
- ensuring the college sets institutional performance standards for student achievement;
- ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;
- ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;
- ensuring that the allocation of resources supports and improves learning and achievement; and
- establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.

Evidence of Meeting the Standard:

West Los Angeles College’s president guides institutional improvement using established procedures: chief among them is the participatory governance structure the College prizes as a framework for collegial discussion and decision-making on matters of policy. The president guides this process in part by responding in writing to formal recommendations, including clarifications of accepted procedures and details of implementation.

The College has articulated a set of values as part of its mission statement. By supporting open, data-sensitive and realistic planning that sets and prioritizes goals, and “trusting in our collective wisdom for long term planning,” the president ensures that these values

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5 Report and Recommendation of the Executive Committee of the District Budget Committee, Spring 2012, page 5
6 Participatory Governance Handbook, Spring 2015, Governance Policy, page 1
7 College Council Recommendation to College President, June 4, 2015; College Council Recommendation to College President, June 9, 2014; College President to College Council President, College Council Recommendations, April 3, 2014
8 College Council Recommendation to College President, November 17, 2014
9 Educational Master Plan, “Welcome from President,” page 4
(including excellence, empowerment, ethics and engagement) permeate the College.

In positioning the Educational Master Plan (EMP) as the strategic plan for the College, the president has ensured that educational planning is integrated with resource planning and allocation in support of student achievement and learning and that the allocation of resources supports and improves learning and achievement. The EMP has strengthened evaluation of overall institutional planning, by adding evaluation of the EMP to the Planning and Institutional Effectiveness (PIE) and Budget Committees’ joint evaluation of resource allocations and process effectiveness.10

The President invested in the revision of the EMP by providing both a consultant and release time for a faculty chair.11 He recognized that intensive work with the consultant should be a learning opportunity for the College, and the same faculty member now facilitates the revision of the Technology Master Plan.12

The president has provided key resources to ensure high quality research and analysis of external and internal conditions by expanding the Office of Research and Planning (ORP) by two research analysts since 2012.13 The ORP has provided the data for the College to use its to set institutional performance standards for student achievement and to respond to state requirements to set goals in the Institutional Effectiveness Partnership Initiative (IEPI) framework.14 The president also backed the purchase of software for more efficient compilation and dissemination of student learning outcomes assessment results.15

The yearly cycle of planning and resource allocation described in Standard I.B.9 ensures that goals and priorities are set in a collegial fashion. In addition, unexpected needs to set goals and priorities have been dealt with using established structures, as exemplified in the College’s multiple iterations of its facilities plans, and its prompt response to state requirements for an Equity Plan and a Student Success and Support Plan.16

In general, the program review and resource allocation cycle ensures that educational planning is integrated with resource planning, and the curriculum approval process ensures that educational

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10 Educational Master Plan, “Evaluation and Revision of the EMP,” page 18; Joint PIE Budget meetings on Effectiveness; Joint PIE Budget meetings on Process
11 Request For Proposals No. 13-Educational Master Plan Development, July 17, 2014
12 Educational Plan Process Meeting Notes, January 14, 2013
13 Classified Staffing Request, Research Analyst, December 16, 2011
14 Classified Staffing Request, Assistant Research Analyst, September 5, 2013
15 College Council Recommendation to College President, March 18, 2014
16 Institution Set Standards and Institutional Effectiveness Report
15 Academic Senate Minutes, November 25, 2014, page 3
16 Facilities Master Plans; Student Equity Plan; SSSP Plan
planning supports student achievement and learning. The Student Equity, Access and Completion (SEAC), Budget and PIE Committees all address these issues, sometimes under the direct instruction of the president. In addition, the president reviews all course outlines of record approved by the Academic Senate, and does not send them on for District processing when he is not convinced of their suitability.17

The president’s role in ensuring that the allocation of resources supports and improves achievement and learning extends from accepting recommendations arising in the planning and resource allocation cycle, to directing that recommendations of the Faculty Position Identification and Prioritization Committee be backed up with program viability reports.18

**Analysis and Evaluation:**

The College meets this Standard. By fall 2016, the Board of Trustees will select a new permanent president for West Los Angeles College. Because of West’s strong system of participatory governance, staff, faculty, students, and administrators will be ready to assist the president in continuing to improve the College as a student-centered learning institution.

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**Standard IV.B.4**

*The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times.*

*Faculty, staff and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.*

**Evidence of Meeting the Standard:**

As a member of the Accreditation Steering Committee, the president “provides leadership for the college’s accreditation efforts.”19 The position description for the president specifically states the president “Serves as a knowledgeable advisor familiar with the accreditation process, continuous quality improvement, and fact-based, collaborative decision making.”20

The president ensures that adequate resources are provided to support the accreditation self-evaluation effort. The president designated the vice president of academic affairs as Accreditation Liaison

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17 Administrative Regulation E-65
18 Educational Policies and Standards Committee Minutes, February 11, 2015
19 Accreditation Steering Committee
20 President Job Posting
STANDARD IV-B

The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

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21 Accreditation Steering Committee
22 Accreditation Matters Newsletter
23 Professional Learning Week flyer
24 Town Hall flyer

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25 Accreditation Committee Matrix
Evidence of Meeting the Standard:

The college president participates in semi-monthly Board of Trustees meetings, monthly Presidents’ Council meetings with the other presidents of LACCD and the LACCD chancellor, and monthly District Budget Committee meetings. The president also serves on the district-wide Energy Oversight Committee and the Bond Steering Committee.

The three vice presidents report directly to the president. Each of the vice presidents is responsible for overseeing each of the three service areas of the college: academic affairs, student services, and administrative services. The president holds weekly meetings with all three vice presidents (President’s Cabinet) at the College. The president routinely receives reports and input from the senior staff on college operational matters such as budget, new policy and regulations, accreditation, student success initiatives, college master plan strategies and execution, which assist the president in making executive decisions about the college. In addition, the president conducts weekly meeting with each vice president to discuss matters specific to their areas.

The president serves as a non-voting member of the College Council and attends semi-monthly Academic Senate meetings to report to faculty on any new statutes, regulations, or governing board policies. He regularly attends the Facilities Committee, the Budget Committee, and the West Los Angeles College Foundation meetings, in addition to other college committees as needed.

The president signs off on all major expenses in consultation with and as prepared by the vice president of administrative services.

Analysis and Evaluation:

The College meets this Standard. The College president is ultimately responsible for all areas of the College. He participates in Board of Trustees, Chancellor’s Cabinet, and District Budget Committee meetings to remain current on statutes, regulations, and governing board policies. Through regular meetings with senior staff, the Academic Senate, the College Council, and other campus committees, the president assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.

The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard:

Since 2012, the College president has reached out to the communities surrounding West Los Angeles College by serving on boards, attending meetings, sponsoring events, and making presentations.\textsuperscript{29} He has been commended for his communication with homeowners near the College.\textsuperscript{30}

Analysis and Evaluation:

The College meets this Standard. Outreach extends to the surrounding community, Sacramento, Washington, and beyond. As the College strives to present its students to the world and the world to its students, it becomes ever more necessary to make the case for the College to government and business partners.

\textsuperscript{29} President’s Meeting Schedule
\textsuperscript{30} College Citizens’ Oversight Committee Minutes December 4, 2012, page 2
### Changes and Plans

**Arising Out of the Self Evaluation**

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<td>Expansion of the Office of Research and Planning</td>
<td>IV.B.3</td>
<td>President, Dean of Research and Planning</td>
<td>2013</td>
<td>Improved ability to use data to guide decision-making</td>
</tr>
<tr>
<td>Development and approval of the Equity Plan</td>
<td>IV.B.3</td>
<td>President, Vice President of Student Services, SEAC, Office of Research and Planning, Academic Senate</td>
<td>2014</td>
<td>Equity Plan, focus on disaggregated data to guide student success initiatives</td>
</tr>
<tr>
<td>Development and approval of the SSSP Plan</td>
<td>IV.B.3</td>
<td>President, Vice President of Student Services, SEAC, SSSP Coordinator, Office of Research and Planning, Academic Senate</td>
<td>2013</td>
<td>SSSP Plan, increase in numbers of students completing CSEPs</td>
</tr>
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### CHANGES MADE DURING THE SELF-EVALUATION PROCESS

<table>
<thead>
<tr>
<th>CHANGE, IMPROVEMENT AND INNOVATION</th>
<th>STANDARD</th>
<th>COLLEGE LEADS</th>
<th>COMPLETION DATE</th>
<th>OUTCOME</th>
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</thead>
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<td>Development and approval of the Facilities Plan</td>
<td>IV.B.3</td>
<td>President, Vice President of Administrative Services, Facilities Committee</td>
<td>2013</td>
<td>Revised Facilities Master Plan</td>
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<tr>
<td>Update of the Technology Master Plan</td>
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<td>CEO role in accreditation</td>
<td>IV.B.4</td>
<td>President</td>
<td>2012-2015</td>
<td>Increased level of faculty reassigned time to accreditation efforts; faculty served on accreditation visiting teams and attended accreditation trainings</td>
</tr>
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IV.C. GOVERNING BOARD

Standard IV.C.1

The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

The Los Angeles Community College District’s Governing Board (Board) was authorized by the California Legislature in 1967, in accordance with Education Code sections 70902 and 72000. The Board consists of seven members elected by voters of the school districts composing the District. The Board of Trustees approves all courses, both for credit and noncredit, as well as degree and certificate programs. The Board, through policy and action, exercises oversight of student success, persistence, retention, and the quality of instruction.¹

Evidence of Meeting the Standard:

The Board sets policies and monitors the colleges’ programs, services, plans for growth and development, and ensures the institution’s mission is achieved through Board Rules, Chancellor Directives, and Administrative Regulations.²

In addition, the Board establishes rules and regulations related to academic quality and integrity, fiscal integrity and stability, student equity and conduct, and accountability and accreditation.³

The Board, through its standing and ad hoc committees, receives and reviews information and sets policy to ensure the effectiveness of student learning programs and services, as well as the institutions’ financial stability.⁴

The Board exercises responsibility for monitoring academic quality, integrity, and effectiveness through (1) the approval of all new courses and programs, (2) regular institutional effectiveness reports, (3) yearly review of offerings to underprepared students, and (4) in-depth policy discussions related to student achievement.⁵

¹ Board Rule 2100
² Board Rule 2300-2303; Chancellor Directives, 8/3/15; Administrative Regulations, 8/3/15
³ Board Rule 2305-2315
⁴ Board Rule 2604-2607.15
⁵ BOT agenda & minutes for 2/9/11; BOT agenda & minutes for 3/7/12; BOT agenda & minutes for 4/3/13; BOT agenda & minutes for 4/23/14; BOT agenda & minutes for 1/14/15
The Board receives quarterly financial reports, allowing it to closely monitor the fiscal stability of the District. Board agendas are structured under specific areas: Budget and Finance (BF items), Business Services (BSD items), Human Resources (HRD items), Educational Services (ISD items), Facilities (FPD items), Chancellors Office (CH items) and Personnel Commission (PC items). This structure allows for full information on individual topics to be provided in advance of Board meetings.6

**Analysis and Evaluation:**

The College meets this Standard. The LACCD Board of Trustees has authority over, and responsibility for, all aspects of the institution as established in policy and documented in practice. The Board exercises its legal authority and fulfills the responsibilities specified in policy and law. Board agendas are highly detailed and Board members closely monitor all areas of their responsibility, as evidenced in Board meeting calendars, meeting agendas, Board information packets, reports, and minutes.

Board policies governing academic quality are routinely reviewed by designated ESC divisions for compliance and effectiveness and, where needed, updated. The Board routinely reviews student outcomes and, with input from the faculty, student and administrative leadership, sets policy to strengthen institutional effectiveness. The Board receives monthly, quarterly and semi-annual financial information, including enrollment projects and bond construction updates, and acts in accordance with established fiscal policies. The District meets this Standard.

**Standard IV.C.2**

The governing board acts as a collective entity. *Once the board reaches a decision, all board members act in support of the decision.*

The Board of Trustees is a highly engaged entity. Board members bring differing backgrounds and perspectives to their positions. At meetings, they engage in full and vigorous discussion of agenda items and share individual viewpoints. However, once a decision is reached and members have voted, they move forward in a united fashion.

**Evidence of Meeting the Standard:**

The Board’s commitment to act as a unified body is reflected in their Code of Ethical Conduct where Trustees “recognize that governing authority rests with the entire Board, not with me as an individual. I will give appropriate support

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6 BOT agenda & minutes for 11/2/11; BOT agenda & minutes for 11/7/12; BOT agenda & minutes for 11/6/13; BOT agenda & minutes for 5/14/14; BOT agenda & minutes for 4/15/15
to all policies and actions taken by the Board at official meetings.7

Consent agenda items are frequently singled out for separate discussion or vote at the request of individual Board members. Once all members have had a chance to make their views known and a vote is taken, the agenda moves forward without further discussion. Examples of decisions where Trustees have held divergent views, yet acted as a collective entity, include approval of Van de Kamp Innovation Center, the approval of the lease for the Harbor College Teacher Preparatory Academy, student expulsions, ratification of lobbying service contracts, and revision to graduation requirements.8

Analysis and Evaluation:

The College meets this Standard. Board policies and procedures provide a framework for members’ collective action and guide Board discussion, voting, and behavior during and outside of Board meetings. Board members are able to engage in debate and present multiple perspectives during open discussion but still come to collective decisions and support those decisions once reached. Minutes from Board actions from recent years substantiate this behavior. The District meets this Standard.

Standard IV.C.3

The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

The Board follows California Education Code, Board policies, and the District’s Human Resource Guide R-110 in the selection and evaluation of the Chancellor and college presidents.

Evidence of Meeting the Standard:

Selection of Chancellor

The hiring of a Chancellor starts with Board action authorizing the Human Resources Division to launch a search. The Board then hires an executive search firm and oversees the Chancellor selection process.9

The most recent Chancellor search (2013) illustrates the process. The Board hired an executive search firm, which then convened focus group/town hall meetings at all colleges and the Educational Services Center. During these meetings, employee and student input was solicited to develop a “Chancellor’s Profile” describing the desired qualities and characteristics for a new leader. The Chancellor’s Profile was used to develop a

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7 Board Rule 2300.10
8 BOT Minutes Consent Items Discussions, 2012-2015
9 HR R-110; BOT Agenda, BT6, Chancellor search, 5/1/13
job description and timeline for selection and hiring of the new Chancellor.\(^{10}\)

The Board’s search committee began meeting in August 2013 and began interviewing candidates in October 2013. The Board held closed sessions related to the selection of the Chancellor from October 2013-March 2014. On March 13, 2014, the Board announced its selection of Dr. Francisco Rodriguez. Dr. Rodriguez began his tenure as LACCD Chancellor on June 1, 2014.\(^{11}\)

**Evaluation of Chancellor**

The Chancellor’s contract includes a provision for an annual evaluation to be conducted by the Board of Trustees. General Counsel is the designated District entity who works with the Board during this process.\(^{12}\)

Chancellor’s Directive 122: Evaluation of the Chancellor indicates that the Board may solicit input from various constituents, typically including the college presidents, District senior staff, the Academic Senate presidents and union representatives. It also states the Chancellor will prepare and submit a written self-evaluation, based upon his or her stated goals.\(^{13}\)

Once submitted, the Board discusses drafts of the evaluation in closed session. When their assessment is complete, the Board meets with the Chancellor and s/he is provided the final, written document. A signed copy of the Chancellor’s evaluation is maintained in the Office of General Counsel.\(^{14}\)

**Selection of College Presidents**

The Board shares responsibility with the Chancellor for hiring and evaluating the performance of college presidents. Board Rule 10308 specifies the selection procedures, which typically involve national searches.\(^{15}\)

Board action is required to initiate the presidential search process, directing the Chancellor to begin the process pursuant to Board Rule 10308. Recent Board actions authorizing president searches include Harbor, Southwest and Valley Colleges in June 2014, and West Los Angeles College in June 2015.\(^{16}\)

Per the timeline set by Board action, the Chancellor convenes a Presidential Search Committee comprised of representatives of all stakeholder groups per Board Rule 10308. After consultation with the Board

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10 **Chancellor Profile Development Announcement, 5/9/13**; **Chancellor Job Description, May 2013**; **Chancellor Selection Timeline, May 2013**
11 **Chancellor Search Announcement, 5/1/13**; **Chancellor selection closed Board session agendas 2013-2014**; **LA Times article, 3/13/14**
12 **Chancellor’s Directive 122**
13 **Chancellor evaluation data collection form, 12/5/07**; **Blank Chancellor evaluation form**
14 **BOT Agendas, Chancellor evaluation closed sessions, 11/19/14-6/13/15**
15 **BR 10308**
16 **HRD1 Board resolution, 6/25/14**; **HRD1 Board resolution, 6/24/15**
and Presidential Search Committee of the applicable college, the Chancellor oversees the recruitment and advertising plan, which may include the retention of a search firm upon Board approval. The Presidential Search Committee forwards at least three unranked semifinalists to the Chancellor.

After conducting interviews, the Chancellor compiles information from background and reference checks and forwards the names of the finalist(s) to the Board of Trustees for consideration. The Board holds closed Board sessions on presidential selection when interviewing candidates.\(^{17}\)

**Evaluation of College Presidents**

As detailed in Chancellor’s Directive 122, contracts for college presidents include a provision for an annual evaluation conducted by the Chancellor. College presidents complete an annual Presidential Self-Assessment, update their goals for the following year, and meet with the Chancellor to review both documents. In addition, presidents undergo a comprehensive evaluation at least every three years. In this process, the president’s self-evaluation is supplemented by an evaluation committee, which collects input from peers and completes the Presidential Evaluation Data Collection form. The Chancellor then prepares a summary evaluation memo, which is shared with the college president.\(^{18}\)

The presidential evaluation process is used to determine salary increases, as well as recommendations to the Board on the renewal of contracts. Corrective action, if needed, can include suspension, reassignment, or resignation.\(^{19}\)

**Analysis and Evaluation:**

The College meets this Standard. The Board takes its responsibility for selecting and evaluating the Chancellor very seriously, following a set selection and evaluation process. In turn, the Chancellor is responsible for selecting and evaluating those who directly report to him/her (including college presidents, general counsel, the deputy chancellor and vice chancellors). With the assistance of the Human Resources division, the Chancellor and Board have followed selection and evaluation requirements for its senior administrators. The District meets this Standard.

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\(^{17}\) BOT closed agendas president selection 5/2010-6/2015

\(^{18}\) Chancellor’s Directive 122; Performance Evaluation Process for college presidents

\(^{19}\) BOT closed agendas president evaluations 8/2010-6/2014
Standard IV.C.4

The governing board is an independent, policy-making body that reflects the public interest in the institution’s educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure.

