

WEST LOS ANGELES COLLEGE



SPACE NEEDS ASSESSMENT: GROWTH PROJECTION

PREPARED BY



APPROVED BY WLAC COLLEGE COUNCIL
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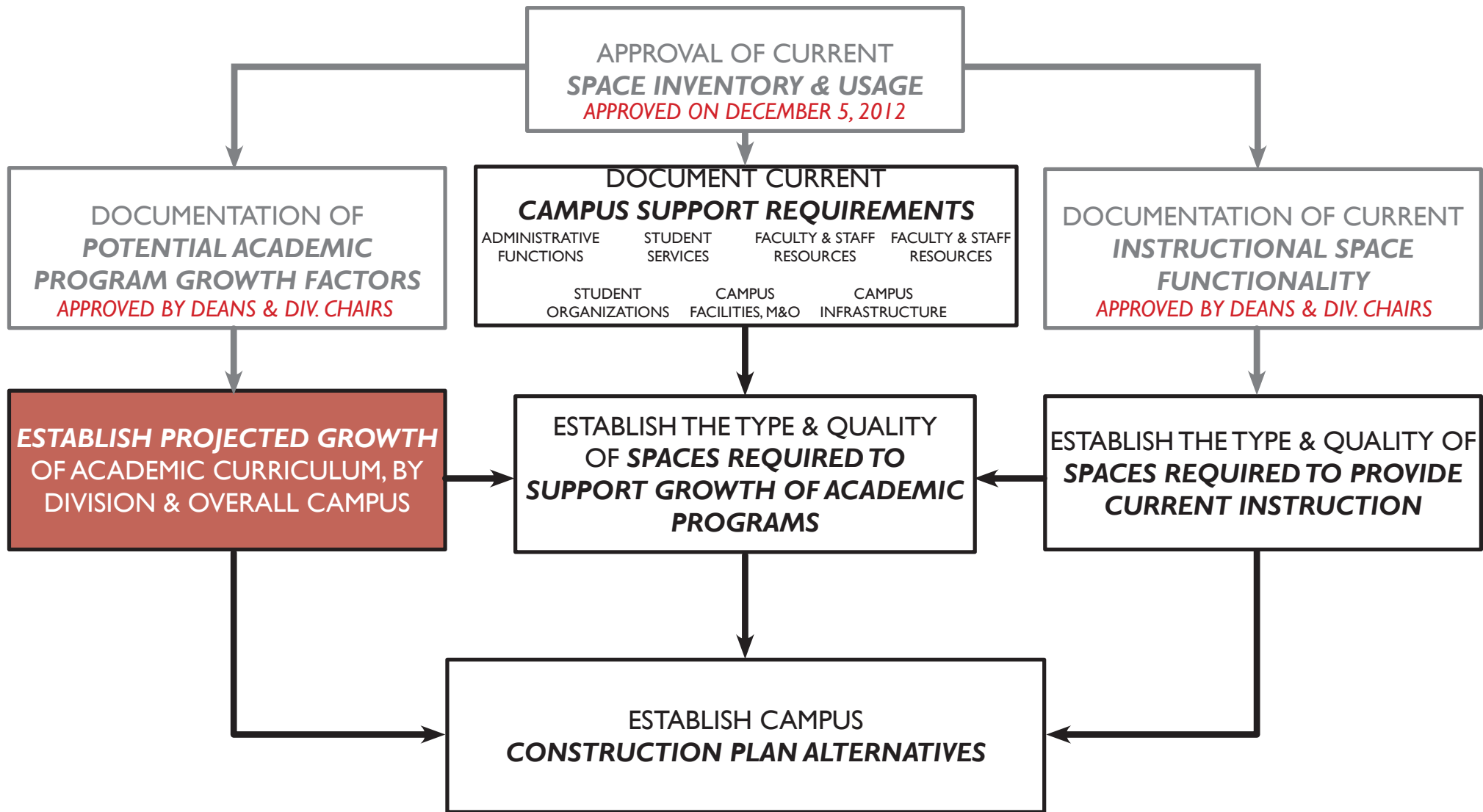
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DRAFT SIMULATION

The data and figures in the following report represent preliminary growth projections based on the engaged dialogue of West Los Angeles College's (WLAC) deans, academic division chairs, the Office of Research and Planning, and the Academic Affairs Division using Program Review Accrediting Commission data and environmental scans.