The Board of Trustees consists of seven members elected for four-year terms by qualified voters of the school districts composing the Los Angeles Community College District. The Board also has a Student Trustee, elected by students for a one-year term. The Student Trustee has an advisory vote on actions other than personnel-related and collective bargaining items.20

Evidence of Meeting the Standard:

Board rules mandate that the Board act as an independent policy-making body reflecting the public interest. Board policy states that the Board, acting through the Chancellor, or designee, monitors, supports, and opposes local, state and national legislation to “…protect and to promote the interests of the Los Angeles Community College District.”21

The Board independently carries out its policy-making role through four standing committees: Budget and Finance, Institutional Effectiveness and Student Success, Legislative and Public Affairs, and Facilities Master Planning and Oversight.22

The Board forms additional ad hoc committees and subcommittees to investigate and address specific policy issues. They formed the following ad hoc committees during the 2014-15 year: (1) Campus Safety and Emergency Preparedness; (2) Outreach and Recruitment; (3) Environmental Stewardship; and (4) Summer Youth Employment. Two subcommittees were formed during this same period: Campus Safety and Emergency Preparedness. Previous years’ ad hoc committees have included Adult Education and Workforce Development (January 2014), Contractor Debarment (November 2011) and the Personnel Commission (January 2014).23

The Board maintains its independence as a policy-making body by studying all materials in advance of meetings, being well informed before engaging in District business, and asking questions and requesting additional information as needed. Before each Board or committee meeting, members receive a Board Letter, detailing all pending actions, follow-up on previous requests, and information related to personnel, litigation, and other confidential matters.24

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20 Board Rule 2101-2102; Board Rule 21001.13
21 Board Rule 2300; Board Rule 1200-1201
22 Board Rule 2605.11
23 BOT Ad Hoc Committees, 8/4/15
24 Board letters, 2013-2015
Board members engage with local communities across the District. They receive a wide range of input from community and constituent groups by holding meetings at the nine colleges in addition to the District office. This practice helps broaden Board members’ perspectives on colleges’ diversity and the educational quality issues affecting individual colleges. Members of the public have the opportunity to express their perspectives during the public comments section of each Board meeting, when individual agenda items are under consideration, and through direct correspondence with the Board. Such input contributes to the Board’s understanding of the public interest in institutional quality and is taken into consideration during deliberations.25

Additionally, members of the public can submit direct inquiries to the Board via the District website and will receive a response coordinated by the Chancellor’s Office.26

The Board’s role in protecting and promoting the interests of the LACCD is clearly articulated in Board Rules. The Board has historically defended and protected the institution from undue influence or political pressure. For example, the Board heard from numerous constituents who spoke against the Van de Kamp Innovation Center and the discontinuance of LA Pierce College’s Farm contractor during public agenda requests at Board meetings. The Board follows Board Rules in considering these issues, then makes independent decisions based on the best interest of the institution, educational quality, and its students.27

The Board engages in advocacy efforts on behalf of the District in particular, and community colleges in general, through its legislative advocates in Sacramento and in Washington, DC. Annually, the Board sets its policy and legislative priorities in consultation with the Chancellor, their State legislative consultant, McCallum Group Inc., and federal lobbyist firm, Holland and Knight. The Board regularly discusses and takes action, either in support of or against, state and federal legislation with the potential to affect the District and its students.28

Analysis and Evaluation:

The College meets this Standard. Board members work together collaboratively to advocate for and defend the interests of the District. Public input on the quality of education and college operations is facilitated through open session comments at Board meetings, and through the Board’s consistent adherence to open meeting laws and principles. The LACCD

25 BOT minutes, public agenda speakers, 2015; BOT minutes, educational quality speakers, 2015
26 Screenshot of Public Inquiry Email to Board President
27 Board Rule 3002-3003.30; BOT minutes, VKC and Farm, 10/15/11 and 4/29/15
28 Legislative and Public Affairs Committee, Board Legislative Priorities for 2015, 11/19/14; BOT agendas, Legislative advocacy, 2015; BOT minutes, 2015-16 Federal Legislative Priorities, 8/19/15
service area is extremely dense and politically diverse, and members of the public advocate strongly for their respective interests. Regardless, through the years, the Board of Trustees has remained focused on its role as an independent policy-making body and diligently supports the interests of the colleges and District in the face of external pressure. The District meets this Standard.

Standard IV.C.5

_The governing board establishes policies consistent with the district mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability._

The Board sets and updates policies consistent with the District’s mission, and monitors their implementation to ensure the quality, integrity, and improvement of student learning programs and services. Recent Board actions include revising and strengthening rules governing academic probation and disqualification (BR 8200); graduation, General Education and IGETC/CSU requirements (BR 6200); and academic standards, grading and grade symbols (BR 6700). Active faculty participation through the District Academic Senate provides the Board with professional expertise in the area of academic quality.

_Evidence of Meeting the Standard:_

**Educational Quality, Integrity and Improvement**

The Board’s policies regarding educational programs and academic standards help ensure that the mission of the Los Angeles Community College District is realized in providing “…our students [with] an excellent education that prepares them to transfer to four-year institutions, successfully complete workforce development programs designed to meet local and statewide needs, and pursue opportunities for lifelong learning and civic engagement.”

Chapter VI of LACCD Board Rules (Instruction, Articles I-VIII) establishes academic standards, sets policies for graduation, curriculum development and approval, and sets criteria for program review, viability, and termination. Regulations governing educational programs are implemented as detailed in Section IV of LACCD Administrative Regulations (“E-Regs”) (see Standard IV.C.1).

The Board’s Institutional Effectiveness and Student Success (IESS) Committee

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29 _Board Rule 2300-2303.16 and 2305_; _Board Rule 1200_

30 _BR Ch. VI, Articles I-VIII, Instruction_
“…fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters. The committee’s responsibilities include the coordination of accreditation activities, oversight of District-wide planning processes and all issues affecting student success, academic policies and programmatic changes. Its specific charge is to: 1) Review and approve a coordinated timeline for institutional effectiveness and accreditation planning processes throughout the District; 2) Review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon; 3) Monitor college compliance with the Standards of Accreditation of the Association of Community Colleges and Junior Colleges; 4) Monitor existing planning and evaluation practices relative to student completion initiatives; and 5) Facilitate the review, update and revision of the long-range strategic plan and goals every five years; and 6) Discuss potential new or revised curricular programs and services within the District, and encourage the development of new programs and services as may be appropriate.”31

The IESS Committee reviews, provides feedback on, and approves reports containing institutional effectiveness and student success indicators. For example, this Committee reviews colleges’ Student Equity Plans, Strategic Plans, and mission statements. Board members are actively engaged in asking for clarification on college reports, presentations, and plans to better their understanding and support of the colleges (see Standard IV.C.8).32

**Ensuring Resources**

The Board ensures colleges have the necessary resources to deliver quality student learning programs and services. Board support is evidenced in budget policies, the budget development calendar, and the tentative and final budgets, which are reviewed and approved after substantial discussion. Allocation formulas are implemented to ensure appropriate distribution of funds are made that are consistent with the District’s and colleges’ mission to support the integrity, quality and improvement of student learning programs and services (see Standard III.D.11).33

The Board’s Legislative and Public Affairs Committee monitors legislative initiatives and pending legislation which may affect the District, and advocates for policies which will have a positive impact. The Chancellor and Board members meet regularly with state lawmakers and educational leaders to promote legislation and other initiatives intended to improve student access and secure funding for community colleges and specific programs.34

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31 **Board Rule 2605.11**
32 **Board Rule 2314**
33 **Board Rule 2306 and 7600-7606; LACCD Budget Development Calendar; 2015-2016 Final Budget; District Budget Allocation Mechanism amendment, 6/3/12**
34 **LPA minutes, July 2014-June 2015**
Financial Integrity and Stability
The Board is responsible for the financial integrity and stability of the District. The Budget and Finance Committee (BFC) is a standing committee of the Board whose charge is to review and recommend action on fiscal matters prior to full Board approval. As articulated in Chapter II, Article IV, 2605.11.c, the Committee recommends action on the tentative and full budget; general, internal and financial audits; quarterly financial reports, and bond financing (see Standard III.D.5).35

The BFC monitors the financial stability of each college and reviews annual District financial reports as required by Board Rule 7608. The committee critically reviews and approves monthly enrollment and FTES reports, which involve members asking college presidents to elaborate on fiscal fluctuations and enrollment trends. The Committee also sets annual goals that are consistent with their role and mission to maintain financial stability for the District.36

Board policy mandates a 10% District reserve. Use of contingency reserves is only authorized upon recommendation of the Chancellor, the (Chief Financial Officer (CFO) and the District Budget Committee, and requires a super-majority vote by the full Board.37

The Board approved Fiscal Accountability policies in October 2013. These policies hold each college, and college president, responsible for maintaining fiscal stability. Board members evaluate and authorize college’s requests for financial assistance for fiscal sustainability.38

The Board’s Facilities Master Planning and Oversight Committee (FMPOC) oversees the Bond Construction Program. Based on recommendations made in 2012 by both an independent review panel and the ACCJC, the Board embarked on a wide range of activities to strengthen fiscal control of the Program. These actions were subsequently determined by the Commission to have resolved the issues identified in its February 7, 2014 letter to the District.39

Legal Matters
The Board is apprised of, and assumes responsibility for, all legal matters associated with the operation of the nine campuses and the Educational Services Center. The Board closely monitors legal issues that arise in the District, reviewing them in closed session, and approving decisions during open session as required by law. The District’s Office of General Counsel provides legal counsel to the Board and ensures the District is in

35 Board Rule 2605.11
36 Board Rule 7608 ; BFC minutes, Quarterly reports, 11/2014-5/2015 ; BFC agendas, 2014-15
37 2015-2016 Final Budget, Appendix F, Reserve policy, p. 3 ; BOT Agendas approval of contingency reserves, 7/9/14 and 8/5/15
38 BOT agenda BF2, 10/9/13 ; BFC minutes 6/11/14, 2/11/15 and 9/6/15 and BOT agenda, 8/5/15 regarding college financial requests
39 ACCJC letter, 2/7/14
compliance with local, state, and federal regulations.40

Analysis and Evaluation:
The College meets this Standard. As documented above, the standing policies and practice of the Board of Trustees demonstrates that they assume the ultimate responsibility for policies and decisions affecting educational quality, legal matters, and financial integrity and stability of the Los Angeles Community College District. The Board holds college presidents and the Chancellor, publicly accountable for meeting quality assurance standards associated with their educational and strategic planning efforts. The District meets this Standard.

Standard IV.C.6

The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Chapter VI of LACCD Board Rules delineates all structural and operational matters pertaining to the Board of Trustees. Board rules are published electronically on the District website. The Office of General Counsel also maintains, and makes available to the public, paper (hard) copies of all Board rules and administrative regulations. Board rules are routinely reviewed and updated.

Evidence of Meeting the Standard:
Board membership, elections, mandatory orientation and annual retreats, and duties and responsibilities of the governing board are defined in Chapter II of the LACCD Board Rules.41

- **Article I – Membership** – includes membership, elections, term of office, procedure to fill vacancies, orientation, compensation and absence of both Board members and the Student Trustee.
- **Article II – Officers** – delineates the office of president, vice president, president pro tem, and secretary of the Board.
- **Article III – Duties of the Board of Trustees** - includes powers, values, expectation of ethical conduct and sanctions for failure to adhere thereby; governance, self-evaluation, disposition of District budget, calendar, monuments and donations; acceptance of funds; equity plans, and conferral of degrees.
- **Article IV – Meetings** – Regular, closed session and annual meetings; order of business, votes,

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40 [BOT closed session agenda on legal issues ; Board Rule 4001](#)

41 [Screenshot of Board Rules online ; Board Rule 2100-2902 ; Board Rule 21000-21010](#)
agendas and public inquiries; number of votes required by type of action, and processes to change or suspend Board rules.

- **Article V – Communications to the Board** – written and oral communications; public agenda speakers; expectations of behavior at Board meetings and sanctions for violation thereof;

- **Article VI – Committees of the Board of Trustees** – delineates standing, ad hoc, citizens advisory and student affairs committees.

- **Article VII – Use of Flags** – provisions thereof.

- **Article VIII – Naming of College Facilities** – provisions to name or re-name new or existing facilities.

- **Article IX – General Provisions** – including travel on Board business; job candidate travel expenses, and approval of Board rules and administrative regulations.

- **Article X – Student Trustee Election Procedures** – including qualifications, term of office, election, replacement and other authorizations.

**Analysis and Evaluation:**

The College meets this Standard. The Board publishes bylaws and policies, which are publicly available both electronically and on paper. These policies are routinely reviewed and updated by the Office of General Counsel under the supervision of the Chancellor and the Board. The District meets this Standard.

**Standard IV.C.7**

*The governing board acts in a manner consistent with its policies and bylaws.*

The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.

The Board of Trustees is aware of, and operates in a manner consistent with, its policies and bylaws. The Board is actively engaged in regularly assessing and revising its policies and bylaws for their effectiveness in fulfilling the colleges’ and District’s mission and commitment to educational quality, institutional effectiveness, and student success.
Evidence of Meeting the Standard:

In accordance with Board Rules, the Board meets regularly during the academic year. Closed sessions, special, emergency, and annual meetings are held in accordance with related Education and Governance Codes.\(^{42}\)

As stipulated by Board rule, the Board conducts an annual orientation and training for new members; an annual self-assessment and goal-setting retreat, and an annual review of the Chancellor. Board goals are reviewed and updated annually during the Board’s annual retreat.\(^{43}\)

The Board of Trustees is responsible for the adoption, amendment or repeal of Board rules in accordance with Board Rule 2418. The process for adoption, or revision, of Board rules and the administrative regulations that support them is outlined in Chancellor’s Directive 70. As the Board’s designee, the Chancellor issues Administrative Regulations. The District adopts other procedures, such as its Business Procedures Manual and Chancellor’s Directives, to establish consistent and effective standards.\(^{44}\)

The Chancellor, as the Board’s designee, assigns rules and regulations by subject area to members of his/her executive team for the triennial review. Administrative regulations stipulate the process for the cyclical review of all policies and regulations. Regulations are coded by a letter prefix that corresponds to the administrative area and “business owner,” e.g. Educational Regulations (“E-Regs”) and Student Regulations (“S-Regs”) are under the purview of the Educational Programs and Institutional Effectiveness division.\(^{45}\)

Under the guidance of the Chancellor, the Office of General Counsel conducts periodic reviews of Board Rules and Administrative Regulations and maintains master review records. The OGC monitors changes to Title 5 as well as State and federal law, and proposes revisions as needed. Changes to Administrative Regulations are prepared by the “business owner,” then consulted per Chancellor’s Directive 70. Formal documentation of the revision is submitted to OGC and subsequently posted on the District website.\(^{46}\)

During the 2014-15 academic year, the Educational Programs and Institutional Effectiveness (EPIE) division reviewed and updated twenty-eight Educational Services regulations.\(^{47}\)

As noted above, designated ESC administrative areas bring proposed Board

\(^{42}\) Board Rule 2400-2400.13; Board Rule 2402-2404

\(^{43}\) BOT agenda 6/13/15; BOT agenda 6/18/15

\(^{44}\) Chancellor’s Directive 70; Board Rule 2418

\(^{45}\) Administrative Regulation C-12; Board Rule Review Schedule 2015; Administrative Regulations Review Schedule 2015

\(^{46}\) Admin Reg Rev Form Template; E-97 review and comment

\(^{47}\) Admin Regs Review Schedule 2015; E-110 Confirmed Review, 4/22/15
Rule revisions for review and comment to key District-level councils, committees and stakeholders prior to being noticed on the Board agenda. Board members themselves, or individuals who were not part of the consultation process, have the opportunity to comment or request more information before the rule is finalized. Approved changes are posted on the District website.  

**Analysis and Evaluation:**

The College meets this Standard. Trustees act in accordance with established policies. Board meeting minutes and agendas provide clear evidence of the Board acting in a manner consistent with policies and bylaws. Board rules and administrative regulations are subject to regular review and revision by both District administrative staff and the Office of General Counsel, and are fully vetted through the consultation process. The District recently subscribed to the Community College League of California’s (CCLC) Board Policy and Administrative Procedure Service. The receipt of CCLC notifications on State regulation and policy changes will further strengthen the District’s regular update of Board policies and procedures. The District meets this Standard.

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**Standard IV.C.8**

To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.

At set intervals throughout the year, the Board of Trustees reviews, discusses and accepts reports that address the quality of student learning and achievement. The primary, but by no means only, mechanism for such inquiry is the Board’s Institutional Effectiveness and Student Success Committee (IESS).

**Evidence of Meeting the Standard:**

The Institutional Effectiveness and Student Success Committee “fulfills an advisory, monitoring and coordinating role regarding accreditation, planning, student success and curriculum matters” and fulfills its charge to “review and provide feedback on indicators of institutional effectiveness so that common elements, themes, and terms can be identified, reviewed and agreed upon.” Committee reports are received on behalf of the full Board, and the Committee has the authority to request revisions or further...
information before recommending items to the entire Board for approval.\textsuperscript{49}

The Board reviews and approves colleges’ academic quality and institutional plans annually. The Board also participates in an annual review and analysis of the State’s Student Success Scorecard, which reports major indicators of student achievement. It reviews and approves colleges’ Educational and Strategic Master Plans every five years, or sooner if requested by the college. At its recent retreat, the Board reviewed national and District student completion data for the past six years. The Board discussed factors that may contribute to low completion rates and possible goals focusing on improving students’ completion rates across the District.\textsuperscript{50}

The Board has taken a special interest in the performance of underprepared students. In June 2014, the Institutional Effectiveness and Student Success Committee (IESS) requested a presentation on the success rates and challenges faced by underprepared students districtwide. In addition, the Board was updated on the number of basic skills offerings relative to the number of underprepared students by college. In response, the Board urged that more basic skills sections be offered to support the success of these students.\textsuperscript{51}

The Board annually reviews student awards and transfers to four-year colleges and universities.\textsuperscript{52}

The Board reviews students’ perspectives on learning outcomes and key indicators of student learning as a part of the District’s biennial Student Survey. The Survey provides an opportunity for students to share their educational experiences and provide feedback to colleges and the District.\textsuperscript{53}

In spring 2015, the Board reviewed and approved college and District-level goals for four State-mandated Institutional Effectiveness Partnership Initiative (IEPI) indicator standards on successful course completion, accreditation status, fund balances, and audit status.\textsuperscript{54}

During the approval process, accreditation reports are reviewed, especially with

\textsuperscript{49} Board Rule 2605.11
\textsuperscript{50} IESS minutes and PPT 6/24/15; IESS agenda 12/17/14; IESS minutes 11/19/14; IESS minutes 9/17/14; IESS minutes 1/29/14; IESS minutes 12/4/13; IESS minutes 11/20/13; BOT agenda and PPT 9/2/15; BOT agenda and DAS Board meeting notes 8/19/15; BOT agenda and PPT 5/13/15; BOT agenda 4/15/15; BOT agenda 3/11/15; BOT agenda 1/28/15; BOT minutes 8/20/14; BOT agenda, CH1, 2/26/14
\textsuperscript{51} IESS Agenda and Underprepared Students PPT, 6/11/14
\textsuperscript{52} IESS agenda and PPT 5/13/15
\textsuperscript{53} IESS agenda 1/29/14; IESS minutes 3/26/14; District certificate report and degree reports, 3/26/14
\textsuperscript{54} Certificates Attached to Degrees, Summary by College, 4/29/14
\textsuperscript{53} 2014 Student Survey Question 25 and results; IESS minutes & Student Survey results PPT, 5/27/15
\textsuperscript{54} BOT agenda and PPT, 6/10/15
regard to college plans for improvement of student learning outcomes.\textsuperscript{55}

In December 2015, the Board will vote on a revision to Board Rule 6300 to expressly affirm the District’s commitment to integrated planning in support of institutional effectiveness.\textsuperscript{56}

**Analysis and Evaluation:**

The College meets this Standard. The Board is regularly informed of key indicators of student learning and achievement, both as a whole and through its Institutional Effectiveness and Student Success Committee. Board agendas and minutes provide evidence of regular review, discussion and input regarding student success and plans for improving academic quality.

The Board’s level of engagement, along with knowledge about student learning and achievement, has continued to grow over the years. Board members ask insightful questions and expect honest and thorough responses from the colleges. The Board sets clear expectations for improvement of student learning outcomes. The District meets this Standard.

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55 BOT minutes 3/28/13; IESS minutes 9/25/13; BOT agenda 3/11/15
56 BOT agenda 11/4/2015 Board Rule 6300 Revision

**Standard IV.C.9**

*The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.*

The District has a clear process for orienting Board members, which includes an overview of District operations, a review of ethical rules and responsibilities, a briefing on compliance with the Ralph M. Brown and Fair Political Practices acts, a review of the roles of auxiliary organizations and employee organizations, and a discussion about preparing for, and conduct during, Board meetings. The Chancellor, in consultation with the president of the Board, facilitates an annual Board retreat, and schedules regular educational presentations to the Board throughout the year.