This report will serve as an element of the foundation for the development and planning of the building program required by WLAC's instructional programs at the campus' "build-out" capacity. The report will be finalized through the WLAC Shared Governance process.

The report is a measure of instructional 'Student Contact Hours' (SCH) and does not address the type of space required to safely and successfully provide instruction nor the type and quantity of space required to support instruction. An academic division's projected growth rate, as established in this document, is not the sole criteria for determining the extent, quality, or types of space to be provided by the WLAC building program. Projected growth rates neither ensure or preclude the allotment of WLAC construction budget for division-related facility improvements.



FACILITIES PLANNING PROCESS

This report represents a single but very crucial step in the overall Needs Assessment process and ultimate establishment of construction plan alternatives for the West Los Angeles College campus. The scope of the report is defined by the **highlighted box** above.

PROJECT
TOTAL ON-CAMPUS GROWTH
as allowed under approved S.E.I.R.

PROJECT THE GROWTH OF
'SPECIALLY FUNDED PROGRAMS'

PROJECT THE GROWTH OF EACH
ACADEMIC DIVISION'S
'APPORTIONMENT PROGRAMS'

ESTABLISH
BUILD-OUT SPACE REQUIREMENTS
FOR EACH ACADEMIC DIVISION

GROWTH PROJECTIONS

The ***highlighted boxes*** define the scope of the planning processes detailed in the following report. Achieving consensus on these projections will establish the projected growth of West Los Angeles College's academic curriculum, for the aggregate campus, as well as the individual academic divisions.

ESTABLISH THE **TYPE AND QUALITY OF SPACES** REQUIRED TO PROVIDE AND SUPPORT INSTRUCTION

SUMMARY OF ON-CAMPUS GROWTH PROJECTION

As prepared by the WLAC Academic Affairs Division

HEADCOUNT

- **8,233** 2012 On-Campus 'Headcount'
- **15,300** On-Campus 'Headcount' Limit

Source: "2010 Supplemental Environmental Impact Report"

$$\text{Headcount Growth Potential} = \frac{\text{Headcount Limit}}{\text{2012 Headcount}} = 186\%$$

STUDENT CONTACT HOURS

- **1,205,241** 2012 On-Campus 'SCH' (Credit, Non-Credit, Extension)
- **2,731,280** Projected On-Campus 'SCH' Limit

$$\text{Projected 'SCH' Growth Potential} = \frac{\text{Projected 'SCH'}}{\text{2012 'SCH'}} = 227\%$$

See "Appendix 'A': On-Campus SCH Growth Projection" for additional information.

ADJUSTED ON-CAMPUS GROWTH PROJECTION

- **1,293,933** 2012 On-Campus Total
 - **1,205,241** 2012 On-Campus 'SCH' captured by WLAC Academic Affairs Projection
 - **88,692** 2012 Grant Program 'SCH' not captured by WLAC Academic Affairs Projection
- **2,731,636** Projected Total On-Campus 'SCH' Limit

$$\text{Adjusted 'SCH' Growth Potential} = \frac{\text{Projected 'SCH'}}{\text{2012 'SCH'}} = 211\%$$

PROJECTED 'SFP' GROWTH

WLAC projects 'Specially Funded Programs' to grow proportionally to the 'Apportionment' Curriculum.

- **SFPs projected to grow 211%** of 2012 Level
- **'Apportionment' Curriculum projected to grow 211%** of 2012 Level

GROWTH OF APPORTIONMENT PROGRAMS

by ACADEMIC DIVISION

THE PROJECTED GROWTH OF EACH ACADEMIC DIVISION IS A COMPOSITE OF THE GROWTH POTENTIAL OF THE DIVISION'S DISPARATE ACADEMIC PROGRAMS.

TO ESTABLISH A GROWTH RATE FOR EACH ACADEMIC DIVISION:

1. Each Division's current (2012) 'Student Contact Hours' (SCH) were documented as part of the approved "Space Inventory & Usage Study".
2. Academic programs identified by the Dean and Division Chair as having the potential to grow differentially from the WLAC campus average growth were classified into one of five "differential growth categories". See "Appendix 'B': Academic Division Growth Projections" for additional information.
3. The President, Vice-Presidents, and Deans were made aware of academic programs identified as having the potential to grow differentially from the WLAC campus average growth.
4. The President, Vice-Presidents, and Deans reached consensus regarding the effect that potential "differential growth programs" would have on an academic division's overall growth. See "Appendix 'B': Academic Division Growth Projections" for additional information.
5. A growth projection was established for each academic division.

Current Apportionment 'SCH'

CURRENT (2012)

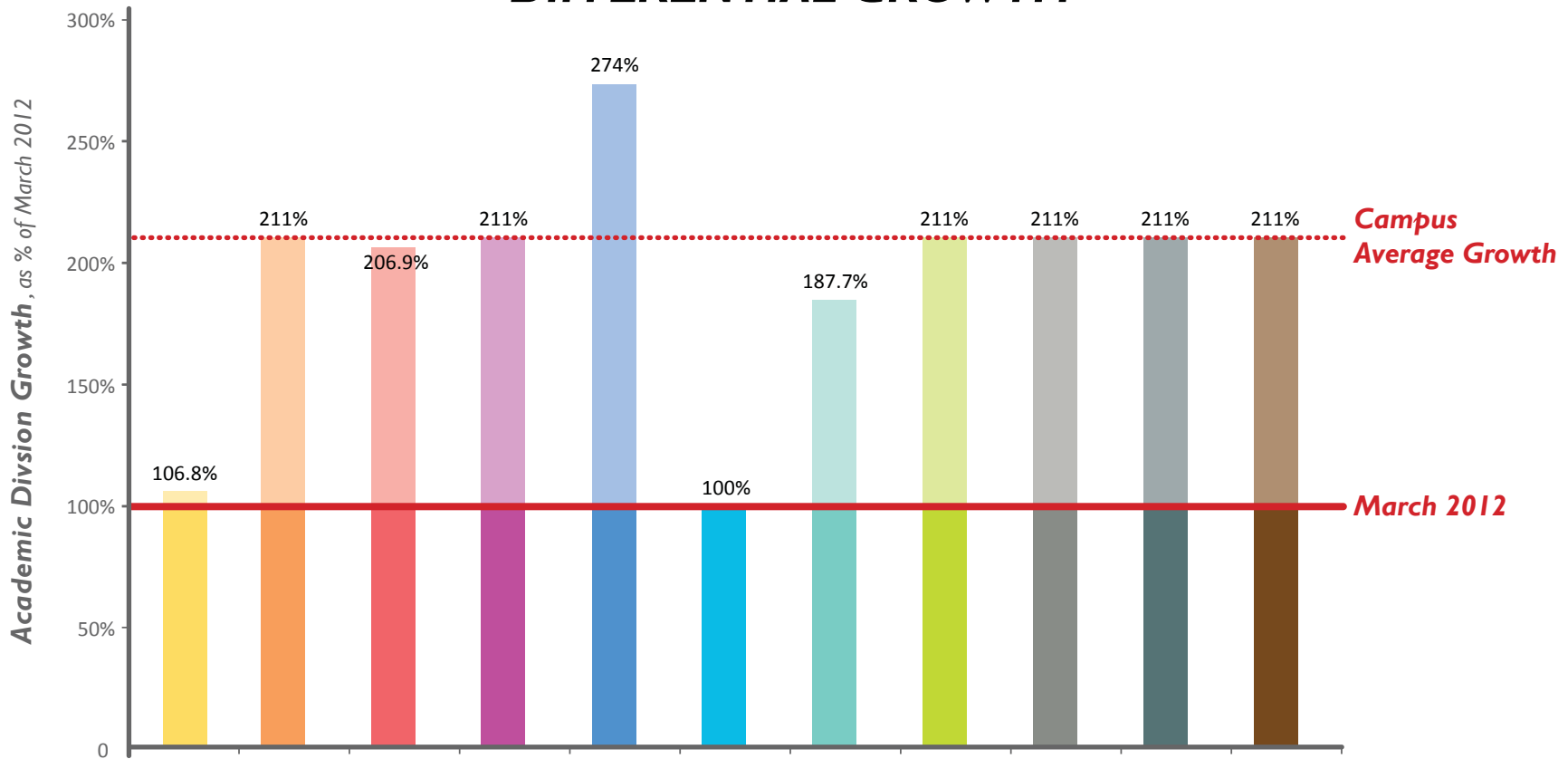


ON-CAMPUS TOTAL
1,180,733 SCH

- AVIATION & TRAVEL: 60,174 SCH**
5.10% of Current Apportionment On-Campus Total
- ALLIED HEALTH: 30,129 SCH**
2.55% of Current Apportionment On-Campus Total