**Evidence of Meeting the Standard:**

**Board Development**

The Board has had a formal orientation policy since 2007. There are also long-standing procedures for the orientation of the Student Trustee. All new Board members are oriented before taking office. Most recently, orientation sessions for new
members who began their terms on July 1, 2015 were conducted in June 2015.57

Board member orientation also includes an overview of the functions and responsibilities of divisions in the District office. Presentations on accreditation, conflict of interest policy, and California public meeting requirements (Brown Act) are also included in the orientation.58

A comprehensive and ongoing Board development program was implemented in 2010. Topics include Trustee roles and responsibilities; policy setting; ethical conduct; accreditation, and developing Board goals and objectives.59

In affirmation of their commitment to principles developed during their retreats, the Board revised their Rules to include a statement that Board members should work with the Chancellor to obtain information from staff, and avoid involvement in operational matters. Board rules were further revised to facilitate

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57 Board Rule 2105; Student trustee orientation procedures
58 BOT orientation agenda and packet, 6/4/15; BOT orientation agenda and packet, 6/18/15
59 BOT Agenda, minutes & handouts from 1/20/10; BOT Agenda and minutes, 12/10/10-12/11/10; BOT Agenda, minutes & handouts from 8/25/11-8/26/11; BOT Agenda, minutes & handouts from 4/19/12; BOT Agenda and minutes, 9/24/12; BOT Agenda and minutes, 11/13/12; BOT minutes and Action Improvement Plan, 3/19/13; BOT minutes & handouts, 10/22/13; BOT agenda, minutes & handouts, 8/23/14; BOT Agenda, minutes & handouts from 12/10/14

member training, conference attendance, and educational development.60

Trustees are encouraged to expand their knowledge of community college issues, operations, and interests by participating in Community College League of California (CCLC) statewide meetings and other relevant conferences. Trustees also complete the online ACCJC Accreditation Basics training, with new Trustees completing this training within three months after taking office (see Standard IV.C.11).61

**Continuity of Board Membership**

Board Rule Chapter II, Article 1, Section 2103 specifies the process the Board will follow in filling a vacancy that occurs between elections. The procedure ensures continuity of Board membership, as demonstrated. The Board followed the process when it appointed Angela Reddock (2007) to complete Trustee Waxman’s term, who resigned to accept a position outside of the District. The Board again followed this process when it appointed Miguel Santiago (2008) to fill the unexpired term of Trustee Warren Furutani, who was elected to another office. More recently, when Trustee Santiago was elected to the State Assembly, the Board determined not to fill his unexpired term, as the length of time between his departure (December 2014) and the next election (March 2015) was

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60 Board Rule 2300.10-2300.11
61 BOT agenda and minutes, 11/19/14 and 5/13/15; BOT ACCJC training certificates, 2012
allowed by law. The Board subsequently voted to appoint the individual elected to fill the vacant seat, Mike Fong, for the period remaining in the unexpired term (March 2015 to June 2015).62

Trustee elections are held on a staggered basis, with members serving four-year terms. An election is held every two years to fill either three or four seats. Three new Board members were elected in March 2015 with terms beginning July 1, 2015. A districtwide student election is held annually to select a student member, who has an advisory vote, in accordance with Board Rule Chapter II Article X.63

**Analysis and Evaluation:**

The College meets this Standard. The Board has a robust and consistent program of orientation as well as ongoing development and self-evaluation. Board members have demonstrated a commitment to fulfilling their policy and oversight role, and a responsibility for ensuring educational quality. The Board had followed policy in ensuring continuity of Board membership when vacancies have occurred. The staggering of Board elections has provided consistency in recent years and incumbents are frequently re-elected to their positions, providing continuity of governance. The District meets this Standard.

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62 Board Rule 2103; BOT Minutes 4/11/07; BOT Agenda 3/11/15
63 Board Rule 2102; Board Rule 21000

**Standard IV.C.10**

Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

The Board of Trustees consistently adheres to its self-evaluation policies. Board members routinely assess their practices, performance, and effectiveness in promoting and sustaining academic quality and institutional effectiveness. The Board’s self-evaluation informs their goals, plans and training for the upcoming year.

**Evidence of Meeting the Standard:**

In 2007 the Board adopted Board Rule 2301.10, which requires the Board to assess its performance the preceding year, and establish annual goals, and report the results during a public session. Since then, the Board has regularly conducted an annual self-evaluation of its effectiveness in promoting and sustaining academic quality and institutional effectiveness, as...
well as setting goals which are in alignment with the District Strategic Plan. The Board has regularly sought specialized expertise in conducting their self-evaluation. For the past two years, the Board contracted with Dr. Jose Leyba to assist in ensuring a comprehensive and consistent self-evaluation process, in alignment with ACCJC standards.

In May 2015, the Board conducted a leadership and planning session where they reviewed their plans for self-evaluation, along with ACCJC standards on Board leadership and governance, their previous (2014) self-assessment, and their proposed 2015 self-assessment instrument.

Also in May 2015, Board members completed individual interviews with the consultant, where they candidly assessed the Board’s effectiveness. The Board’s interview questions were adapted from the Community College League of California’s publication, “Assessing Board Effectiveness.”

The Board conducted a facilitated self-evaluation at their June 2015 meeting. Topics included a summary of the Board’s individual interviews, along with a self-assessment of their internal practices and effectiveness in promoting academic quality and institutional effectiveness. The Board also reviewed their progress in light of their 2014-2015 priorities and attainment of their 2013-2014 goals. Their individual self-assessments, group assessment, and data informed their plans for Board improvement and strategic initiatives and goals for 2015-2016 that included a focus on academic quality and institutional effectiveness.

The Board conducted a similar self-evaluation process with Dr. Leyba in 2014. Members evaluated their participation in Board training, their role in accreditation, adherence to their policy-making role, and received training on accreditation process and delegation of policy implementation to the CEO/Chancellor. The Board has used qualified consultants in prior years to facilitate their self-evaluation, ensuring that they meet the requirements of the Board Rule and this standard.

Analysis and Evaluation:

The College meets this Standard. The Board’s self-evaluation process has facilitated a focus on appropriate roles and responsibilities in the policy-making and accreditation activities of the District; and in helping promote and sustain educational improvement.

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64 Board Rule 2301.10
65 Jose Leyba bio
66 BOT agenda and minutes, 5/13/15; BOT Self-Evaluation 2015 Plan of Action, 5/13/15
67 BOT 2015 Self-Assessment Tool
68 BOT agenda and minutes, handouts & PPT, 6/13/15
69 BOT minutes and handouts, 3/13/14; BOT minutes, 2/6/13 and 3/19/13; BOT Evaluation Comparison Summary Report 2012-2013, 2/2013; BOT Actionable Improvement Plan, 3/19/13; BOT agenda and minutes, 2/21/12; BOT agenda, minutes and handouts, 1/20/10
quality, institutional effectiveness, and student success. All Board members regularly participate in training, orientation, goal-setting, and self-evaluation activities, which increased their knowledge of appropriate engagement in policy-making and oversight of student success and educational quality outcomes.

The Board and Chancellor are committed to continuously improve the Board’s self-evaluation process to ensure the District achieves better outcomes in promoting and sustaining academic quality, institutional effectiveness, and student success. The District meets this Standard.

Standard IV.C.11

The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution.

The Los Angeles Community College District has clear policies and procedures that govern conflict of interest for Board members as well as employees. Board Rule 14000 spells out the Conflict of Interest Code for the District and the Board. Board members receive an initial orientation before taking office, updates throughout the year, and file a yearly conflict of interest statement.70

Evidence of Meeting the Standard:

Board rules articulate a Statement of Ethical Values and Code of Ethical Conduct, along with procedures for sanctioning board members who violate District rules and regulations and State or federal law.71

Trustees receive certificates from the California Fair Political Practices Commission for conflict of interest training they complete every two years. Incoming Trustees are also trained on the District’s conflict of interest policy during orientation sessions (see Standard IV.C.9).72

The LACCD’s electronic conflict of interest form (California Form 700, Statement of Economic Interests) ensures that there are no conflicts of interest on the Board. The District’s General Counsel is the lead entity responsible for ensuring

70 Board Rule 14000
71 Board Rule 2300.10 – 2300.11
72 Trustee Ethics Certificates, 2013; Trustee Ethics Certificates, 2015
Trustees complete forms as required. Completed conflict of interest forms are available to any member of the public during normal business hours of the Educational Services Center.\textsuperscript{73}

Board members follow the code of ethics and conflict of interest policy by recusing themselves from Board discussion or abstaining from a Board vote where they have a documented conflict.\textsuperscript{74}

\textbf{Analysis and Evaluation:}

The College meets this Standard. The Board has a clearly articulated code of ethics and processes for sanctioning behavior that violates that code. Board members are required to electronically file conflict of interest forms, which remain on file in the Office of General Counsel. Board members are fully aware of their responsibilities and, to date, there have been no reported instances of violation by any Trustee or any sanctions discussed or imposed. A majority of the Board members have no employment, family ownership, or other personal financial interest in the institution. The District meets this Standard.

\textbf{Standard IV.C.12}

The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

The Board of Trustees delegates full authority to the Chancellor, who in turn, has responsibility for oversight of District operations and the autonomy to make decisions without interference. Per Board rule, Trustees specifically agree to participate in the development of District policy and strategies, while respecting the delegation of authority to the Chancellor and Presidents to administer the institution. Trustees pledge to avoid involvement in day-to-day operations.

\textbf{Evidence of Meeting the Standard:}

The Board “authorizes the Chancellor to adopt and implement administrative regulations when he/she finds regulations are necessary to implement existing Board Rules and/or a particular policy is needed which does not require specific Board authorization.”\textsuperscript{75}

The Board delegates full responsibility to the Chancellor and recognizes “that the Chancellor is the Trustees’ sole employee;

\textsuperscript{73} Trustees Form 700
\textsuperscript{74} BOT minutes 12/13/14
\textsuperscript{75} Board Rule 2902
[pledging] to work with the Chancellor in gathering any information from staff directly that is not contained in the public record.”

The Board’s delegation of full responsibility and authority to the Chancellor to implement and administer Board policies without Board interference is also evident in the Functional Area maps for the Board and for the Chancellor. The Board and Chancellor review their respective Functional Area maps on a regular basis, and update them as needed.

To avoid any perception of interference, Board member inquiries are referred to the Chancellor and his designees for response. The Board office documents information requests in a memo to the Deputy Chancellor’s Office, which in turn, enters it into a tracking system. Responses are then provided to all Trustees via the Board letter packet sent one week prior to each Board meeting.

In accordance with Chancellor’s Directive 122, the Board holds the Chancellor accountable for District operations through his/her job description, performance goals, and annual evaluation (see Standard IV.C.3). The Board works with the Chancellor in setting annual performance goals guided by his/her job description and the District Strategic Plan. Chancellor evaluations have been conducted in accordance with District policies (see Standard IV.C.3).

Analysis and Evaluation:

The College meets this Standard. In 2012, the ACCJC recommended that Trustees improve their understanding of their policy role and the importance of following official channels of communication through the Chancellor. The Board then commenced a series of trainings (see Standard IV.C.9). In Spring 2013, after a follow-up visit to three LACCD colleges, the visiting team found the District to have fully addressed the recommendation, stating “…the Board of Trustees has provided clear evidence to show its commitment to ensuring that Board members understand their role as policy makers [and]…the importance of using official channels of communication through the Chancellor or assigned designee.”

The Chancellor and his executive team continue to support the training and focus of the Board on its policy-making role. The Board adheres to existing policies when evaluating the performance of the Chancellor and appropriately holds him, as their sole employee, accountable for all District operations. These practices have effectively empowered the Chancellor to

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76 Board Rule 2300.10
77 Board Functional Area map 2015; Chancellor Functional Area map 2015
78 BOT Info Request Tracking Document; Board letter 5/27/15
79 Chancellor’s Job Description, May 2013; Chancellor’s Directive 122
80 BOT closed agendas chancellor evaluation 11/2014-6/2015
81 Spring 2013 Evaluation Team Report and June 2013 ACCJC letter
manage the operations of the District and provide a structure by which the Board holds the Chancellor accountable. The District meets this Standard.

**Standard IV.C.13**

*The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college’s accredited status, and supports through policy the college’s efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.*

The LACCD Board of Trustees has a strong, and ongoing, focus on accreditation. All Board members are made aware of Eligibility Requirements and accreditation Standards, processes, and requirements. The Board takes an active role in reviewing colleges’ accreditation reports and policy-making to support colleges’ efforts to improve and excel.

**Evidence of Meeting the Standard:**

To ensure that Board members are knowledgeable about the Eligibility Requirements, Commission policies, and all aspects of accreditation, Trustees receive annual training on accreditation, which includes a review of the ACCJC publication *Guide to Accreditation for Governing Boards*, their role and responsibilities therein, and presentation on the accreditation status for each of the nine colleges. All Board members complete the ACCJC’s online *Accreditation Basics* training within three months of entering office (see Standard IV.C.9).82

The Board has had a consistent focus on accreditation. The Board supports through policy the colleges’ efforts to improve and excel. The Board created an Ad Hoc Committee on Accreditation in December 2013 in acknowledgement of the Board’s goal to have all colleges gain full reaffirmation of accreditation.83

In order to engage and support faculty, staff and students at colleges undergoing accreditation, the Ad Hoc Committee on Accreditation visited Mission, Valley and Southwest colleges to meet with their accreditation teams and campus leadership to review and discuss their accreditation status and reporting activities in early 2014. In Fall 2014, the duties of the Ad Hoc Committee were formally incorporated into the charge of the Board’s Institutional Effectiveness and Student Success (IESS) Committee.84

During the 2014-2015 academic year, the IESS Committee held special committee meetings at the four colleges that were preparing Follow-Up or Midterm Reports.

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82 BOT Accreditation Training Minutes, 11/3/12; BOT Accreditation Training Minutes, 10/22/13; BOT Accreditation Training Minutes, 12/10/14

83 BOT minutes, 12/11/13, p. 4

84 Accreditation Ad Hoc Committee agendas 2014
The IESS committee met with each college’s accreditation team, received a formal presentation on their accreditation report, and discussed accreditation-related issues. This committee has decided to utilize this same process for their review and approval of all colleges’ Self-Evaluation reports in the fall 2015 semester.85

The Board’s focus on accreditation is evident as it is a standing agenda item for the IESS Committee. Formal presentations and updates on colleges’ accreditation status and accreditation activities at the District level have been made regularly. In addition to monthly District-level updates, the Committee reviews and approves all college accreditation reports.86

In 2013 and 2014, the Board committed funding to support the colleges and the Educational Services Center (ESC) in their accreditation activities. These funds are dedicated to fund faculty accreditation coordinators, provide college-wide training, and offer technical support to help each college strengthen its accreditation infrastructure.87

Each year the Board devotes one meeting to an accreditation update under the direction of the Committee of the Whole (COW). In April 2015, the Committee received an update on Districtwide accreditation activities and benchmarks achieved over the past year. Additionally, the EPIE division gave an accreditation update to the Board in January 2015.88

In addition to its IESS committee, the Board reviews and approves all accreditation reports.89

The Board participates in the evaluation of its roles and functions in the accreditation process during its annual self-evaluation (see Standard IV.C.10). This includes their review and approval of their updated Functional Area map and evaluation of their adherence to the stated roles and responsibilities.90

Analysis and Evaluation:

The College meets this Standard. Through active oversight by the Institutional Effectiveness and Student Success Committee, Board members have become more engaged in and aware of the accreditation process. Board members receive regular trainings and presentations on accreditation. The Board of Trustees reviews and approves all accreditation reports prior to their submission to the ACCJC. Decisions and discussion of policy frequently reference their impact in helping the colleges meet accreditation standards. The District meets this Standard.

85 IESS committee minutes 12/9/14, 12/11/14, and 2/2/15
86 IESS committee agendas for 2013-2015; IESS Accreditation Update PPT, 11/19/14; IESS Accreditation Recap PPT, 2/25/15; IESS Accreditation Update PPT, 3/25/15; IESS Accreditation Update PPT, 4/29/15; IESS committee minutes for 6/24/15; IESS Accreditation Update PPT, 4/29/15; IESS Accreditation Update PPT, 6/24/15; IESS committee minutes for 6/11/14
87 IESS Minutes, 8/21/13; BOT Minutes 6/11/14
88 COW PPT, 4/29/15; BOT Minutes, 8/22/12; BOT Accreditation Update PPT, 1/28/15
89 BOT Agendas, 3/12/14, 2/11/15 and 3/11/15
90 BOT Functional Area map, 9/17/15
IV.D. MULTI-COLLEGE DISTRICTS OR SYSTEMS

Standard IV.D.1

In multi-college districts or systems, the district/system CEO provides leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. Working with the colleges, the district/system CEO establishes clearly defined roles, authority and responsibility between colleges and the district/system.

The Chancellor engages employees from all nine colleges and the Educational Services Center (ESC) to work together towards educational excellence and integrity. Through his leadership and communication, the Chancellor has helped establish clear roles, authority and responsibility between the colleges and the District that support the effective operation of the colleges. (ACCJC Policies and Procedures For the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems)\(^1\)

Evidence of Meeting the Standard:

CEO Leadership

The Chancellor demonstrates leadership in setting and communicating expectations for educational excellence and integrity through his participation in various faculty, staff, and student events at the nine colleges and the Educational Services Center. He shares his expectations for educational excellence and integrity through his columns in two District quarterly newsletters: Synergy\(^2\) and Accreditation 2016\(^3\). Both newsletters are disseminated to District employees through email, posted on the District’s website and distributed at campus and District meetings. The Chancellor’s newsletter columns focus on his vision and

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\(^{1}\) ACCJC Policies and Procedures For the Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems Compliant

\(^{2}\) Synergy newsletters 2014-2015

\(^{3}\) District Accreditation newsletters, 2014-2015
expectations for educational excellence and integrity, support for effective college operations, and his expectation for all employees to engage in and support District and college accreditation activities.

The Chancellor exhibits leadership at his regular monthly meetings with both the Chancellor’s Cabinet (senior District administrators and college presidents), as well as the Presidents Council, where he communicates his expectations, reviews and discusses roles, authority, and responsibility between colleges and the District, and assures support for the effective operation of the colleges. In general, Cabinet meetings address operational effectiveness and alignment between the District office and the colleges, while the Presidents Council focuses on overall District policy and direction and specific college needs and support.

The Chancellor conducts regular retreats with the Cabinet to facilitate collaboration, foster leadership, and instill team building and mutual support. These retreats also provide the Chancellor with a forum to clearly communicate his expectations of educational excellence and integrity with his executive staff and college presidents.

The Chancellor communicates his expectations of educational excellence and integrity during the selection and evaluation process for college presidents. The Chancellor holds presidents to clearly articulated standards for student success, educational excellence, and financial sustainability. He emphasizes educational excellence and integrity in their annual evaluations, goal-setting for the upcoming year, and review of their self-evaluations (see Standard IV.D.4). The Chancellor assures support for effective operation of the colleges when meeting individually with each college president on a regular basis to discuss progress on their annual goals and any concerns, needs, and opportunities for their individual campus.

The Chancellor communicates his expectations for educational excellence and integrity with faculty through regular consultation with the 10-member Executive Committee of the District Academic Senate (DAS). Meetings address academic and professional matters, including policy development, student preparation and success, District and college governance structures, and faculty professional development activities. The Chancellor also addresses educational excellence, integrity and support for college operations with faculty, staff and administrators through

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4 Chancellor Cabinet agendas
5 Presidents Council agendas
6 Chancellor retreat agendas, 2014
7 WLAC College President Job Description, 2015
8 Agendas from DAS Consultation Meetings with Chancellor, 2014-2015
consistent attendance\textsuperscript{9} at Academic Senate’s annual summits.\textsuperscript{10}

The Chancellor assures support for the effective operation of the colleges through his annual Budget Recommendations to the District Budget Committee\textsuperscript{11} and the Board of Trustees. His most recent actions ensured the distribution of $57.67M from the State Mandate Reimbursement Fund and alignment of expenditures with the District’s Strategic Plan goals.\textsuperscript{12}

In instances of presidential vacancies, the Chancellor meets with college faculty and staff leadership to discuss interim president options. Most recently, he met with West Los Angeles College leadership and accepted their recommendation for interim president, prioritizing college stability and support for effective operations in his decision-making process.\textsuperscript{13}

**Clear Roles, Authority and Responsibility**

The Los Angeles Community College District participated in the ACCJC’s multi-college pilot program in 1999, and has continuously worked since that time to ensure compliance with this standard. In 2009, ACCJC visiting teams agreed that the District made great strides in developing a functional map that delineates college and district roles, and

\begin{itemize}
  \item \textsuperscript{9}Agendas from DAS Summits, 2013-2015
  \item \textsuperscript{10}DAS Academically Speaking newsletter, fall 2015
  \item \textsuperscript{11}DBC Minutes, 7/15/15 & 8/13/14
  \item \textsuperscript{12}Chancellor Budget Recs, 8/26/15
  \item \textsuperscript{13}WLAC Press Release announcing interim President, 6/25/15
\end{itemize}

encouraged it to further “…develop and implement methods for the evaluation of role delineation and governance and decision-making structures and processes for the college and the district [as well as] widely communicate the results of the evaluation and use those results as the basis for improvement.” In response, the District renewed its dedication to, and focuses on, these activities.\textsuperscript{14}

In October 2008, the Board of Trustees approved the first District/college Functional Area maps, which clarified the structure of District administrative offices and their relationship to the colleges, aligned District administrative functions with accreditation standards, and specified outcome measures appropriate to each function identified.\textsuperscript{15}

In March 2010, the Board of Trustees approved an initial Governance and Functions Handbook,\textsuperscript{16} which expanded upon the previous District/College Functional Area maps to more clearly define District and college responsibilities and authority along accreditation standards. This was the culmination of a two-year project led by the District Planning Committee (DPC), which engaged faculty, staff, administrators and student leaders in this update. During this process, all administrative units in the

\begin{itemize}
  \item \textsuperscript{14}ELAC Accreditation Evaluation Report, March 23-26, 2009, p. 6-7
  \item \textsuperscript{15}LACCD District/College Functional Area map, 2008
  \item \textsuperscript{16}LACCD Governance and Functions Handbook, 2010
\end{itemize}
Educational Service Center (ESC) updated their earlier functional descriptions and outcomes. Over 50 district wide committee and council descriptions were also updated to a uniform standard. Functional Area maps were expanded to clarify policy formulation processes, roles and responsibilities of stakeholder groups, and the handbook evaluation process was defined.