- BEH. & SOCIAL SCIENCES: 191,648 SCH**
16.23% of Current Apportionment On-Campus Total
- BUSINESS: 76,189 SCH**
6.45% of Current Apportionment On-Campus Total
- COMPUTER SCIENCE: 45,070 SCH**
3.82% of Current Apportionment On-Campus Total
- DANCE, HEALTH, P.E.: 96,719 SCH**
8.19% of Current Apportionment On-Campus Total
- HUMANITIES & F.A.: 176,683 SCH**
14.96% of Current Apportionment On-Campus Total
- LANGUAGE ARTS: 94,748 SCH**
8.02% of Current Apportionment On-Campus Total
- MATHEMATICS: 202,934 SCH**
17.19% of Current Apportionment On-Campus Total
- SCIENCE: 153,248 SCH**
12.98% of Current Apportionment On-Campus Total
- OTHER: 53,191 SCH**
4.50% of Current Apportionment On-Campus Total

*Note: "Other" includes enrollment in *Library & Learning Resources, Tutoring, Counseling, and Vocational Education.*

DIFFERENTIAL GROWTH



AVIATION & TRAVEL

- 4,107 'SCH' Projected Growth
- 0.31% of "Total Growth"*

ALLIED HEALTH

- 33,443 'SCH' Projected Growth
- 2.55% of "Total Growth"*

BEH. & SOCIAL SCIENCES

- 197,611 'SCH' Projected Growth
- 15.08% of "Total Growth"*

BUSINESS

- 84,570 'SCH' Projected Growth
- 6.45% of "Total Growth"*

COMPUTER SCIENCE

- 78,557 'SCH' Projected Growth
- 5.99% of "Total Growth"*

DANCE, HEALTH, P.E.