In 2013, the 2010 Governance Handbook underwent an internal review by the Educational Programs and Institutional Effectiveness (EPIE) division to ensure it matched current processes, organizational charts, and personnel. As of August 2015, the Handbook is being updated under the guidance of the District Planning and Accreditation Committee (DPAC) and the EPIE division.

In fall 2014, all ESC administrative units began a new program review process. Each of the eight administrative divisions developed unit plans and updated their unit descriptions and functional maps. Individual unit plans, along with measurable Service Area Outcomes (SAOs), replaced the previous District Office Service Outcomes (DOSOs) performance objectives (see Standard IV.D.2). Existing Functional Area maps were also reviewed and updated by the ESC administrative units. The content for District and college responsibilities is currently being reviewed by the colleges, the Executive Administrative Councils and other stakeholders (see Standard IV.D.2).

With the endorsement of the Chancellor and support from the District’s Educational Programs and Institutional Effectiveness (EPIE) division, the District Planning and Accreditation Committee (DPAC) began reviewing and updating the District Governance and Functions Handbook in June 2014. With DPAC’s leadership, the handbook will be reviewed and approved by representatives from the nine colleges and the ESC and submitted to the Board of Trustees for review and approval during the fall 2015 semester.

In late 2009, the District began planning for a new Student Information System (SIS), currently scheduled to go live in fall 2017. During the initial phase, faculty, staff, and students mapped over 275 business processes, in which the functions, roles, responsibilities and the division of labor between colleges and the ESC were clarified, and in some instances, redefined. Business processes continue to be updated and refined as the SIS project moves through its various implementation phases.

Analysis and Evaluation:

The College meets this Standard. The Chancellor communicates his expectations for educational excellence and integrity and support for effective college operations through regular meetings,
electronic communications, college activities and faculty events across the District, and civic engagement throughout the region to bolster the goals and mission of the District.

The Chancellor and his executive team led the ESC’s revised program review processes, which resulted in updated Functional Area maps, clarification of District and the colleges’ roles and responsibilities, and identification of service gaps between college and District functions.

Update of the District’s Governance and Functions Handbook as part of the District’s regular review and planning cycle, will further strengthen its usefulness in providing clear roles, responsibilities, and authority for employees and stakeholders across the District. The District meets this Standard.

**Standard IV.D.2**

*The district/system CEO clearly delineates, documents, and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice. The district/system CEO ensures that the colleges receive effective and adequate district/system provided services to support the colleges in achieving their missions. Where a district/system has responsibility for resources, allocation of resources, and planning, it is evaluated against the Standards, and its performance is reflected in the accredited status of the institution.*

During the District’s early years, operations of the District Office (now known as the Educational Services Center) were highly centralized, and many college decisions related to finance and budget, capital projects, hiring, payroll and contracts were made “downtown.” Operations were subsequently decentralized and functions delineated, and the District continues to evaluate these delineations on an ongoing basis.

**Evidence of Meeting the Standard:**

In 1998, the Board of Trustees adopted a policy of partial administrative decentralization. Colleges were given autonomy and authority for local decision-making to streamline administrative processes, encourage innovation, and hold college decision-makers more accountable to the local communities they serve. Since that time, the District has continued to

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23 [1998 decentralization policy](#)
review and evaluate the delineation of responsibilities between the colleges and the Educational Services Center.

**Delineation of Responsibilities and Functions**

Functional Area maps detail the division of responsibilities and functions between the colleges and the Educational Services Center (ESC), as well as Districtwide decision-making and planning (see Standard IV.D.1). The District developed its first functional maps in 2008, and they have been widely communicated and regularly updated since that time. In fall 2014, the Chancellor directed all ESC units to review and update their Functional Area maps to accurately reflect current processes, roles, and responsibilities as part of a comprehensive program review process (see Standard IV.D.1). Revised maps are currently under review by all colleges, the Executive Administrative Councils, and major stakeholders across the District. The Chancellor engages the college presidents and the cabinet in the discussion and review of the Functional Area maps. The Functional Area maps will be finalized in fall 2015.

**Effective and Adequate District Services**

The Chancellor directs the Educational Services Center staff to ensure the delivery of effective and adequate District services to support the colleges’ missions. Services are organized into the following units: (1) Office of the Deputy Chancellor; (2) Educational Programs and Institutional Effectiveness; (3) Economic and Workforce Development; (4) Chief Financial Officer/Treasurer; (5) Facilities Planning and Development; (6) Human Resources; (7) Office of the General Counsel; and (8) the Personnel Commission.

- **The Office of the Deputy Chancellor** includes ADA training and compliance; Business Services, including operations, contracts, procurement and purchasing; Information Technology, including the District data center, system-wide applications, hardware and security, and Diversity Programs, which includes compliance and reporting.

- **Educational Programs and Institutional Effectiveness (EPIE)** coordinates District-level strategic planning, accreditation, research, and attendance accounting reporting, as well as Districtwide educational and student services initiatives, maintains course and program databases, and supports the Student Trustee and the Students Affairs Committees.

- **Economic and Workforce Development** facilitates development of career technical education programs, works with

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24 Functional Area map review request email
25 District Functional Area maps, 2015

26 2013 LACCD Governance and Functions Handbook, p. 51-57
regional businesses to identify training opportunities, collaborates with public and private agencies to secure funding, and keeps colleges informed of state and national issues affecting CTE programs.

- **Chief Financial Officer/Treasurer** serves as the financial advisor to the Board and the Chancellor. Budget Management and Analysis develops revenue projections, manages funding and allocations, and ensures college compliance and reporting. The Accounting Office is responsible for District accounting, fiscal reporting, accounts payable, payroll, and student financial aid administration. Internal Audit oversees internal controls and manages the LACCD Whistleblower hotline.

- **Facilities Planning and Development** is responsible for the long-term planning, management, and oversight of capital improvement and bond projects, as well as for working collaboratively with college administrators to identify creative, cost-effective solutions to facility challenges.

- **Human Resources** assists colleges with the recruitment and hiring of academic personnel, the hiring of classified staff, and managing employee performance and discipline. It also conducts collective bargaining, develops HR guides, administers the Wellness Program, and oversees staff development.

- **The Office of the General Counsel** provides legal services to the Board of Trustees and District employees, including: litigation, contracting, Conflict of Interest filings, and Board Rule and administrative regulations review. It also responds to Public Records Act requests.

- **The Personnel Commission** is responsible for establishing and maintaining a job and salary classification plan for the classified service; administering examinations and establishing eligibility lists, and conducting appeal hearings on administrative actions, including demotions, suspensions, and dismissals.

**Evaluation of District Services**

Beginning in 2008, each ESC service area unit evaluated its own District Office Service Outcomes (DOSOs) as part of unit planning. In fall 2014, the Chancellor directed the Educational Services Center to implement a comprehensive program review to expand DOSOs into a data driven evaluation process in support of the colleges.

Each unit participated in a series of workshops on conducting a program review, led by an external consultant.

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27 [DOSO evaluations, 2008-2009](#)
28 [DOSO evaluations 2011-2012](#)
29 [Fall 2014 Accreditation Newsletter “ESC Begins Revitalized Program Review Cycle”](#)
Units identified and documented their core services, then created projected outcomes. Resulting Service Area Outcomes (SAOs) were based on District wide needs and priorities, with clear links to district-level goals. The program review process requires each unit to consider its main contributions to the colleges’ missions, goals, effectiveness, and/or student achievement or learning. Simultaneously, the ESC moved towards adopting an online program review system, currently in use at two of the District’s colleges.

An Educational Services Center user survey was created to solicit college user feedback in support of the program review process. Common questions were developed for all units, with individual units having the ability to customize supplemental questions specific to their college users. Over 21 user groups, including services managers, deans, directors, vice presidents, and presidents participated in the survey over a period of five weeks.

As of this writing, all ESC divisions have completed one cycle of program review. Analysis of the ESC Services Survey was disaggregated and used to identify areas of strength and weakness. Units received feedback on the effectiveness of their services and suggestions for improvement. Results also included comparison data between different units within the ESC in order to provide a baseline for overall effectiveness. Units with identified areas for improvement set in place plans to remediate their services and strengthen support to the colleges in achieving their missions. The Board received a presentation on the status of the ESC Program Review process in spring 2015. The Institutional Effectiveness (IE) unit has since developed a program review manual for the ongoing implementation of program review at the ESC.

**Allocation of Resources**

The District revised its Budget Allocation policies in June 2012 and its Financial Accountability policies in October 2013. Together, these policies set standards for support of college educational mission and goals, providing a framework for them to meet the requirements of Standard III.D. Policies hold colleges accountable for meeting fiscal stability standards, while also allowing a framework within which colleges can request additional financial support in instances of situational deficits. There is a clear process whereby colleges can request debt deferment or additional funds, and self-assessments and detailed recovery plans are required before receiving approval of such resources.

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30 Program Review workshop agendas, 2014  
31 Program Review Template, 2014  
32 2014 ESC Services Surveys  
33 2014 ESC Services Survey Analyses  
34 Program Review Update PPT, 2/20/15  
35 Draft ESC Program Review Manual, 10/1/15  
36 Budget Allocation Mechanism, 2012  
37 Financial Accountability Measures, 2013  
38 ECDBC recommendation on LAHC deferral request, 6/10/15  
39 LAHC Debt Deferral Request PPT to BFC, 9/16/15
The District and Board continue to evaluate these policies (see Standard III.D.3) and revise them as needed to support college fiscal stability.

**Analysis and Evaluation:**

The College meets this Standard. The District is comprised of nine individual colleges of vastly different sizes, needs and student populations. The Educational Services Center strives to continuously delineate its functions and operational responsibilities to support colleges in achieving their missions. Adequacy and effectiveness of District services are evaluated through program review and user satisfaction surveys. Through the implementation of its comprehensive program review process, the EPIE division discovered that its user surveys did not adequately evaluate the District and colleges’ adherence to their specified roles and functions. In response, questions related specifically to this issue will be included in the 2016-2017 cycle of the district wide governance and decision-making survey. Revisions to the program review system and assignment of specific staff will ensure ongoing evaluations are systematized and data driven, and that the results are used for integrated planning and the improvement of ESC services.

The District continues to evaluate its resource allocation and financial accountability policies to ensure colleges receive adequate support and are able to meet accreditation standards related to financial resources and stability. The District meets this Standard.

**Standard IV.D.3**

_The district/system has a policy for allocation and reallocation of resources that are adequate to support the effective operations and sustainability of the colleges and district/system. The district/system CEO ensures effective control of expenditures._

The District has well-established resource allocation policies that support the effective operations and sustainability of the colleges and District. These policies are regularly evaluated. Under the leadership of the Chancellor, college presidents, administrators and faculty leaders work together to ensure effective control of expenditures and the financial sustainability of the colleges and District.

**Evidence of Meeting the Standard:**

*Allocation and Reallocation of Resources*

The District Budget Committee (DBC) provides leadership on District-level budget policies. Membership includes all nine college presidents, the District Academic Senate, and collective bargaining unit representatives. Its charge
is to: (1) formulate recommendations to the Chancellor for budget planning policies consistent with the District Strategic Plan; (2) review the District budget and make recommendations to the Chancellor, and (3) review quarterly District financial conditions.

In 2007, the District instituted a budget allocation policy which paralleled the SB 361 State budget formula. Funds are distributed to the colleges on a credit and noncredit FTES basis, with an assessment to pay for centralized accounts, District services, and set-aside for contingency reserves. In an attempt at parity, districtwide assessments were changed from a percentage of college revenue, to a cost per FTES basis, and the small colleges (Harbor, Mission, Southwest and West) received a differential to offset their proportionately-higher operational expenses.

In 2008, the Fiscal Policy and Review Committee (FPRC) was created to address ongoing college budget difficulties and to consider new approaches for improving their fiscal stability. The FPRC and the DBC reviewed their roles and, in spring 2011, the FPRC was renamed the Executive Committee of the DBC (ECDBC). The charges for both committees were revised to ensure that budget planning policies were consistent with the District Strategic Plan.

Also in 2011, the District undertook a full review of its budget allocation formula and policies, including base allocations, use of ending balances, assessments for District operations, growth targets, and college deficit repayment. A review of other multi-college district budget models and policies was also conducted. The resulting recommendations were to adopt a model with a minimum base funding. The model had two phases:

- Phase I increased colleges’ basic allocation to include minimum administrative staffing and maintenance and operations (M&O) costs
- Phase II called for further study in the areas of identifying college needs (including M&O), providing funding for colleges to deliver equitable access for students, and ensuring colleges are provided with sufficient funding to maintain quality instruction and student services.

The Board of Trustees adopted an updated Budget Allocation policy on June 13, 2012. An evaluation of the policy was completed in late 2014, and additional policy recommendations were forwarded.

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40 BOT Agenda, BF2, 2/7/07 SB 361 Budget Allocation Model
41 DBC minutes 5/18/11
42 ECDBC Budget Allocation Model Recommendation, Jan 2012
43 BOT Agenda, BF4, Budget Allocation model amendment, 6/13/12
44 District Budget Allocation Evaluation
The Board adopted new District Financial Accountability policies on October 9, 2013 to ensure colleges operate efficiently. These policies called for early identification and resolution of operating deficits required each college to set aside a one percent reserve, and tied college presidents’ performance and evaluation to college budgeting and spending. The Board’s Budget and Finance Committee regularly monitors colleges’ costs per FTES and deficits.

The District’s adherence to the State-recommended minimum 5% reserve has ensured its continued fiscal sustainability. In June 2012, the Board’s Finance and Audit Committee (now known as the Budget and Finance Committee) directed the CFO to set aside a 5% general reserve and an additional 5% contingency reserve to ensure ongoing District and college operational support.

Effective Control Mechanisms
The District has established effective policies and mechanisms to control expenditures. Each month, enrollment updates and college monthly projections are reported (see Standard IV.D.1). The Chancellor and college presidents work together in effectively managing cash flow, income and expenditures responsibly to maintain fiscal stability.

College and District financial status is routinely reported to and reviewed by the Board of Trustees, along with college quarterly financial status reports, attendance accounting reports, and internal audit reports (see Standard III.D.5).

The District provides comprehensive budget and financial oversight, including an annual finance and budget report (CCFS-311), a final budget, an annual financial audit, a bond financial audit report, a performance audit of bond construction programs, year-end balance and open order reports, full-time Faculty Obligation Number (FON) reports and targets, enrollment projections, and year-to-year comparisons with enrollment targets (see Standard III.D.5).

Each college president is responsible for the management of his or her college’s budget and ensures appropriate processes for budget development and effective utilization of financial resources in support of his/her college’s mission (see Standard IV.D.2).

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45 BOT agenda BF4, Financial Accountability Measures, 10/9/13
46 BFC agenda, minutes and handouts on Costs per FTES, 10/8/14
47 FAC meeting minutes 6/13/12
48 2014-15 Quarterly Projections
49 BOT agenda, BF4, Financial Accountability Measures, 10/9/13
Analysis and Evaluation:

The College meets this Standard. The District has a long history of financial solvency. Colleges follow standards of good practice that include the development of an annual financial plan, quarterly status reports, set-aside for reserves, and the obligation to maintain a balanced budget. Through its effective control of expenditures, the District has consistently ended the fiscal year with a positive balance. The higher levels of reserves have allowed the District to minimize the impact of cuts to college operations resulting from the State’s recent financial crisis. The District meets this Standard.

Standard IV.D.4

The CEO of the district or system delegates full responsibility and authority to the CEOs of the colleges to implement and administer delegated district/system policies without interference and holds college CEO’s accountable for the operation of the colleges.

The Chancellor delegates full responsibility and authority to the college presidents and supports them in implementing District policies at their respective colleges. College presidents are held accountable for their college’s performance by the Chancellor, the Board, and the communities they serve.

Evidence of Meeting the Standard:

College presidents have full responsibility and authority to conduct their work without interference from the Chancellor (see Standard IV.C.3). College presidents have full authority in the selection and evaluation of their staff and management team.\(^{50}\)

The framework for CEO accountability is established through annual goal setting between the Chancellor and each college president. College presidents then complete a yearly self evaluation based on their established goals.\(^{51}\) At least every three years (or sooner if requested), presidents undergo a comprehensive evaluation, which includes an evaluation committee, peer input, and, if needed, recommendations for improvement. Unsatisfactory evaluations may result in suspension, reassignment, or dismissal.

\(^{50}\)HR Guide R-110 Academic Administrator Selection, 7/31/15

\(^{51}\)College president Self Evaluation packet
Evaluations are reviewed with the Board of Trustees in closed session.\textsuperscript{52}

In October 2013, the Board adopted fiscal accountability measures that explicitly hold college presidents responsible to the Chancellor for their budgets, ensuring that they maintain “a balanced budget, as well as the efficient and effective utilization of financial resources.” These measures also require that the Chancellor “…review the college’s fiscal affairs and enrollment management practices as part of the college president’s annual performance evaluation…[and] report to the Board of Trustees any significant deficiencies and take corrective measures to resolve the deficiencies up to and including the possible reassignment or non-renewal of the college president’s contract.”\textsuperscript{53}

The role of the Chancellor, as well as that of the presidents and the levels of authority within, is clearly delineated in the LACCD Functional Area maps, which explicitly state “…the Chancellor bears responsibility and is fully accountable for all operations, programs, and services provided in the name of the district…The Chancellor delegates appropriate authority to the college presidents and holds them accountable for the operations and programs offered at District colleges.” Functional Area maps are regularly reviewed and updated, and published in

the Governance and Functions Handbook and on the District website.\textsuperscript{54}

\textbf{Analysis and Evaluation:}

The College meets this Standard. The Chancellor delegates full authority and responsibility to the college presidents to implement District policies without interference. College presidents serve as the chief executives and educational leaders of their respective colleges. They ensure the quality and integrity of programs and services, accreditation status, and fiscal sustainability of their colleges. The District meets this standard.

\textbf{Standard IV.D.5}

\textit{District/system planning and evaluation are integrated with college planning and evaluation to improve student learning and achievement and institutional effectiveness.}

College strategic plans are integrated with the District Strategic Plan (DSP), Vision 2017, through alignment of goals between the two. Colleges develop goals for their strategic and educational master plans during their internal planning process, and reconcile alignment with the District Strategic Plan on an annual basis. The structure of the DSP allows colleges to

\textsuperscript{52} BOT agendas w/President evaluations, 2011-2014
\textsuperscript{53} BOT Agenda BF2, 10/9/13
\textsuperscript{54} Chancellor Functional Area map, 2015
maintain autonomy and responsibility for implementing the goals and objectives of the District plan, based on their local conditions and institutional priorities.55

Evidence of Meeting the Standard:

District Strategic Plan, Planning Integration
LACCD has established district-level integrated processes for strategic, financial, facilities and technology planning. These processes provide a coherent framework for district-college planning integration with the goal of promoting student learning and achievement. The District’s Integrated Planning Manual is currently being updated by the District Planning and Accreditation Committee (DPAC) and the District’s Educational Programs and Institutional Effectiveness (EPIE) division and will be reviewed and approved by the colleges and Board of Trustees in fall 2015.56

DSP measures were developed for each college, and the district as a whole, to create a uniform methodology and data sources. Colleges compare their progress against the District as a whole using the most recent three-year timeframe as the point of reference. Colleges assess progress and establish targets to advance both local and District objectives. Colleges’ annual assessments are reported to the Board of Trustees using a standard format, allowing for a consistent district wide discussion.57

College institutional effectiveness reports inform the Board of Trustees on the advancement of District goals which, in turn, informs the Board’s annual goal setting process and shapes future college and District planning priorities.58 The District Strategic Plan is reviewed at the mid-point of the planning cycle, and a final review is conducted in the last year of the cycle.59

The District Technology Plan created a framework of goals and a set of actions to guide district wide technology planning. The District Technology Implementation Plan established measures and prioritized deployment of technology solutions in consideration of available resources. The District Technology Plan promotes the integration of technology planning across the colleges by establishing a common framework for college technology planning.60

District-college integration also occurs during operational planning for district wide initiatives. Examples include joint marketing and recruitment activities, implementation of the Student Success and

55 District Strategic Plan: Vision 2017, 2/6/13
57 College Effectiveness Report Template; IESS Agenda on IE reports 2012-2015
58 BOT agenda, Annual Board Leadership & Planning Session, 8/19/15
59 DPAC agenda 6/26/15; DPAC agenda, 8/28/15
60 District Technology Strategic Plan, 3/9/11; District Technology Implementation Plan, 3/21/13
Support Program, Student Equity Plans, and the new student information system. These initiatives involve extensive college-district collaboration, coordination with centralized District service units, and interaction with an array of District-level committees.\textsuperscript{61}

Planning is integrated with resource allocation at the District level through annual enrollment growth planning and the budget review process. The individual colleges, and the District as a whole, develop enrollment growth and budget projections and confer on a quarterly basis to reconcile and update enrollment, revenue, and cost projections. Updated projections are regularly reported to the District Budget Committee and the Board’s Budget and Finance Committee. This high-level linkage of enrollment planning and resource allocation provides a framework for the District budget process.\textsuperscript{62}

**Planning Evaluation**

Various mechanisms are used to evaluate the effectiveness of college-district integrated planning:

- The Biennial District Governance and Decision-Making Survey assesses budget development and

resource allocation, enrollment management, and FTES and facilities planning (see Standard IV.D.7).
- District-level planning and policy committees assess their effectiveness through an annual committee self-evaluation process (see Standard IV.D.1).
- The ESC Program Review process assesses performance and outcomes through an annual User Survey and information specific to each service unit (see Standard IV.D.2).
- Evaluation of District-level plans includes both an analysis of plan outcomes and a review of plan currency, relevancy, and alignment with external accountability initiatives; e.g. the Student Success Scorecard and the Statewide Institutional Effectiveness Partnership Initiative.\textsuperscript{63}

**Evaluation and Analysis:**

The College meets this Standard. The District has established mechanisms for integrated district-level strategic and operational plans. This integration involves collaboration and cooperation between colleges, the ESC service units, and district-level shared governance and administrative committees. Assessment

\textsuperscript{61} SSSP New DEC Svc Categories PPT, 2014; SSSP Counselor DEC Trng PPT, 2014; SSI Steering Committee Minutes, 8/22/14; SIS Fit-Gap agendas, 2013

\textsuperscript{62} IV.D.5-14 Quarterly College FTES meetings, 2014-2015; Quarterly enrollment reports to DBC; Quarterly enrollment reports to BFC; Budget Allocation Model, 2012 amendment

\textsuperscript{63} DPAC agendas, June-Aug 2015; BOT Agenda, Student Success Scorecard presentation, 9/2/15; IEPI 2015-16 Goals Framework, 5/27/15
mechanisms include direct assessment of governance and decision-making, governance committee self-evaluation, ESC program review, and review of district-level plans.

Even with the institutionalization of these processes, the size and complexity of the LACCD presents challenges to integrated planning and evaluation. Self-examination has revealed gaps in adherence to evaluation timelines and the need for more systematic and consistent evaluation processes and alignment across plans. The District, primarily through its Educational Programs and Institutional Effectiveness (EPIE) division, continues to work on strengthening and expanding these mechanisms to improve the effectiveness of district-college integrated planning in promoting student learning and achievements.

To this end, the District Planning and Accreditation Committee has revised and strengthened its charter and has undertaken a review of all governance evaluations, as well as mid-term review of the District Strategic Plan. The Institutional Effectiveness (IE) unit has created an integrated planning manual for District wide plans with timelines and timeframes that set a synchronized reporting cycle. The updated evaluation and reporting framework will be institutionalized in the District Governance and Functions Handbook, codifying commitment to more coordinated planning on a district wide basis. The District meets this Standard.

Standard IV.D.6

Communication between colleges and districts/systems ensures effective operations of the colleges and should be timely, accurate, and complete in order for the colleges to make decisions effectively.

The District has numerous councils and committees that meet regularly to share best practices and to ensure an effective flow of information between the colleges and the Educational Services Center (ESC). Additionally, a number of standing monthly reports and updates are sent electronically to established District employee list serves.

Evidence of Meeting the Standard:
In total, the District has 46 district wide councils, committees, and consultative bodies in which District and college administrative staff, faculty, classified staff, and students regularly participate. All councils and committees maintain agendas and meeting summaries/minutes on either the District website (public) or on the District intranet.64

Seven district wide Executive Administrative Councils meet monthly: (1) Chancellor’s Cabinet, (2) Council of

64 Screenshot of District Intranet of Councils and Committees
Academic Affairs, (3) Council of Student Services, (4) District Administrative Council, (5) Executive Committee of the District Budget Committee (ECDBC), (6) Human Resources Council; and (7) the Sheriff’s Oversight Committee.65

The Councils of Academic Affairs, Student Services, and the District Administrative Council are responsible for the review and study of district wide instructional, student services, and administrative operational and programmatic issues. Executive Administrative Council members are predominantly senior ESC administrators, college presidents and college vice presidents. All councils report to either the Chancellor directly or to the Chancellor’s Cabinet. Meeting agendas and minutes are distributed to Council members in advance of meetings. Meeting schedules are set each July for the upcoming year, and generally rotate between colleges and the ESC.66

Four District-level Governance Committees meet monthly: (1) District Planning and Accreditation Committee (DPAC); (2) District Budget Committee (DBC); (3) Joint Labor Management Benefits Committee (JLMBC); and (4) the Technology Planning and Policy Committee (TPPC). Committee members encompass a broad range of college faculty, college researchers, and college deans, with representatives from the unions, college presidents, college vice presidents, and ESC senior administrators. These committees typically consult with one or more Executive Administrative Council and report to either the Chancellor or to the Chancellor’s Cabinet.67

In 2013, the governance committees agreed to a common format for their webpages. Each committee’s webpage contains a brief description of its function, committee charge, whom it reports to, whom it consults with, chairs, membership, meeting information, and resources. Results of the District wide Governance Committee Self Evaluation as well as meeting agendas, minutes, and resource documents are posted on the webpage, which is accessible to the public.68

Sixteen operational committees meet monthly, or on a per-semester basis. These committees are structured by subject/function area and coordinate with one of the Executive Administrative management councils. Committee members are largely faculty, program directors, researchers, and college deans, with representatives from the three Executive Administrative management councils and ESC senior administrative staff. Meeting agendas and minutes are

65 District wide Executive Administrative Councils 2015 update
66 Chancellor’s Directive 70
67 District-level Governance committee 2015 update
68 District-level Governance Committee webpage screenshot
emailed to committee members in advance of each meeting.  

Five Academic Initiative Committees coordinate District wide academic programs. These committees are primarily led by faculty, but also include administrators and classified staff. These committees focus on broader goals in various areas, including labor issues, articulation, transfer, and student success.

Information Technology maintains 78 active listservs. These listservs include the District wide consultative bodies, administrative councils, and operational committees as well as subject-specific groups such as articulation officers, curriculum chairs, counselors, and IT managers. Each listserv has a coordinator/owner charged with maintaining an accurate list of members.

In accordance with the Brown Act, all agendas and informational documents for Board of Trustee meetings are posted in the lobby at the ESC and on the District website. They are also distributed electronically to college presidents, college vice presidents, college and the District Academic Senate presidents, and bargaining unit representatives.

Policy changes are communicated by the Office of General Counsel (OGC), which disseminates memos informing campuses and constituency groups of approved changes to Board Rules and Administrative Regulations. These updates are also posted on the District’s website.

The Chancellor, Board of Trustees, and select ESC divisions and programs issue regular bulletins and newsletters, disseminating information on programs, accreditation, budget updates, success stories, and employee benefits. Additionally, the District Student Information System (SIS) project team has conducted forums at each college, informing all employees about the development and rollout of the District’s new student records system.

The Chancellor keeps the Board of Trustees, college presidents, and senior administrators abreast of Trustee matters, college/District updates and activities, legislative/public affairs updates, and community events through his weekly reports. Items often include updates on Chancellor and Board actions regarding college operations and stability.

The District Academic Senate (DAS) represents the faculty of the District in all

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69 District Coordinating Committees 2015 update; Sample email of report to list serve
70 District Academic Initiative Committees, 2015 update
71 District List serve list
72 sample BOT agenda email
73 OGC Board Rule & Admin Reg Revision Notices, July-August 2015
74 LACCD newsletters; Chancellor bulletins; Accreditation newsletters; Diversity newsletters; SIS newsletters; Wellness newsletters; Bond Program newsletters; SIS forum PowerPoint
75 Chancellor weekly email updates
In this capacity, the president and executive committee regularly inform faculty of District policy discussions and decisions related to educational quality, student achievement, and the effective operation of colleges.\(^{76}\)

In 2011, District Information Technology (IT) undertook a complete redesign of the District website. The updated website, which allows each division/unit in the ESC to manage its own content, launched in fall 2012. In 2013, the District updated its public interface and in December 2014, the District upgraded its internal software systems to better support the online needs of the District. Creation of web links to Board, committee, council, and program information has improved the public’s and District employees’ access to information about the District.\(^{77}\)

### Analysis and Evaluation:

The College meets this Standard. The District ensures regular communication with the colleges and front-line employees through its committees and councils, websites, list serves, newsletters and bulletins, and email. Meeting agendas and minutes are posted online or distributed electronically. The District’s revamped website has facilitated easier access for employees to maintain, and for the public to access, District and college information.

The District’s sheer size and volume of activity offers challenges to maintaining consistent engagement and communication with employees and stakeholders. While the District has improved its access to information and regular communications, it continues to look for ways to improve efforts in this area. The launch of the District’s new intranet site, currently scheduled for December 2015, is anticipated to improve employee access to ESC divisions, units, and services.

In September 2015, District Educational Program and Institutional Effectiveness (EPIE) staff and District Planning and Accreditation Committee (DPAC) members co-presented a workshop at the annual DAS Summit. The workshop addressed district wide communication and discussed data from recent governance surveys related to communications.\(^{78}\) A facilitated discussion followed, with participants brainstorming communication strategies that will be reviewed by DPAC in upcoming meetings. The District meets this Standard.

\(^{76}\) DAS Communication, 2014-15

\(^{77}\) Web redesign meeting, 10/13/11

\(^{78}\) Districtwide Communication PPT, 9/25/15
Standard IV.D.7

The district/system CEO regularly evaluates district/system and college role delineations, governance and decision-making processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals for student achievement and learning. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

The District, under the guidance of the Chancellor, regularly evaluates the effectiveness of District and college role delineations, governance, and decision-making processes. Based on recommendations made by the ACCJC in 2009, the District Planning committee (DPC) implemented a cyclical process for system-level evaluation and improvement. The District institutionalized this cycle and continues to review and revise, processes in support of institutional effectiveness.

Evidence of Meeting the Standard:

Governance and Decision-Making Assessment, Effectiveness and Communication

In fall 2009, the District Planning Committee (now the District Planning and Accreditation Committee) designed and administered a District governance survey. This assessment was undertaken in response to recommendations received during the spring 2009 accreditation visits at East Los Angeles, Los Angeles City, and Los Angeles Trade-Technical Colleges, and resulted in action items for continuous improvement of District/college role delineation.79

The District-Level Governance and Decision Making Assessment Survey continues to be administered on a two-year cycle. Survey participants evaluate the quality of District-level governance in the following areas:

- Appropriateness and effectiveness of the roles played by stakeholder groups, including administration, District Academic Senate, collective bargaining groups, and Associated Students organizations;
- Effectiveness of district-level decision-making processes in relation to five primary governance areas: budget and resource allocation, enrollment

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79 2009 District Governance Survey Tool; 2010 District Governance Assessment Report, 2/26/10
management, strategic planning and goals setting, bond program oversight, and employee benefits;

- Quality of district-level decision making (e.g., the extent to which decisions are based on data and are effectively communicated, implemented, and assessed), and

- Overall assessment of administrative and Board support of participatory governance as well as the effectiveness of district wide decision making in relation to the District’s stated mission.\(^8\)

The District’s Institutional Effectiveness (IE) unit has conducted surveys, analyzed recurring themes, disseminated and discussed results, and used the results to plan improvements. Challenges in implementing improvement plans occurred, and the IE unit has restarted its survey and evaluation cycle. The unit recently completed current-year survey results and a comparative analysis of 2010, 2012 and 2014 survey results.\(^1\) The District Planning and Accreditation Committee (DPAC) reviewed the results and plans to strengthen the survey tools and the development and implementation of improvement plans are now part of DPAC’s 2015-2016 work plan. These assessment reports have been posted online and will be reported to the Board’s

Institutional Effectiveness Committee in fall 2015 and used to inform recommendations for District improvement.\(^8\)

In 2009, DPAC, with assistance from the IE unit, established an annual Committee Self-Evaluation process for all District governance committees. This common self-assessment documents each committee’s accomplishments, challenges, and areas for improvement over the past year.\(^3\) Results of the assessment are reviewed by each respective committee and serve as the basis for changes and improvements to Committee function.\(^4\) Through their 2015-2016 work plan, DPAC reaffirmed their responsibility to ensure self-evaluations are conducted by District governance committees, results are posted online, and that they are used to inform committees’ work plans.

Role delineations are evaluated during the regular review of Functional Area maps and revisions are made based on input from governance committee members, governance surveys, ESC administrative

\(^{80}\) District-level Governance and Decision-making Assessment Analysis, 8/19/15; 2014-15 District-level Governance and Decision-making Assessment Report by College and Analysis by Role, 8/28/15; DPAC 2015-16 Work Plan, 8/28/15

\(^{81}\) 2012 District Governance Survey Tool and Results; 2015 District Governance Survey Tool


\(^{83}\) Districtwide Committee Self-Evaluation form

units, the Chancellor’s Cabinet, and college stakeholders. Functional Area maps were expanded and revised in 2015, and are currently under review prior to finalization (see Standard IV.D.1 and IV.D.2).

The District Governance and Functions Handbook is regularly reviewed and updated by District stakeholders under the coordination of the District Planning and Accreditation Committee (DPAC). A section of the Handbook describes all district wide councils, committees, and consultative bodies. These entities were first formalized in 1994 by Chancellor’s Directive (CD) 70: Districtwide Internal Management Consultation Process. Updates to CD 70, and its related committee/council structure, committee/council charge, membership, meeting schedule, leadership and reporting structure are underway as of fall 2015.85

Analysis and Evaluation:

The College meets this Standard. The District has processes to regularly evaluate district/system and college role delineations, governance, and decision-making processes. It has developed mechanisms for wide communication of the results of these evaluations. However, the District as a whole has faced challenges in the evaluation process.

Thorough self-evaluation led the Institutional Effectiveness (IE) unit to discover that some evaluation cycles were off-track and results had not been systematically disseminated.86 The unit is currently updating governance survey and committee self-assessment instruments and integrating these evaluations into the District Effectiveness Cycle (see LACCD Integrated Planning Manual).87

The IE unit reported these findings and activities to DPAC, which, through its own self-examination and goal-setting process, undertook development of a comprehensive, and consistent, evaluation framework as part of its 2015-16 work plan.88 Adherence to the work plan will be ensured through the Committee’s expanded oversight role, as reflected in its revised charter, and by assigning a specific ESC staff member to maintain District governance committee websites.89 The District meets this standard.

85 Updated District Council and Committee list, 9/2/15
86 Governance Evaluation Timeline, 8/27/15
87 LACCD Integrated Planning Manual
88 DPAC 2015-16 Work Plan, 8/28/15
89 Updated DPAC Charter, 6/22/15
# Changes and Plans

## Arising Out of the Self Evaluation

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<th>STANDARD</th>
<th>COLLEGE LEADS</th>
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<td>District Planning and Accreditation Committee (DPAC) focused the joint efforts of district office and colleges on accreditation requirements and shared responsibilities</td>
<td>IV.D.1, IV.D.7, IV.D.5</td>
<td>DPAC members, Accreditation Steering Committee</td>
<td>Summer 2014 and ongoing</td>
<td>District-authored accreditation standards; updated planning and governance handbook; updated District-College Functional Map</td>
</tr>
</tbody>
</table>
QUALITY FOCUS ESSAY

Planning for Continuous Improvement

During the accreditation self-evaluation process, West Los Angeles College engaged in reflective and deliberate discussions to identify action projects that support college efforts to improve student learning and student achievement.

After careful deliberation and through the shared governance consultation process, the Accreditation Steering Committee determined that the action projects for Quality Focus Essay should align with West Los Angeles College’s 2014-2020 Educational Master Plan (EMP), approved by the Board of Trustees in December 2014. West completed a significant self-evaluation in 2014, culminating in the adoption of an update to its EMP. The EMP is the College’s central plan, guiding all other planning efforts, reflecting the mission’s focus on student learning, inclusion and achievement. By design, the EMP touches all aspects of the College, with a particular focus on improving student learning and achievement.

The College’s action projects are guided by two principles:

- **West: A Self-Aware Institution.** West expects its students to remain curious, ask hard questions, and find and interrogate evidence. The College also holds the same expectation for its administrators, faculty and staff. In addition, rigorous analysis underlies major College decisions to use its resources effectively and serve students.

- **West: A Learning College.** West strives to be a true learning college, where all employees remain curious about what best fosters meaningful learning, and where students fully engage in their own educations.

These guiding principles are also designed to connect and advance West’s mission to “provide a transformative educational experience.... and foster a diverse learning community dedicated to student success.”

¹ Mission
A self-aware institution embraces institutional effectiveness as a systematic method to review processes and effectiveness through program review, plan for improvements through strategic planning, and measure and improve student learning through the SLO assessment cycle.

During program review, faculty and staff engage in a reflective analysis of data such as student enrollment trends, demographics, and success rates to assess the effectiveness of programs or services. Strategic planning at the institutional level involves setting goals and objectives to enhance institutional effectiveness. Programs and services also develop strategic plans, aligned with institutional plans, in order make improvements identified from program review. SLO assessment is another indicator of institutional effectiveness, as it measures student learning at the course, program, or institutional level.

In a learner-centered college (Barr & Tagg, 1995; Cullen et. al, 2012; Driscoll & Wood, 2007; Lick, 2002; Tagg, 2003) faculty are not responsible for providing instruction but rather for producing learning. This paradigm shift from teaching to learning (Boggs, 2000; Bonfiglio et al., 2006; Brancato, 2003; Gibson-Harman et al., 2002) requires the instructor to facilitate learning, not just merely deliver content through lectures. Rather than covering material, instructors help students uncover it. In a Teaching Paradigm, “teaching is judged on its own terms; in the Learning Paradigm, the power of an environment or approach is
judged in terms of its impact on learning” (Barr & Tagg, 1995, p. 17). Professional learning and assessment of student outcomes play a key role in improving student success and teaching effectiveness. Providing faculty, staff, and administrators with professional development for learner-centered strategies and improving outcomes assessment not only provide a measurement of learning but also insight into improvements in teaching practices and pedagogy.

West was recently recognized as an Achieving the Dream Leader College, which is a national designation awarded to community colleges that commit to improving student success and closing achievement gaps. As a Leader College, West has an ongoing commitment to review student achievement, identify gaps, and base systematic planning on the analysis of relevant data to improve student success.

The following QFE sections are based on the ACCJC Guide for Improving Institutions (July 2015). This essay will first discuss the process of selecting the action projects, anticipated outcomes, and alignment with accreditation standards. Then, the action projects will be described, including the project’s purpose and goals. Tables identify action steps for each project goal and then detail the action projects’ measure of progress, responsible parties, and timeline. Next, resources needed to implement and sustain the action projects are described. Finally, the essay concludes with the West’s plan for assessing the outcomes and effectiveness of the projects.

Identification of Action Projects

West’s Accreditation Steering Committee met monthly to review progress on the Self-Evaluation and discuss QFE topics. In early fall 2015, members from the Accreditation Steering Committee and other faculty participated in a working meeting to review possible action projects tied to the guiding principles of a learning college and self-aware institution. At the end of September 2015, West held a college-wide Town Hall with 40 faculty, staff, and administrators in attendance to review and discuss the potential QFE Action Projects and provide feedback through creating posters that describe what the College currently does in support of the action projects and what improvements could be made. A QFE Workgroup then finalized the action projects and essay for further college-wide input.