- 0 'SCH' Projected Growth
- 0.00% of "Total Growth"*

HUMANITIES & FINE ARTS

- 155,015 'SCH' Projected Growth
- 11.82% of "Total Growth"*

LANGUAGE ARTS

- 105,170 'SCH' Projected Growth
- 8.02% of "Total Growth"*

MATHEMATICS

- 225,257 'SCH' Projected Growth
- 17.19% of "Total Growth"*

SCIENCE

- 170,105 'SCH' Projected Growth
- 12.98% of "Total Growth"*

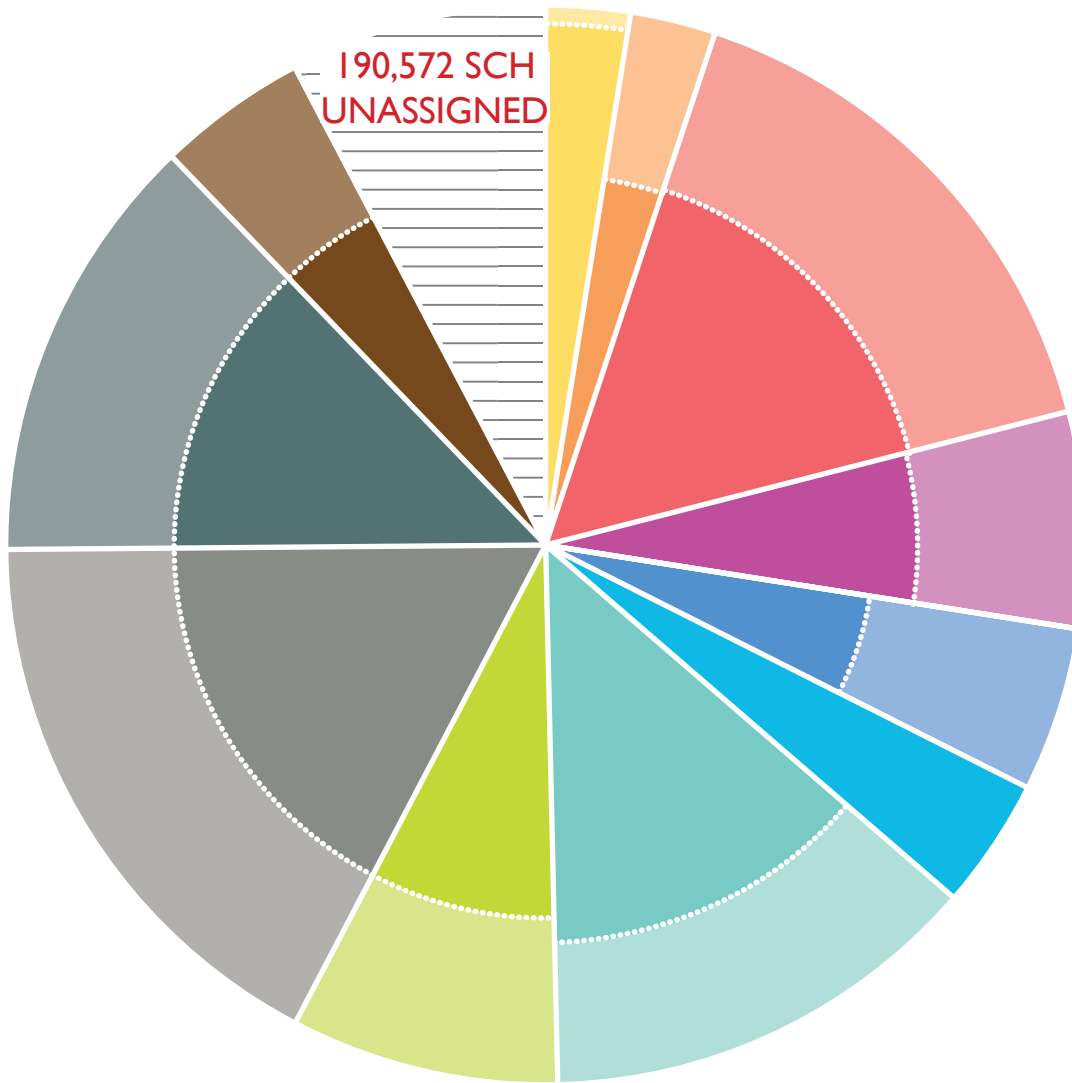
OTHER

- 59,042 'SCH' Projected Growth
- 4.50% of "Total Growth"*

NOTE: Based on the projected growth of each academic division, 15.09% of the "Total Growth"* is not assigned to a particular division.

*"Total Growth" = $(\text{WLAC Projected Apportionment 'SCH'}) - (\text{WLAC Current Apportionment 'SCH'}) = 1,310,614 \text{ SCH}$
 $(\text{WLAC Current Apportionment 'SCH'}) \times (2.11)$

S.E.I.R. BUILD-OUT LIMIT



ON-CAMPUS TOTAL
2,491,347 SCH

Projected Apportionment 'SCH'

- AVIATION & TRAVEL: 64,281 SCH**
2.58% of Projected Apportionment On-Campus Total
- ALLIED HEALTH: 63,572 SCH**
2.55% of Projected Apportionment On-Campus Total
- BEH & SOC SCIENCES: 396,424 SCH**
15.62% of Projected Apportionment On-Campus Total
- BUSINESS: 160,759 SCH**
6.45% of Projected Apportionment On-Campus Total
- COMPUTER SCIENCE: 123,627 SCH**
4.96% of Projected Apportionment On-Campus Total
- DANCE, HEALTH, P.E.: 96,719 SCH**
3.88% of Projected Apportionment On-Campus Total
- HUMANITIES & F.A.: 331,698 SCH**
13.31% of Projected Apportionment On-Campus Total
- LANGUAGE ARTS: 199,918 SCH**
8.02% of Projected Apportionment On-Campus Total
- MATHEMATICS: 428,191 SCH**
17.19% of Projected Apportionment On-Campus Total
- SCIENCE: 323,353 SCH**
12.98% of Projected Apportionment On-Campus Total
- OTHER: 112,233 SCH**
4.50% of Projected Apportionment On-Campus Total

EXECUTIVE SUMMARY

- 1. As limited by the approved S.E.I.R., West Los Angeles College's on-campus 'Student Contact Hours' are projected to grow 211% of the 2012 total.**

- 2. 'Specially Funded Programs' are projected to grow proportionally to WLAC's 'Apportionment Programs'.**

- 3. WLAC's Academic Divisions are projected to grow proportionally to the on-campus average of 211%, with the exception of the divisions listed below:**
 - AVIATION & TRAVEL: 106.8%** of 2012 Division Total
 - BEHAVIORAL & SOCIAL SCIENCES: 206.9%** of 2012 Division Total
 - COMPUTER SCIENCE: 274%** of 2012 Division Total
 - DANCE, HEALTH, P.E.: 100%** of 2012 Division Total
 - HUMANITIES & FINE ARTS: 187.7%** of 2012 Division Total