Using the guiding principles of a Self-Aware Institution and Learning College, West has distilled three focal points from our EMP that align with the College mission for the action projects. West is focused on the following action projects that stem from the EMP:

---

2 WLAC One of 19 Named “Leader College” by Achieving the Dream Press Release
1. **Institutional Effectiveness**: Systematize the evaluation and improvement of West's effectiveness, focusing on planning and resource allocation processes.

2. **Outcomes Assessment**: Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.

3. **Professional Learning**: Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.

**FIGURE 1. Guiding Principles Aligned with Action Projects**
### TABLE 1. Action Projects’ Anticipated Outcomes and Alignment with Standards

<table>
<thead>
<tr>
<th>Anticipated Outcomes</th>
<th>Alignment with Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional Effectiveness</strong></td>
<td></td>
</tr>
<tr>
<td>• Systematic evaluation and improvement of planning and resource allocation process</td>
<td>• IB1</td>
</tr>
<tr>
<td>• Annual evaluation of progress on every major College plan</td>
<td>• IB3</td>
</tr>
<tr>
<td>• Established process for the evaluation and improvement of the major College operational processes</td>
<td>• IB5</td>
</tr>
<tr>
<td>• Systematic monitoring of institution-set standards for student achievement and reporting on improvements</td>
<td>• IB7</td>
</tr>
<tr>
<td></td>
<td>• IB8</td>
</tr>
<tr>
<td></td>
<td>• IB9</td>
</tr>
<tr>
<td></td>
<td>• IC3</td>
</tr>
<tr>
<td></td>
<td>• IIA16</td>
</tr>
<tr>
<td></td>
<td>• IIB3</td>
</tr>
<tr>
<td></td>
<td>• IIC1</td>
</tr>
<tr>
<td><strong>Outcomes Assessment</strong></td>
<td></td>
</tr>
<tr>
<td>• Improved frequency and quality of dialogue about outcomes assessment</td>
<td>• IB1</td>
</tr>
<tr>
<td>• Increased use of data to inform changes in practice</td>
<td>• IB2</td>
</tr>
<tr>
<td>• Implementation of TracDat SLO software for ease-of-access to data and reports</td>
<td>• IB4</td>
</tr>
<tr>
<td>• Showcasing best practices resulting from SLO /SAO assessment and dialogue</td>
<td>• IB5</td>
</tr>
<tr>
<td>• Creation and findings from Professional Learning Communities conducting interdisciplinary assessments of student learning</td>
<td>• IB6</td>
</tr>
<tr>
<td></td>
<td>• IC3</td>
</tr>
<tr>
<td></td>
<td>• IIA3</td>
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<tr>
<td></td>
<td>• IIA7</td>
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<td>• IIA11</td>
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<td>• IIA16</td>
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<td></td>
<td>• IIB3</td>
</tr>
<tr>
<td></td>
<td>• IIC2</td>
</tr>
<tr>
<td></td>
<td>• IIIA8</td>
</tr>
<tr>
<td></td>
<td>• IIIA6</td>
</tr>
<tr>
<td><strong>Professional Learning</strong></td>
<td></td>
</tr>
<tr>
<td>• Development of a Professional Development Plan</td>
<td>• IB1</td>
</tr>
<tr>
<td>• Increased professional learning opportunities for learner-centered teaching strategies</td>
<td>• IB4</td>
</tr>
<tr>
<td>• Creation and findings from Professional Learning Communities conducting interdisciplinary assessments of student learning</td>
<td>• IB6</td>
</tr>
<tr>
<td></td>
<td>• IIA7</td>
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<td></td>
<td>• IIA11</td>
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<td>• IIA12</td>
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<td>• IIB3</td>
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<td>• IIIA6</td>
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<tr>
<td></td>
<td>• IIIA8</td>
</tr>
<tr>
<td></td>
<td>• IIIA14</td>
</tr>
</tbody>
</table>
Description of Action Projects

West’s three action projects – Institutional Effectiveness, Outcomes Assessment, and Professional Learning – have related action steps that detail how the action projects will be implemented. Table 2 is an overview of West’s action projects and steps for implementation.

<table>
<thead>
<tr>
<th>TABLE 2. Overview of Action Projects and Project Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>INSTITUTIONAL EFFECTIVENESS:</strong></td>
</tr>
<tr>
<td>Systematize the evaluation and improvement of West's effectiveness, focusing on planning and resource allocation processes.</td>
</tr>
<tr>
<td>Establish and promote a systematic, evidence-based process for proposing, developing, implementing, evaluating and sustaining programs.</td>
</tr>
<tr>
<td>Conduct an effective, evidence-based annual evaluation of progress on every major College plan, and report the results to the College Council.</td>
</tr>
<tr>
<td>Establish a systematic, evidence-based process for the evaluation and improvement of the major College operational processes, and for dissemination of the results.</td>
</tr>
<tr>
<td>Establish College-wide targets for each of the measures in the institution-set standards for student achievement, and monitor improvement.</td>
</tr>
<tr>
<td><strong>OUTCOMES ASSESSMENT:</strong></td>
</tr>
<tr>
<td>Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.</td>
</tr>
<tr>
<td>Improve the frequency and quality of dialogue about SLO/SAO assessment and improvement within programs, disciplines, divisions and the Academic Senate.</td>
</tr>
<tr>
<td>Apply the results of SLO assessment and dialogue to the ongoing improvement of the curriculum and teaching.</td>
</tr>
<tr>
<td>Highlight and commend, on an annual basis, the best practices resulting from SLO/SAO assessment and dialogue.</td>
</tr>
<tr>
<td><strong>PROFESSIONAL LEARNING:</strong></td>
</tr>
<tr>
<td>Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.</td>
</tr>
<tr>
<td>Establish an exemplary professional learning program.</td>
</tr>
<tr>
<td>Offer and incentivize ongoing training in proven, effective learner-centered strategies and affective domain (e.g., RA, FELI).</td>
</tr>
<tr>
<td>Implement learner-centered strategies.</td>
</tr>
<tr>
<td>Facilitate forums for dialogue on newly developed and implemented learning/teaching strategies.</td>
</tr>
</tbody>
</table>
ACTION PROJECT: INSTITUTIONAL EFFECTIVENESS
Description, Purpose, and Project Goals

Improving institutional effectiveness is a priority for West. All areas of the College have conducted program review for more than ten years. Linking planning and budgeting is one of the linchpins of the program review cycle. All goals developed by programs must be aligned with one or more goals of the College Master Plans (Educational Master Plan, Facilities Plan, or Technology Plan). Through this action project, the College will enhance systematic and regular evaluation of college processes and plans and use this evidence for institutional improvement.

### INSTITUTIONAL EFFECTIVENESS:
- Systematize the evaluation and improvement of West's effectiveness, focusing on planning and resource allocation processes.
- Establish and promote a systematic, evidence-based process for proposing, developing, implementing, evaluating and sustaining programs.
- Conduct an effective, evidence-based annual evaluation of progress on every major College plan, and report the results to the College Council.
- Establish a systematic, evidence-based process for the evaluation and improvement of the major College operational processes, and for dissemination of the results.
- Establish College-wide targets for each of the measures in the institution-set standards for student achievement, and monitor improvement.

### ACTION PROJECT: OUTCOMES ASSESSMENT
Description, Purpose, and Project Goals

A Learning College and Self-Aware institution must above all commit to ongoing investigation of what its students are learning and experimentation on how to improve student learning.

West recognizes the importance of improving outcomes assessment to improve academic quality and institutional effectiveness. West’s faculty recently transformed the SLO assessment process. Guided by the College’s SLO Committee, the Academic Senate supported course SLO assessment in all sections of all courses in a four-year cycle. To achieve this, faculty defined SLOs for all courses and calendared all course SLOs for a four-semester cycle of assessment, analysis, reassessment and reanalysis. The full cycle was in place by fall 2013 and each course then in existence is scheduled to finish the
cycle by 2017. Then, a new SLO assessment cycle will commence with courses calendared for assessment in the four-semester cycle.

At the same time, the College made progress in assessing program SLOs in its annual program review process and in assessing institutional SLOs through surveys of graduates and through faculty review of the research projects students present at an annual poster showcase. The Outcomes Assessment action project focuses on enhancing dialogue about assessment results and improvements courses, programs, and services. In addition, the College will establish professional learning communities to conduct interdisciplinary assessments of student learning.

<table>
<thead>
<tr>
<th>OUTCOMES ASSESSMENT:</th>
<th>Improve the frequency and quality of dialogue about SLO/SAO assessment and improvement within programs, disciplines, divisions and the Academic Senate.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Apply the results of SLO assessment and dialogue to the ongoing improvement of the curriculum and teaching.</td>
</tr>
<tr>
<td></td>
<td>Highlight and commend, on an annual basis, the best practices resulting from SLO/SAO assessment and dialogue.</td>
</tr>
</tbody>
</table>

**ACTION PROJECT: PROFESSIONAL LEARNING**

**Description, Purpose, and Project Goals**

The College has committed to the work needed to ensure that all faculty, administrators and staff attend to what students learn, and commit to facilitating true learning. Many students reach college after their intrinsic motivation has been drummed out of them and with little confidence in their self-efficacy and ability to help each other. Thus, West recognizes the need to explicitly address the affective domain and employ effective learner-centered teaching strategies.

Building on successful professional development activities such as the Academy for College Excellence Five-Day Experiential Learning Institute (FELI), Reading Apprenticeship, Culturally Responsive Teaching and Learning, and Habits of Mind training, the College is reaching a tipping point in dealing with students’ affective development as well as imparting information. The Professional Learning action project will allow the college to further training opportunities for all employees (faculty, staff, and administrators) in the affective domain, with an emphasis on learner-centered teaching and support strategies, to improve student success. In addition, professional
learning opportunities will be offered based on the needs identified from SLO assessment and dialogue.

<table>
<thead>
<tr>
<th>PROFESSIONAL LEARNING:</th>
<th>Establish an exemplary professional learning program.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Offer and incentivize ongoing training in proven, effective learner-centered strategies and affective domain (e.g., RA, FELI).</td>
</tr>
<tr>
<td></td>
<td>Implement learner-centered strategies.</td>
</tr>
<tr>
<td></td>
<td>Facilitate forums for dialogue on newly developed and implemented learning/teaching strategies.</td>
</tr>
</tbody>
</table>
Action Steps To Be Implemented

West’s action projects are aligned with project goals and related action steps to implement. The following sections details the action steps to be implemented for each project goal.

**INSTITUTIONAL EFFECTIVENESS:**
Systematize the evaluation and improvement of West’s effectiveness, focusing on planning and resource allocation processes.

<table>
<thead>
<tr>
<th>PROJECT GOALS</th>
<th>ACTION STEPS</th>
</tr>
</thead>
</table>
| a) Establish and promote a systematic, evidence-based process for proposing, developing, implementing, evaluating and sustaining programs. | 1. Identify best practices at other colleges.  
2. Identify current policies and procedures related to program initiation.  
3. Describe how new programs are currently developed.  
4. Design a needs assessment process that takes into consideration the following:  
    a. The education and training needs of the community and applicable industry,  
    b. All resources required to sustain each applicable program, and  
    c. Coordination with the program viability process.  
5. Draft a proposed process for consultation and adoption through shared governance.  
6. Obtain approvals for the process as needed.  
7. Implement the process.  
8. Evaluate initial use of the process, and make changes as needed. |
| b) Conduct an effective, evidence-based annual evaluation of progress on every major College plan, and report the results to the College Council. | 1. Identify the major College plans.  
2. Establish an evaluation process for each plan.  
3. Conduct the evaluation of each plan.  
4. Report the results of the evaluations to the College Council.  
5. Identify necessary changes to each plan based on the evaluation.  
6. Implement the changes, and evaluate again the next year. |
<table>
<thead>
<tr>
<th>PROJECT GOALS</th>
<th>ACTION STEPS</th>
</tr>
</thead>
</table>
| c) Establish a systematic, evidence-based process for the evaluation and improvement of the major College operational processes, and for dissemination of the results. | 1. Identify the major College operational processes.  
2. Develop or refine methods to evaluate each process.  
3. Report the evaluation results to the College Council and other appropriate bodies annually.  
4. Make any necessary changes to operational processes indicated by the evaluation. |
| d) Establish College-wide targets for each of the measures in the institution-set standards for student achievement, and monitor improvement. | 1. PIE committee establishes targets for each of the measures in the institution-set standards for achievement.  
2. Communicate targets to the College community.  
3. Regularly provide data to programs and divisions to aid them in self-monitoring.  
4. Report on progress and evaluate achievement of targets.  
5. Collect input from divisions and programs via program review.  
6. Consider, monitor, and periodically modify as necessary the targets. |
OUTCOMES ASSESSMENT:
Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.

<table>
<thead>
<tr>
<th>PROJECT GOALS</th>
<th>ACTION STEPS</th>
</tr>
</thead>
</table>
| a) Improve the frequency and quality of dialogue about SLO/SAO assessment and improvement within programs, disciplines, divisions and the Academic Senate. | 1. Identify and evaluate current practices of dialogue regarding SLO/SAO assessment and improvement, College-wide.  
2. Identify best practices at other community colleges regarding dialogue about SLOs/SAOs.  
3. Provide training, models, and strategies designed to facilitate effective dialogue.  
4. Evaluate the frequency and quality of dialogue about SLOs.  
5. Make appropriate changes where indicated. |
| b) Apply the results of SLO assessment and dialogue to the ongoing improvement of the curriculum and teaching. | 1. Identify the changes proposed by each division/discipline/program as a result of the SLO process.  
2. Each division/discipline/program implements changes based on SLO assessment and dialogue.  
3. Evaluate and improve the SLO process annually.  
4. Compile and disseminate a list of curricular and other improvements that are made each year. |
| c) Highlight and commend, on an annual basis, the best practices resulting from SLO/SAO assessment and dialogue. | 1. Identify the best practices of divisions, disciplines and programs in the SLO/SAO process.  
2. Determine a method for highlighting and commending those divisions, disciplines and programs that engage in the identified best practices.  
3. Publicize the selected groups and their practices campus-wide.  
4. Establish Professional Learning Communities to conduct interdisciplinary assessments of student learning. |
**PROFESSIONAL LEARNING:**
Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.

<table>
<thead>
<tr>
<th>PROJECT GOALS</th>
<th>ACTION STEPS</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Establish an exemplary professional learning program.</td>
<td>1. Professional Learning Committee reviews and evaluates current professional learning offerings at West.</td>
</tr>
<tr>
<td></td>
<td>2. Research professional learning programs at other institutions to identify effective models.</td>
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<tr>
<td></td>
<td>3. Assess professional learning needs across the campus.</td>
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<tr>
<td></td>
<td>4. Construct a cohesive program of professional learning offerings based on the identified needs.</td>
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<tr>
<td></td>
<td>5. Publicize the College’s professional learning offerings.</td>
</tr>
<tr>
<td></td>
<td>7. Facilitate participation in the offerings.</td>
</tr>
<tr>
<td>b) Offer and incentivize ongoing training in proven, effective learner-centered teaching strategies (e.g., Reading Apprenticeship, Five Day Experiential Learning Institute).</td>
<td>1. Review and evaluate current training offerings in effective learner-centered teaching at West.</td>
</tr>
<tr>
<td></td>
<td>2. Research training and incentives at other institutions to identify effective models.</td>
</tr>
<tr>
<td></td>
<td>3. Assess learner-centered teaching needs across the campus.</td>
</tr>
<tr>
<td></td>
<td>4. Consolidate current learner-centered teaching offerings into a cohesive training program.</td>
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<tr>
<td></td>
<td>5. Supplement Professional Learning program with new offerings if needed.</td>
</tr>
<tr>
<td></td>
<td>6. Publicize the College’s professional learning offerings.</td>
</tr>
<tr>
<td></td>
<td>7. Launch new set of offerings.</td>
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<td></td>
<td>8. Evaluate training and improve it as warranted.</td>
</tr>
<tr>
<td>PROJECT GOALS</td>
<td>ACTION STEPS</td>
</tr>
<tr>
<td>--------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>c) Implement learner-centered strategies.</td>
<td>1. Research implementation of learner-centered strategies at other institutions to identify effective models.</td>
</tr>
<tr>
<td></td>
<td>2. Document current, proven learner-centered teaching strategies in a handbook or other reference resource.</td>
</tr>
<tr>
<td></td>
<td>3. Supplement current strategies with other proven strategies if needed.</td>
</tr>
<tr>
<td></td>
<td>4. Implement learner-centered strategies, beginning with selected courses and/or programs.</td>
</tr>
<tr>
<td></td>
<td>5. Publicize/document the implementation of learner-centered strategies.</td>
</tr>
<tr>
<td></td>
<td>6. Evaluate the effectiveness of implemented learner-centered strategies, make improvements as warranted, and identify the most effective strategies.</td>
</tr>
<tr>
<td>d) Facilitate forums for dialogue on newly developed and implemented learning/teaching strategies.</td>
<td>1. Professional Learning Committee assesses learner-centered teaching strategies applied across the campus.</td>
</tr>
<tr>
<td></td>
<td>2. Identify forum topics and the number of forums to hold, plus the resources required.</td>
</tr>
<tr>
<td></td>
<td>3. Plan, organize and publicize forums.</td>
</tr>
<tr>
<td></td>
<td>4. Document the forums’ dialogue on newly developed and implemented learning/teaching strategies.</td>
</tr>
<tr>
<td></td>
<td>5. Establish Professional Learning Communities to conduct interdisciplinary assessments of student learning.</td>
</tr>
<tr>
<td></td>
<td>6. Evaluate the forums and recommend improvements as warranted. Adamiseo.</td>
</tr>
</tbody>
</table>
The intersection of the College’s three action projects is the development of professional learning communities comprised of interdisciplinary faculty conducting assessments of student learning.

West submitted a request for technical assistance to the Institutional Effectiveness Partnership Initiative to use student ePortfolios to demonstrate student achievement of program and institutional SLOs. The pilot project will expand this effort to capture program SLO assessment in Aviation, Computer Science, and Motion Picture/Television Production. The College anticipates a Partnership Resource Team (PRT) visit in spring 2016. West plans to apply this model to the associate of arts degrees in liberal arts by developing Professional Learning Communities to conduct interdisciplinary SLO assessment. The Professional Learning Communities will not only align SLO assessment with a learning college culture, but also contribute to overall enhanced institutional effectiveness.
Measure of Progress, Responsible Parties, and Timeline

The following tables detail the measure of progress, responsible parties, and timeline for each project goal under the related action project.

**INSTITUTIONAL EFFECTIVENESS:**
Systematize the evaluation and improvement of West's effectiveness, focusing on planning and resource allocation processes.

<table>
<thead>
<tr>
<th>Project Goals</th>
<th>Measure of Progress</th>
<th>Responsible Parties</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| a) Establish and promote a systematic, evidence-based process for proposing, developing, implementing, evaluating and sustaining programs. | • Documentation of the process  
• Faculty, staff, and management awareness and understanding of process, as indicated in survey responses | Dean of Research & Planning  
Planning & Institutional Effectiveness Committee | Initiate Actions Steps by Fall 2015;  
Process in Place by Spring 2016;  
then ongoing |
| b) Conduct an effective, evidence-based annual evaluation of progress on every major College plan, and report the results to the College Council. | • Number and quality of reports made to College Council  
• Number of significant changes made to existing practices or to each plan as a result of the evaluation | Dean of Research & Planning  
Planning & Institutional Effectiveness Committee  
College Council | Initiate Action Steps by Fall 2015;  
Initial Reports by Spring 2016  
then annual |
<table>
<thead>
<tr>
<th>Project Goals</th>
<th>Measure of Progress</th>
<th>Responsible Parties</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| c) Establish a systematic, evidence-based process for the evaluation and improvement of the major College operational processes, and for dissemination of the results. | • Number and quality of reports made to College Council  
• Number of significant changes made to existing processes as a result of the evaluation                                                                                           | Dean of Research & Planning  
Planning & Institutional Effectiveness Committee  
College Council                                                                 | Initiate Action Steps by Fall 2015;  
Initial Reports by Spring 2016 then annual                                                               |
| d) Establish College-wide targets for each of the measures in the institution-set standards for student achievement, and monitor improvement. | • Documentation of targets  
• Documentation of system for monitoring and reporting on improvement                                                                                                                | Dean of Research & Planning  
Planning & Institutional Effectiveness Committee  
College Council                                                                 | Initiate Action Steps by Fall 2015;  
Monitor begins Spring 2016 then ongoing                                                               |
OUTCOMES ASSESSMENT:
Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.

<table>
<thead>
<tr>
<th>Project Goals</th>
<th>Measure of Progress</th>
<th>Responsible Parties</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Improve the frequency and quality of dialogue about SLO/SAO assessment and improvement within programs, disciplines, divisions and the Academic Senate.</td>
<td>• Number and proportion of faculty involved in assessment and dialogue</td>
<td>Dean of Teaching &amp; Learning</td>
<td>Initiate Actions Steps by Spring 2016; First documented improvement by Fall 2016; then ongoing</td>
</tr>
<tr>
<td></td>
<td>• Faculty, staff, and administrator responses to survey questions regarding the quality of dialogue</td>
<td>SLO Coordinator</td>
<td></td>
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<td></td>
<td></td>
<td>SLO Facilitators</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SLO Committee</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Development Coordinator</td>
<td></td>
</tr>
<tr>
<td>b) Apply the results of SLO assessment and dialogue to the ongoing improvement of the curriculum and teaching.</td>
<td>• Number of courses and services improved as a result of SLO/SAO assessment and dialogue</td>
<td>Dean of Teaching &amp; Learning</td>
<td>Initiate Action Steps by Spring 2017; then ongoing</td>
</tr>
<tr>
<td></td>
<td>• Number of Professional Learning opportunities based on needs identified from SLO assessment and dialogue</td>
<td>SLO Coordinator</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Office of Research &amp; Planning</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Professional Development Coordinator</td>
<td></td>
</tr>
</tbody>
</table>
### Project Goals

<table>
<thead>
<tr>
<th>Measure of Progress</th>
<th>Responsible Parties</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>c) Highlight and commend, on an annual basis, the best practices resulting from SLO/SAO assessment and dialogue.</td>
<td>Dean of Teaching &amp; Learning</td>
<td>Initiate Action Steps by Fall 2017; First recognition by Fall 2017 then ongoing</td>
</tr>
<tr>
<td>- Published and posted best practices resulting from SLO/SAO assessment and dialogue.</td>
<td>SLO Coordinator</td>
<td></td>
</tr>
<tr>
<td>- Findings from Professional Learning Communities conducting interdisciplinary assessments of student learning</td>
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<td></td>
</tr>
</tbody>
</table>

#### PROFESSIONAL LEARNING:
Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.

<table>
<thead>
<tr>
<th>Measure of Progress</th>
<th>Responsible Parties</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>a) Establish an exemplary professional learning program.</td>
<td>Dean of Teaching &amp; Learning</td>
<td>Initiate Action Steps by Fall 2016; then ongoing</td>
</tr>
<tr>
<td>- Development of a Professional Development Plan</td>
<td>Professional Development Coordinator</td>
<td></td>
</tr>
<tr>
<td>- Number of professional learning opportunities offered</td>
<td>Professional Learning Workgroup</td>
<td></td>
</tr>
<tr>
<td>- Survey participants and non-participants to gauge success of focused, collaborative staff development efforts</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Project Goals</td>
<td>Measure of Progress</td>
<td>Responsible Parties</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------</td>
</tr>
</tbody>
</table>
| b) Offer and incentivize ongoing training in proven, effective learner-centered teaching strategies (e.g., Reading Apprenticeship, Five Day Experiential Learning Institute). | • Number and proportion of faculty who receive training  
• Number and proportion of faculty reporting that they have employed these strategies in at least one class  
• Number of new professional learning opportunities offered | Dean of Teaching & Learning  
Professional Development Coordinator | Initiate Action Steps by Fall 2016; First training by Spring 2017; then ongoing |
| c) Implement learner-centered strategies.                                      | • Semiannual faculty reports to Academic Senate on results of the strategies applied  
• Performance on SLO and/or student achievement measures in classes in which these strategies were implemented | Dean of Teaching & Learning  
Professional Development Coordinator  
Academic Senate  
Office of Research & Planning | Initiate Action Steps by Spring 2017; then ongoing |
| d) Facilitate forums for dialogue on newly developed and implemented learning/teaching strategies. | • Numbers of forums and number of participants at forums  
• Survey responses from attendees  
• Findings from Professional Learning Communities | Dean of Teaching & Learning  
Professional Development Coordinator | Initiate Action Steps by Fall 2017; then ongoing |
<table>
<thead>
<tr>
<th>Project Goals</th>
<th>Measure of Progress</th>
<th>Responsible Parties</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>conducting interdisciplinary assessments of student learning</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Resources**

The following resources are needed in order to implement and sustain West’s action projects.

**Institutional Effectiveness**

In spring 2015, the College selected TracDat as its database for SLO assessment, program review, and strategic planning. SLO assessment is being configured and implemented first in TracDat, while program review and strategic planning will follow beginning in fall 2016. The College plans to streamline and further integrate the overall institutional effectiveness processes, including strategic planning, program review and SLO assessment through the use of a single software platform.

The college has been focused on making the institutional effectiveness processes sustainable, considering the large workload placed on all members of the college community to engage in the various assessment processes. In addition to the support provided by integrated software, additional staffing will be needed to support college-wide assessment efforts. The Office of Research and Planning has requested a new research position through the program review/resource request prioritization process in order to meet the need to support the institutional effectiveness efforts.

**Outcomes Assessment**

In fall 2015, TracDat is being configured for faculty to document course SLO assessments. This will allow the College to begin to consider course SLO achievement disaggregated by various student populations. Since faculty mapped each course SLO to institutional SLOs as they created them, course SLO data can be aggregated to strengthen the SLO Committee’s analysis of outcomes on the institutional level.
Similarly, TracDat will roll up course SLOs to inform analysis of program SLOs for the next round of program review and connected resource requests. TracDat’s automated notification system will simplify the assessment process for the spring 2016 semester by emailing each instructor who has a course SLO to assess, before the semester starts, providing the SLO, its criterion level, its alignment to program and institutional SLOs, and any rubrics that have been used in past assessments of that SLO. In addition, easy access to previous assessments will begin to enrich faculty dialog on assessment results.

Thus West’s adoption of a more robust and flexible assessment management system promises to provide faculty with data to better understand how and what students are learning. Additional SLO Facilitators to support divisions in completing the assessment cycle are also needed. Training for using TracDat will also be an important component to this action project’s success.

**Professional Learning**

In order to meet the need for professional learning opportunities aligned with learner-centered strategies, the affective domain, and as a result of SLO assessment and dialogue, human resources, facilities, and financial resources will be requested. Through the College’s program review/resource request prioritization process, the Office of Teaching and Learning will request clerical support for scheduling, updating the professional learning webpage, tracking participation, and conducting evaluations. A space for establishing a Center for Teaching and Learning Excellence with computers will also be requested. Finally, a budget to incentivize training and provide trainer stipends is needed.

**Assessment of Action Projects**

To help monitor progress, implementation, outcomes, and effectiveness of West’s action projects, West will use the assessment and evaluation process aligned with the College EMP. The Planning and Institutional Effectiveness Committee evaluates the EMP annually each spring.

The evaluation includes at least the following elements:

1. Analysis of progress on Action Projects and Steps based on the following:
   a. Progress summaries from the Responsible Parties
b. Most recent data on the Institution-Set Standards for Student Achievement, the Student Success Scorecard, and any other institutional effectiveness or student learning measures

c. Office of Research and Planning summary report of progress on Program Review goals linked to action project elements

d. Other appropriate measures, if any, that are related to institutional effectiveness and student learning overall, but are not already included

2. Discussion and assessment of overall progress on the actions projects based on the analyses above

3. Recommendations for additions, deletions, and other changes to the action projects

4. Recommendations for corrective or supportive actions or for other enhancements in College structures, processes, and operations designed to improve progress on the action projects

5. Assessment of the accuracy, clarity, and usefulness of the other EMP sections, with recommendations for improvements, additions, and deletions as needed

6. Assessment of the organization and layout of the action projects as a whole

7. Assessment of the process used in developing and maintaining the action projects, with recommendations for improvements as needed

8. Schedule for implementation of recommendations

9. Solicitation and incorporation of campus feedback on recommendations as appropriate

The PIE Committee submits its final recommendations regarding the action projects and EMP to the Academic Senate and College Council by May 15 each year. The Senate and Council then make their recommendations to the President. After final approval, the revised (if necessary) action projects and EMP are posted on the College website, and all members of the College community are notified of its availability.
References


## APPENDIX A:
Overview of Action Projects, Project Goals, and Action Steps

<table>
<thead>
<tr>
<th>INSTITUTIONAL EFFECTIVENESS:</th>
<th>OUTCOMES ASSESSMENT:</th>
<th>PROFESSIONAL LEARNING:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systematize the evaluation and improvement of West’s effectiveness, focusing on planning and resource allocation processes.</td>
<td>Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.</td>
<td>Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.</td>
</tr>
</tbody>
</table>

### INSTITUTIONAL EFFECTIVENESS:

**a)** Establish and promote a systematic, evidence-based process for proposing, developing, implementing, evaluating and sustaining programs.

1. Identify best practices at other colleges.
2. Identify current policies and procedures related to program initiation.
3. Describe how new programs are currently developed.
4. Design a needs assessment process that takes into consideration the following:
   - the education and training needs of the community and applicable industry,
   - All resources required to sustain each applicable program, and
   - Coordination with the program viability process.
5. Draft a proposed process for consultation and adoption through shared governance.
6. Obtain approvals for the process as needed.
7. Implement the process.
8. Evaluate initial use of the process, and make changes as needed.

### OUTCOMES ASSESSMENT:

**a)** Improve the frequency and quality of dialogue about SLO/SAO assessment and improvement within programs, disciplines, divisions and the Academic Senate.

1. Identify and evaluate current practices of dialogue regarding SLO/SAO assessment and improvement, College-wide.
2. Identify best practices at other community colleges regarding dialogue about SLOs/SAOs.
3. Provide training, models, and strategies designed to facilitate effective dialogue.
4. Evaluate the frequency and quality of dialogue about SLOs.
5. Make appropriate changes where indicated.

### PROFESSIONAL LEARNING:

**a)** Establish an exemplary professional learning program.

1. Professional Learning Committee reviews and evaluates current professional learning offerings at West.
2. Research professional learning programs at other institutions to identify effective models.
3. Assess professional learning needs across the campus.
4. Construct a cohesive program of professional learning offerings based on the identified needs.
5. Publicize the College’s professional learning offerings.
7. Facilitate participation in the offerings.
### INSTITUTIONAL EFFECTIVENESS:

Systematize the evaluation and improvement of West’s effectiveness, focusing on planning and resource allocation processes.

### OUTCOMES ASSESSMENT:

Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.

### PROFESSIONAL LEARNING:

Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.

---

**b) Conduct an effective, evidence-based annual evaluation of progress on every major College plan, and report the results to the College Council.**

1. Identify the major College plans.
2. Establish an evaluation process for each plan.
3. Conduct the evaluation of each plan.
4. Report the results of the evaluations to the College Council.
5. Identify necessary changes to each plan based on the evaluation.
6. Implement the changes, and evaluate again the next year.

**b) Apply the results of SLO assessment and dialogue to the ongoing improvement of the curriculum and teaching.**

1. Identify the changes proposed by each division/discipline/program as a result of the SLO process.
2. Each division/discipline/program implements changes based on SLO assessment and dialogue.
3. Evaluate and improve the SLO process annually.
4. Compile and disseminate a list of curricular and other improvements that are made each year.

**b) Offer and incentivize ongoing training in proven, effective learner-centered teaching strategies (e.g., Reading Apprenticeship, Five Day Experiential Learning Institute).**

1. Review and evaluate current training offerings in effective learner-centered teaching at West.
2. Research training and incentives at other institutions to identify effective models.
3. Assess learner-centered teaching needs across the campus.
4. Consolidate current learner-centered teaching offerings into a cohesive training program.
5. Supplement Professional Learning program with new offerings if needed.
6. Publicize the College’s professional learning offerings.
7. Launch new set of offerings.
8. Evaluate training and improve it as warranted.
### INSTITUTIONAL EFFECTIVENESS:
Systematize the evaluation and improvement of West's effectiveness, focusing on planning and resource allocation processes.

### OUTCOMES ASSESSMENT:
Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.

### PROFESSIONAL LEARNING:
Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.

**c) Establish a systematic, evidence-based process for the evaluation and improvement of the major College operational processes, and for dissemination of the results.**

1. Identify the major College operational processes.
2. Develop or refine methods to evaluate each process.
3. Report the evaluation results to the College Council and other appropriate bodies annually.
4. Make any necessary changes to operational processes indicated by the evaluation.

**c) Highlight and commend, on an annual basis, the best practices resulting from SLO /SAO assessment and dialogue.**

1. Identify the best practices of divisions, disciplines and programs in the SLO/SAO process.
2. Determine a method for highlighting and commending those divisions, disciplines and programs that engage in the identified best practices.
3. Publicize the selected groups and their practices campus-wide.
4. Establish Professional Learning Communities to conduct interdisciplinary assessments of student learning.

**c) Implement learner-centered strategies.**

1. Research implementation of learner-centered strategies at other institutions to identify effective models.
2. Document current, proven learner-centered teaching strategies in a handbook or other reference resource.
3. Supplement current strategies with other proven strategies if needed.
4. Implement learner-centered strategies, beginning with selected courses and/or programs.
5. Publicize/document the implementation of learner-centered strategies.
6. Evaluate the effectiveness of implemented learner-centered strategies, make improvements as warranted, and identify the most effective strategies.
### Institutional Effectiveness:

Systematize the evaluation and improvement of West’s effectiveness, focusing on planning and resource allocation processes.

### Outcomes Assessment:

Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.

### Professional Learning:

Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies.

---

d) Establish College-wide targets for each of the measures in the institution-set standards for student achievement, and monitor improvement.

1. PIE committee establishes targets for each of the measures in the institution-set standards for achievement.
2. Communicate targets to the College community.
3. Regularly provide data to programs and divisions to aid them in self-monitoring.
4. Report on progress and evaluate achievement of targets.
5. Collect input from divisions and programs via program review.
6. Consider, monitor, and periodically modify as necessary the targets.

d) Facilitate forums for dialogue on newly developed and implemented learning/teaching strategies.

1. Professional Learning Committee assesses learner-centered teaching strategies applied across the campus.
2. Identify forum topics and the number of forums to hold, plus the resources required.
3. Plan, organize and publicize forums.
4. Document the forums’ dialogue on newly developed and implemented learning/teaching strategies.
5. Establish Professional Learning Communities to conduct interdisciplinary assessments of student learning.
6. Evaluate the forums and recommend improvements as warranted.
## Appendix B: Calendar of Initiation of Project Goals

<table>
<thead>
<tr>
<th>Action Project</th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
<th>Spring 2018</th>
<th>Fall 2018</th>
<th>Spring 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Institutional Effectiveness:</strong> Systematize the evaluation and improvement of West's effectiveness, focusing on planning and resource allocation processes.</td>
<td>a) Establish and promote a systematic, evidence-based process for proposing, developing, implementing, evaluating and sustaining programs.</td>
<td>b) Conduct an effective, evidence-based annual evaluation of progress on every major College plan, and report the results to the College Council.</td>
<td>c) Establish a systematic, evidence-based process for the evaluation and improvement of the major College operational processes, and for dissemination of the results.</td>
<td>d) Establish College-wide targets for each of the measures in the institution-set standards for student achievement, and monitor improvement.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes Assessment:</strong> Strengthen the processes for assessment and improvement of student learning outcomes and service area outcomes.</td>
<td>a) Improve the frequency and quality of dialogue about SLO/SAO assessment and improvement within programs, disciplines, divisions and the Academic Senate.</td>
<td>b) Apply the results of SLO assessment and dialogue to the ongoing improvement of the curriculum and teaching.</td>
<td>c) Highlight and commend, on an annual basis, the best practices resulting from SLO/SAO assessment and dialogue.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Professional Learning:</strong> Create a culture in which faculty develop and apply expertise in proven, effective learner-centered teaching strategies</td>
<td>a) Establish an exemplary professional learning program.</td>
<td>b) Offer and incentivize ongoing training in proven, effective learner-centered teaching strategies (e.g., Reading Apprenticeship, Five Day Experiential Learning Institute).</td>
<td>c) Implement learner-centered strategies.</td>
<td>d) Facilitate forums for dialogue on newly developed and implemented learning/teaching strategies.</td>
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</tbody>
</table>
WEST LOS ANGELES COLLEGE SELF EVALUATION

Changes and Plans Arising Out of the Self Evaluation Process
## CHANGES AND PLANS ARISING OUT OF THE SELF-EVALUATION PROCESS

<table>
<thead>
<tr>
<th>CHANGE, IMPROVEMENT AND INNOVATION</th>
<th>STANDARD</th>
<th>COLLEGE LEADS</th>
<th>COMPLETION DATE</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>SLO Handbook developed</td>
<td>I.B.1, I.B.2, I.B.4, II.A.3, II.A.11</td>
<td>Dean of Teaching and Learning, SLO Coordinator, SLO Committee</td>
<td>Spring 2014</td>
<td>SLO Handbook, inclusion of program SLOs</td>
</tr>
<tr>
<td>Developed ISS at program level: employment rates and program completion rates</td>
<td>I.B.3</td>
<td>Dean of Research and Planning</td>
<td>Fall 2015</td>
<td>ISS were developed</td>
</tr>
<tr>
<td>Refined program review process to include faculty position prioritization application</td>
<td>I.B.9</td>
<td>Academic Senate, PIE Committee</td>
<td>Fall 2015</td>
<td>More sustainable process for prioritizing faculty position requests</td>
</tr>
<tr>
<td>Curriculum committee will take a more active role in revising the College catalog</td>
<td>I.C.5</td>
<td>Dean of Curriculum, Curriculum Committee</td>
<td>Fall 2015 and ongoing</td>
<td>Streamline approval of GE plans</td>
</tr>
<tr>
<td>TracDAT adopted as system to track SLO assessments</td>
<td>II.A.1</td>
<td>SLO Coordinator, Dean of Teaching and Learning</td>
<td>Fall 2015</td>
<td>Better ability to analyze and compare SLO data</td>
</tr>
<tr>
<td>Faculty SLO Coordinator selected with SLO facilitators</td>
<td>II.A.3</td>
<td>Dean of Teaching and Learning</td>
<td>January 2014</td>
<td>Better assessment and tracking of SLOs, SLO workshops, SLO handbook, videos produced</td>
</tr>
<tr>
<td>CHANGE, IMPROVEMENT AND INNOVATION</td>
<td>STANDARD</td>
<td>COLLEGE LEADS</td>
<td>COMPLETION DATE</td>
<td>OUTCOME</td>
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</tr>
<tr>
<td>Full-time Research Analyst hired with responsibility for SLO on a part-time basis</td>
<td>II.A.3</td>
<td>Dean of Research and Planning</td>
<td>2013</td>
<td>Better tracking of SLO assessments</td>
</tr>
<tr>
<td>Adobe PDF form created to record course SLO assessments for the four phases</td>
<td>II.A.3</td>
<td>SLO Coordinator, Dean of Teaching and Learning</td>
<td>2013</td>
<td>Better tracking of SLO assessments</td>
</tr>
<tr>
<td>Assessment of Program SLOs</td>
<td>II.A.3</td>
<td>SLO Committee</td>
<td>2012 and ongoing</td>
<td>Better tracking of student learning</td>
</tr>
<tr>
<td>Syllabi checked for inclusion of SLOs</td>
<td>II.A.3</td>
<td>Dean of Teaching and Learning</td>
<td>Fall 2012 and ongoing</td>
<td>All syllabi include SLOs</td>
</tr>
<tr>
<td>SLO Bulletins developed and distributed</td>
<td>II.A.3</td>
<td>Dean of Teaching and Learning</td>
<td>Fall 2012 and ongoing</td>
<td>Better communication about SLO assessment</td>
</tr>
<tr>
<td>Update and approve curriculum maps for all degrees and certificates</td>
<td>II.A.6</td>
<td>Dean of Curriculum</td>
<td>Fall 2015 and ongoing</td>
<td>Define clear pathways for student completion</td>
</tr>
<tr>
<td>Professional development in diversity and student equity</td>
<td>II.A.7</td>
<td>President, Vice President Student Services, Equity Coordinator, Academic Senate, Faculty Professional Development Coordinator</td>
<td>Fall 2014 and ongoing</td>
<td>Improved teaching methodologies</td>
</tr>
</tbody>
</table>
## CHANGES MADE DURING THE SELF EVALUATION PROCESS