**APPENDIX 'A':
On-Campus SCH Growth Projection**

FULL-TIME to PART-TIME Student Ratio Projection

S.E.I.R. On-Campus Student Contact Hours (SCH) Limit: 2,731,280*

Annual Growth of FT Students 2.50%

10,863 Existing Total Headcount Remains Constant^

| FT/PT Headcount Ratio^ | Year | "Full-Time" Students Headcount | "Full Time" Total Growth, from Year 2012 | % of Total Headcount | "9-11.9 Unit" Students Headcount | "9-11.9 Unit" Total Growth, from Year 2012 | % of Total Headcount | "6-8.9 Unit" Students Headcount | "6-8.9 Unit" Total Growth, from Year 2012 | % of Total Headcount | "<6 Unit" Students Headcount | "<6 Unit" Total Growth, from Year 2012 | % of Total Headcount |
|------------------------|------|--------------------------------|--|----------------------|----------------------------------|--|----------------------|---------------------------------|---|----------------------|------------------------------|--|----------------------|
| A | 2012 | 2,693 | n/a | 24.79% | 1,640 | n/a | 15.10% | 2,373 | n/a | 21.84% | 4,157 | n/a | 38.27% |
| B | 2013 | 2,760 | 2.50% | 25.41% | 1,654 | 0.87% | 15.23% | 2,343 | -1.25% | 21.57% | 4,105 | -1.25% | 37.79% |
| C | 2014 | 2,829 | 5.06% | 26.05% | 1,669 | 1.77% | 15.36% | 2,313 | -2.53% | 21.29% | 4,052 | -2.53% | 37.30% |
| D | 2015 | 2,900 | 7.69% | 26.70% | 1,684 | 2.68% | 15.50% | 2,282 | -3.84% | 21.00% | 3,997 | -3.84% | 36.80% |
| E | 2016 | 2,973 | 10.38% | 27.36% | 1,699 | 3.62% | 15.64% | 2,250 | -5.19% | 20.71% | 3,941 | -5.19% | 36.28% |
| F | 2017 | 3,047 | 13.14% | 28.05% | 1,715 | 4.58% | 15.79% | 2,217 | -6.57% | 20.41% | 3,884 | -6.57% | 35.75% |
| G | 2018 | 3,123 | 15.97% | 28.75% | 1,731 | 5.57% | 15.94% | 2,184 | -7.98% | 20.10% | 3,825 | -7.98% | 35.21% |
| H | 2019 | 3,201 | 18.87% | 29.47% | 1,748 | 6.58% | 16.09% | 2,149 | -9.43% | 19.78% | 3,765 | -9.43% | 34.66% |
| I | 2020 | 3,281 | 21.84% | 30.20% | 1,765 | 7.62% | 16.25% | 2,114 | -10.92% | 19.46% | 3,703 | -10.92% | 34.09% |
| J | 2021 | 3,363 | 24.89% | 30.96% | 1,782 | 8.68% | 16.41% | 2,078 | -12.44% | 19.13% | 3,640 | -12.44% | 33.51% |
| K | 2022 | 3,447 | 28.01% | 31.73% | 1,800 | 9.77% | 16.57% | 2,041 | -14.00% | 18.79% | 3,575 | -14.00% | 32.91% |
| L | 2023 | 3,533 | 31.21% | 32.53% | 1,819 | 10.88% | 16.74% | 2,003 | -15.60% | 18.44% | 3,508 | -15.60% | 32.30% |
| M | 2024 | 3,622 | 34.49% | 33.34% | 1,837 | 12.03% | 16.91% | 1,964 | -17.24% | 18.08% | 3,440 | -17.24% | 31.67% |
| N | 2025 | 3,712 | 37.85% | 34.17% | 1,857 | 13.20% | 17.09% | 1,924 | -18.93% | 17.71% | 3,370 | -18.93% | 31.03% |
| O | 2026 | 3,805 | 41.30% | 35.03% | 1,876 | 14.40% | 17.27% | 1,883 | -20.65% | 17.33% | 3,299 | -20.65% | 30.37% |
| P | 2027 | 3,900 | 44.83% | 35.90% | 1,896 | 15.64% | 17.46% | 1,841 | -22.41% | 16.95% | 3,225 | -22.41% | 29.69% |
| Q | 2028 | 3,998 | 48.45% | 36.80% | 1,917 | 16.90% | 17.65% | 1,798 | -24.23% | 16.55% | 3,150 | -24.23% | 29.00% |
| R | 2029 | 4,098 | 52.16% | 37.72% | 1,938 | 18.19% | 17.84% | 1,754 | -26.08% | 16.15% | 3,073 | -26.08% | 28.29% |
| S | 2030 | 4,200 | 55.97% | 38.66% | 1,960 | 19.52% | 18.04% | 1,709 | -27.98% | 15.73% | 2,994 | -27.98% | 27.56% |
| T | 2031 | 4,305 | 59.87% | 39.63% | 1,982 | 20.88% | 18.25% | 1,663 | -29.93% | 15.31% | 2,913 | -29.93% | 26.81% |
| U | 2032 | 4,413 | 63.86% | 40.62% | 2,005 | 22.27% | 18.46% | 1,615 | -31.93% | 14.87% | 2,830 | -31.93% | 26.05% |
| V | 2033 | 4,523 | 67.96% | 41.64% | 2,029 | 23.70% | 18.68% | 1,567 | -33.98% | 14.42% | 2,744 | -33.98% | 25.26% |
| W | 2034 | 4,636 | 72.16% | 42.68% | 2,053 | 25.17% | 18.90% | 1,517 | -36.08% | 13.96% | 2,657 | -36.08% | 24.46% |
| X | 2035 | 4,752 | 76.46% | 43.75% | 2,077 | 26.67% | 19.12% | 1,466 | -38.23% | 13.49% | 2,568 | -38.23% | 23.64% |
| Y | 2036 | 4,871 | 80.87% | 44.84% | 2,103 | 28.21% | 19.36% | 1,413 | -40.44% | 13.01% | 2,476 | -40.44% | 22.79% |
| Z | 2037 | 4,993 | 85.39% | 45.96% | 2,128 | 29.78% | 19.59% | 1,360 | -42.70% | 12.52% | 2,382 | -42.70% | 21.93% |