<table>
<thead>
<tr>
<th>CHANGE, IMPROVEMENT AND INNOVATION</th>
<th>STANDARD</th>
<th>COLLEGE LEADS</th>
<th>COMPLETION DATE</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Program Viability Process Updated</td>
<td>II.A.15</td>
<td>Academic Senate, Educational Policies and Standards Committee</td>
<td>Spring 2015</td>
<td>Continuation of Travel and Hospitality program with modifications</td>
</tr>
<tr>
<td>Implement the Four Cornerstones for success (expanded MMAP)</td>
<td>II.A.6, II.C.7</td>
<td>SSSP, Language Arts Division, Math Division</td>
<td>Begin Fall 2015, and ongoing</td>
<td>More rapid progression of students through basic skills to college level English and math</td>
</tr>
<tr>
<td>Implement Expressway to facilitate student completion of assessment, orientation, education plan, and other services</td>
<td>II.C.5, II.C.6</td>
<td>SSSP, Information Technology</td>
<td>Spring 2015</td>
<td>Higher rates of completion of assessment, orientation and education plans</td>
</tr>
<tr>
<td>CSUDH Pathways Partnership</td>
<td>II.C.6</td>
<td>Office of Teaching and Learning and Articulation</td>
<td>Ongoing</td>
<td>Streamlined transfer process for students from West to CSUDH</td>
</tr>
<tr>
<td>Integrity of educational records</td>
<td>II.C.8</td>
<td>Admissions and Records</td>
<td>Fall 2015</td>
<td>Records are stored more securely, permanently and confidentially in metal cabinets and controlled key access</td>
</tr>
<tr>
<td>CHANGE, IMPROVEMENT AND INNOVATION</td>
<td>STANDARD</td>
<td>COLLEGE LEADS</td>
<td>COMPLETION DATE</td>
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</tr>
<tr>
<td>Implement the Four Cornerstones for success (expanded MMAP)</td>
<td>II.A.6, II.C.7</td>
<td>SSSP, Language Arts Division, Math Division</td>
<td>Begin Fall 2015, and ongoing</td>
<td>More rapid progression of students through basic skills to college level English and math</td>
</tr>
<tr>
<td>Audit findings reported out to Budget Committee</td>
<td>III.D.7</td>
<td>Vice President of Administrative Services</td>
<td>Summer 2015 and ongoing</td>
<td>Improved communication</td>
</tr>
<tr>
<td>District Planning and Accreditation Committee (DPAC) focused the joint efforts of district office and colleges on accreditation requirements and shared responsibilities</td>
<td>IV.D.1 IV.D.5 IV.D.6 IV.D.7</td>
<td>DPAC members, Accreditation Steering Committee</td>
<td>Summer 2014 and ongoing</td>
<td>District-authored accreditation standards; updated planning and governance handbook; updated District-College Functional Map</td>
</tr>
<tr>
<td>Establishment of Annual Spring Summits</td>
<td>IV.A.1</td>
<td>Student Success Committee, Professional Development Coordinator</td>
<td>February 2014</td>
<td>Input into the EMP, Best Teaching Practices highlighted, data-driven analysis of equity gaps</td>
</tr>
<tr>
<td>Creation of Student Equity, Access, and Completion Committee (SEAC)</td>
<td>IV.A.2</td>
<td>Student Success Committee, Student Equity, Academic Senate, College Council, VP Student Services</td>
<td>August 2014</td>
<td>A data-based examination of equity gaps and cross function solution development</td>
</tr>
</tbody>
</table>
## CHANGES MADE DURING THE SELF EVALUATION PROCESS

<table>
<thead>
<tr>
<th>CHANGE, IMPROVEMENT AND INNOVATION</th>
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<th>COLLEGE LEADS</th>
<th>COMPLETION DATE</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>Development and approval of the Education Master Plan</td>
<td>IV.A.2, IV.B.3</td>
<td>President, Consultant, PIE Committee, EMP Faculty Chair</td>
<td>2014</td>
<td>EMP accepted as the strategic plan for the College; all plans align to the EMP, which is aligned to the mission</td>
</tr>
<tr>
<td>Defining the role of faculty in College governance</td>
<td>IV.A.3</td>
<td>PIE, Academic Senate, College Council</td>
<td>2014-15</td>
<td>Faculty participation accounted; Faculty mentoring; Faculty Professional Development Academy</td>
</tr>
<tr>
<td>Updated Participatory Governance Handbook</td>
<td>IV.A.3</td>
<td>PIE</td>
<td>Spring 2015</td>
<td>Updated handbook</td>
</tr>
<tr>
<td>Divisional Reorganization</td>
<td>IV.A.5</td>
<td>President, Academic Senate</td>
<td>Spring 2015</td>
<td>Divisional Reorganization</td>
</tr>
<tr>
<td>College decisions documented and communicated</td>
<td>IV.A.6</td>
<td>Public Information Officer, Instructional Media Staff</td>
<td>2013 and ongoing</td>
<td>Increased level of communication</td>
</tr>
<tr>
<td>CHANGE, IMPROVEMENT AND INNOVATION</td>
<td>STANDAR D</td>
<td>COLLEGE LEADS</td>
<td>COMPLETION DATE</td>
<td>OUTCOME</td>
</tr>
<tr>
<td>----------------------------------</td>
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<tr>
<td>Evaluation results used for improvement in the Redesigned Fall Semester Kickoff</td>
<td>IV.A.7</td>
<td>Student Success Committee/Achieving the Dream, Academic Senate, Professional Development Coordinator</td>
<td>2015</td>
<td>Based on data analysis, focused student outreach for Redesigned Fall Kickoff</td>
</tr>
<tr>
<td>Expansion of the Office of Research and Planning</td>
<td>IV.B.3</td>
<td>President, Dean of Research and Planning</td>
<td>2013</td>
<td>Improved ability to use data to guide decision-making</td>
</tr>
<tr>
<td>Development and approval of the Equity Plan</td>
<td>IV.B.3</td>
<td>President, Vice President of Student Services, SEAC, Office of Research and Planning, Academic Senate</td>
<td>2014</td>
<td>Equity Plan, focus on disaggregated data to guide student success initiatives</td>
</tr>
<tr>
<td>Development and approval of the SSSP Plan</td>
<td>IV.B.3</td>
<td>President, Vice President of Student Services, SEAC, SSSP Coordinator, Office of Research and Planning, Academic Senate</td>
<td>2013</td>
<td>SSSP Plan, increase in numbers of students completing CSEPs</td>
</tr>
<tr>
<td>Development and approval of the Facilities Plan</td>
<td>IV.B.3</td>
<td>President, Vice President of Administrative Services, Facilities Committee</td>
<td>2013</td>
<td>Revised Facilities Master Plan</td>
</tr>
<tr>
<td>Update of the Technology Master Plan</td>
<td>IV.B.3</td>
<td>President, Vice President of Administrative Services, Technology Committee</td>
<td>2015</td>
<td>Revised Technology Master Plan</td>
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</table>
## CHANGES MADE DURING THE SELF EVALUATION PROCESS

<table>
<thead>
<tr>
<th>CHANGE, IMPROVEMENT AND INNOVATION</th>
<th>STANDARD</th>
<th>COLLEGE LEADS</th>
<th>COMPLETION DATE</th>
<th>OUTCOME</th>
</tr>
</thead>
<tbody>
<tr>
<td>CEO role in accreditation</td>
<td>IV.B.4</td>
<td>President</td>
<td>2012-2015</td>
<td>Increased level of faculty reassigned time to accreditation efforts; faculty served on accreditation visiting teams and attended accreditation trainings</td>
</tr>
<tr>
<td>District Planning and Accreditation Committee (DPAC) focused the joint efforts of district office and colleges on accreditation requirements and shared responsibilities</td>
<td>IV.D.1 IV.D.5 IV.D.6 IV.D.7</td>
<td>DPAC members, Accreditation Steering Committee</td>
<td>Summer 2014 and ongoing</td>
<td>District-authored accreditation standards; updated planning and governance handbook; updated District-College Functional Map</td>
</tr>
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</table>
## Future Plans from the Self Evaluation Process

<table>
<thead>
<tr>
<th>Change, Improvement and Innovation</th>
<th>Standard</th>
<th>College Leads</th>
<th>Timeline</th>
<th>Anticipated Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review of Mission in anticipation of dental hygiene BA program</td>
<td>I.A.1, I.A.4</td>
<td>College Council; Academic Senate</td>
<td>Spring 2016</td>
<td>Mission will broaden to include a B.S. degree</td>
</tr>
<tr>
<td>Financial Aid will evaluate the impact of adding additional workshops and refine as necessary</td>
<td>I.B.2</td>
<td>Director of Financial Aid</td>
<td>Spring 2016</td>
<td>Improved student financial literacy</td>
</tr>
<tr>
<td>Add specific questions to program review to assess performance based on institution set standards</td>
<td>I.B.3</td>
<td>PIE Committee</td>
<td>Make change during spring 2016 evaluation; implement in fall 2016</td>
<td>All programs will expand evaluation of progress on student achievement outcomes for their programs based on institution set standards and targets; improved assessment of outcomes</td>
</tr>
<tr>
<td>Fold evaluation of QFE into regular evaluation of the Educational Master Plan</td>
<td>I.B.7</td>
<td>Dean of Research and Planning</td>
<td>Spring 2016</td>
<td>Improved assessment of outcomes</td>
</tr>
<tr>
<td>CurricuNET Implementation</td>
<td>I.C.2, I.C.5, IV.A.4</td>
<td>Academic Affairs</td>
<td>Fall 2017</td>
<td>Seamless integration of curriculum and SIS</td>
</tr>
<tr>
<td>Student ePortfolios with IEPI PRT</td>
<td>II.A.11</td>
<td>Aviation, Computer Science, Motion Picture/Television Production, SLO Coordinator, Dean of Teaching and Learning</td>
<td>Fall 2016</td>
<td>Additional method of program and institutional SLO assessment</td>
</tr>
<tr>
<td>CHANGE, IMPROVEMENT AND INNOVATION</td>
<td>STANDARD</td>
<td>COLLEGE LEADS</td>
<td>TIMELINE</td>
<td>ANTICIPATED OUTCOME</td>
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<tr>
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</tr>
<tr>
<td>Develop SAOs for Library Services</td>
<td>II.B.3</td>
<td>Library Faculty and Support Staff</td>
<td>Spring 2016</td>
<td>Improved assessment of outcomes</td>
</tr>
<tr>
<td>Assessment Retest Policy</td>
<td>I.C.7</td>
<td>SSSP and Academic Senate</td>
<td>Spring 2016</td>
<td>Students will move through math and English more quickly</td>
</tr>
<tr>
<td>Classified Staffing Plan development and process incorporated into ongoing program review process</td>
<td>III.A.9</td>
<td>Vice President of Administrative Services; PIE Committee</td>
<td>Fall 2016</td>
<td>Sufficient number of support staff to more effectively support student outcomes</td>
</tr>
<tr>
<td>Formal quarterly reports of all funds to the President's Cabinet</td>
<td>III.D.10</td>
<td>Vice President of Administrative Services</td>
<td>Fall 2015</td>
<td>More up-to-date and thorough understanding of current budget, better ability to effectively use financial resources, and better ability to maintain a balanced budget</td>
</tr>
<tr>
<td>Kentico training for updated committee webpages</td>
<td>IV.A.7</td>
<td>Public Relations &amp; Advertising</td>
<td>Spring 2016</td>
<td>Improved dissemination of information</td>
</tr>
</tbody>
</table>
Appendix: Acronyms
# ACRONYMS

<table>
<thead>
<tr>
<th>ACRONYM</th>
<th>DEFINITION</th>
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<tbody>
<tr>
<td>A&amp;R</td>
<td>Admissions and Records</td>
</tr>
<tr>
<td>AA</td>
<td>Associate of Arts</td>
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<tr>
<td>ABA</td>
<td>American Bar Association</td>
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<tr>
<td>ACCJC</td>
<td>Accrediting Commission for Community and Junior Colleges</td>
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<tr>
<td>ACT</td>
<td>Accelerated College Transfer</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
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<tr>
<td>ADT</td>
<td>Associate Degree for Transfer</td>
</tr>
<tr>
<td>AA-T</td>
<td>Associate in Arts for Transfer</td>
</tr>
<tr>
<td>AS-T</td>
<td>Associate in Science for Transfer</td>
</tr>
<tr>
<td>AFT</td>
<td>American Federation of Teachers</td>
</tr>
<tr>
<td>ALO</td>
<td>Accreditation Liaison Officer</td>
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<td>API</td>
<td>Academic Performance Index</td>
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<td>Assessment Placement Management System</td>
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<tr>
<td>APR</td>
<td>Annual Performance Review</td>
</tr>
<tr>
<td>ARCC</td>
<td>Accountability Reporting for Community Colleges</td>
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<tr>
<td>AS</td>
<td>Associate of Science</td>
</tr>
<tr>
<td>ASC</td>
<td>Accreditation Steering Committee</td>
</tr>
<tr>
<td>ASCCC</td>
<td>Academic Senate for California Community Colleges</td>
</tr>
<tr>
<td>ASO</td>
<td>Associated Students Organization</td>
</tr>
<tr>
<td>ASSIST</td>
<td>Articulation System Stimulating Interinstitutional Student Transfer</td>
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<tr>
<td>AtD</td>
<td>Achieving the Dream</td>
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<tr>
<td>BFC</td>
<td>Board Budget and Finance Committee</td>
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<tr>
<td>BOG</td>
<td>Board of Governors</td>
</tr>
<tr>
<td>BOT</td>
<td>Board of Trustees</td>
</tr>
<tr>
<td>BR</td>
<td>Board Rule</td>
</tr>
<tr>
<td>BSILI</td>
<td>Basic Skills Initiative Leadership Institute</td>
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<tr>
<td>CAADE</td>
<td>California Association of Alcohol and Drug Abuse Educators</td>
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<tr>
<td>CAAHEP</td>
<td>Commission on the Accreditation of Allied Health Education Programs</td>
</tr>
<tr>
<td>CAI</td>
<td>Common Assessment Initiative</td>
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<tr>
<td>Cal-PASS</td>
<td>California Partnership for Achieving Student Success</td>
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<td>ACRONYM</td>
<td>DEFINITION</td>
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<tr>
<td>CalPERS</td>
<td>California Public Retirement System</td>
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<tr>
<td>CalSTRS</td>
<td>California State Teacher’s Retirement System</td>
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<tr>
<td>CalWORKs/GAIN</td>
<td>California Work Opportunity and Responsibility to Kids / Greater Avenues to Independence</td>
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<td>CARE</td>
<td>Cooperative Agencies Resource for Education</td>
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<td>CATS</td>
<td>Cross Application Time Sheet</td>
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<td>College Council</td>
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<tr>
<td>CCCAA</td>
<td>California Community College Athletic Association</td>
</tr>
<tr>
<td>CCCC0</td>
<td>California Community College Chancellor’s Office</td>
</tr>
<tr>
<td>CCLC</td>
<td>Community College League of California</td>
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<td>CCOC</td>
<td>College Citizens’ Oversight Committee</td>
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<td>CDC</td>
<td>Child Development Center</td>
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<td>Career Education Building</td>
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<td>Communication, Entertainment, Media Arts Division</td>
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<td>CFAU</td>
<td>Central Financial Aid Unit</td>
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<td>CFR</td>
<td>Code of Federal Regulations</td>
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<td>CGCA</td>
<td>Career Guidance Counseling Assistant</td>
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<td>C-ID</td>
<td>Course Identification Numbering System</td>
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<tr>
<td>CMMS</td>
<td>Computerized Maintenance Management System</td>
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<td>CNA</td>
<td>Certified Nurse Assistant</td>
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<td>CODA</td>
<td>Commission on Dental Accreditation</td>
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<tr>
<td>COR</td>
<td>Course Outline of Record</td>
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<td>CRTL</td>
<td>Culturally Relevant Teaching and Learning</td>
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<td>CSEP</td>
<td>Comprehensive Student Education Plan</td>
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<td>CSIT</td>
<td>Computer Science Information Technology</td>
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<td>California State University</td>
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<td>CSU-GE</td>
<td>California State University General Education</td>
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<td>Career Technical Education</td>
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<td>Digital Design Studio</td>
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<td>DEFINITION</td>
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<tr>
<td>DL</td>
<td>Distance Learning</td>
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<td>Department of Labor</td>
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<td>DOSO</td>
<td>District Office Service Outcomes</td>
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<tr>
<td>DPAC</td>
<td>District Planning and Advisory Committee</td>
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<tr>
<td>DRC</td>
<td>District Research Committee</td>
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<tr>
<td>DSA</td>
<td>Division of the State Architect</td>
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<td>DSCH</td>
<td>Daily Student Contact Hours (short-term classes)</td>
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<td>Disabled Student Programs and Services</td>
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<td>Free Application for Federal Student Aid</td>
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<td>Family Educational Rights and Privacy Act</td>
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<td>DEFINITION</td>
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<tr>
<td>FON</td>
<td>Full-Time Faculty Obligation Number</td>
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<tr>
<td>FPIP</td>
<td>Faculty Position Identification and Prioritization (policy or committee)</td>
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<td>FTEF</td>
<td>Full Time Equivalent Faculty</td>
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<td>FTES</td>
<td>Full Time Equivalent Student</td>
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<td>Faculty Teaching and Learning Academy</td>
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<td>Joint Labor Management Benefits Committee</td>
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<td>Los Angeles County Sheriff’s Department</td>
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<td>LEARN</td>
<td>Leading and Energizing African American Students through Research and Knowledge</td>
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<td>Learning Resource Center</td>
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<td>MATCH, Project</td>
<td>Mentors Act to Change History</td>
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<td>DEFINITION</td>
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<tr>
<td>MSA/MSB</td>
<td>Math and Science Buildings</td>
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<td>National Association of Intercollegiate Athletics</td>
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<td>National Collegiate Athletic Association</td>
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<td>Office of Management and Budget</td>
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<tr>
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<td>Other Post-Employment Benefits</td>
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<td>Office of Management and Budget</td>
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<td>OWL</td>
<td>Online Writing Lab</td>
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<td>Predominantly Black Institutions</td>
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<td>Personnel Change Request</td>
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<td>PIE</td>
<td>Planning and Institutional Effectiveness Committee</td>
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<td>PIN</td>
<td>Personal Identification Number</td>
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<td>Public Information Officer</td>
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<td>PLATO</td>
<td>Programmed Logic for Automatic Teaching Operation</td>
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<td>Professional Learning Community</td>
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<td>Police Officer Preparation Program</td>
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<td>Partnership Resource Team</td>
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<td>PSLO/PLO</td>
<td>Program Student Learning Outcome</td>
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<td>Service Area Outcomes</td>
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<td>Systems Applications and Products in Data Processing</td>
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<td>Science Building</td>
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<td>Student Equity, Access, and Completion</td>
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<td>Supplemental Environmental Impact Report</td>
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<td>SEIU</td>
<td>Service Employees International Union</td>
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<td>Student Education Plan</td>
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<td>Socio Economic Status</td>
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<td>Specially Funded Program</td>
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<tr>
<td>SI</td>
<td>Supplemental Instruction</td>
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<td>SIS</td>
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<tr>
<td>SLO</td>
<td>Student Learning Outcomes</td>
</tr>
<tr>
<td>SSB</td>
<td>Student Services Building</td>
</tr>
<tr>
<td>SSSP</td>
<td>Student Success and Support Program</td>
</tr>
<tr>
<td>STEM</td>
<td>Science, Technology, Engineering and Mathematics</td>
</tr>
<tr>
<td>TAP</td>
<td>Transfer Alliance Program</td>
</tr>
<tr>
<td>TCO</td>
<td>Total Cost of Ownership</td>
</tr>
<tr>
<td>TMC</td>
<td>Transfer Model Curriculum</td>
</tr>
<tr>
<td>TMP</td>
<td>Technology Master Plan</td>
</tr>
<tr>
<td>TOP Code</td>
<td>Taxonomy of Programs</td>
</tr>
<tr>
<td>TRiO</td>
<td>A U.S. Department of Education grant-funded program</td>
</tr>
<tr>
<td>UC</td>
<td>University of California</td>
</tr>
<tr>
<td>VoIP</td>
<td>Voice over Internet Protocol</td>
</tr>
<tr>
<td>VPAA</td>
<td>Vice President of Academic Affairs</td>
</tr>
<tr>
<td>VPAS</td>
<td>Vice President of Administrative Services</td>
</tr>
<tr>
<td>VPSS</td>
<td>Vice President of Student Services</td>
</tr>
<tr>
<td>VTEA</td>
<td>Vocational and Technical Education Act</td>
</tr>
<tr>
<td>WEC</td>
<td>Work Environment Committee</td>
</tr>
<tr>
<td>WLAC</td>
<td>West Los Angeles College</td>
</tr>
<tr>
<td>WSCH</td>
<td>Weekly Student Contact Hours</td>
</tr>
</tbody>
</table>