*Note: See "WLAC Needs Assessment: S.E.I.R.-On-Campus Student Contact Hours (SCH) Limit" for additional information.

^Note: Existing On-Campus Headcount is 8,233 = 75.79% of "Existing Total Headcount"

SUMMARY

In the above projection scenarios, the “full-time” portion of WLAC’s student population grows 2.5% annually, establishing potential “Full-Time to Part-Time Headcount Ratios”. The 2.5% annual growth was established by the WLAC Academic Affairs Division as a “conservative” projection that would bring the campus’ student population into alignment with both the goals of the WLAC’s Educational Master Plan and the student populations of other community colleges in the region. Scenario ‘K’ was used by the WLAC Academic Affairs Division for the “On-Campus Growth” projection referenced in the main body of this document.

BUILD-OUT 'SCH' Limit Projection

S.E.I.R. On-Campus Student Contact Hours (SCH) Limit: 2,731,280*

2012 On-Campus SCH: 1,205,241

15,300 S.E.I.R. On-Campus Headcount Limit Remains Constant

| FT/PT Headcount Ratio^ | "Full-Time", % of Headcount Limit | "Full-Time" Headcount Limit | Average 'SCH' per Student | Total 'SCH' | "9-11.9 Unit", % of Headcount Limit | "9-11.9 Unit" Headcount Limit | Average 'SCH' per Student | Total 'SCH' | "6-8.9 Unit", % of Headcount Limit | "6-8.9 Unit" Headcount Limit | Average 'SCH' per Student | Total 'SCH' | "<6 Unit", % of Headcount Limit | "<6 Unit" Headcount Limit | Average 'SCH' per Student | Total 'SCH' | Total S.E.I.R. 'SCH' Limit | Campus Growth |
|------------------------|-----------------------------------|-----------------------------|---------------------------|-------------|-------------------------------------|-------------------------------|---------------------------|-------------|------------------------------------|------------------------------|---------------------------|-------------|---------------------------------|---------------------------|---------------------------|-------------|----------------------------|---------------|
| A | 24.79% | 3,793 | 309.35 | 1,173,340 | 15.10% | 2,310 | 223.79 | 517,017 | 21.84% | 3,342 | 153.58 | 513,191 | 38.27% | 5,855 | 43.88 | 256,931 | 2,460,479 | 104% |
| B | 25.41% | 3,888 | 309.35 | 1,202,685 | 15.23% | 2,330 | 223.79 | 521,469 | 21.57% | 3,300 | 153.58 | 506,846 | 37.79% | 5,782 | 43.88 | 253,708 | 2,484,708 | 106% |
| C | 26.05% | 3,986 | 309.35 | 1,232,977 | 15.36% | 2,350 | 223.79 | 525,920 | 21.29% | 3,257 | 153.58 | 500,267 | 37.30% | 5,707 | 43.88 | 250,419 | 2,509,582 | 108% |
| D | 26.70% | 4,085 | 309.35 | 1,263,742 | 15.50% | 2,372 | 223.79 | 530,713 | 21.00% | 3,213 | 153.58 | 493,453 | 36.80% | 5,630 | 43.88 | 247,062 | 2,534,970 | 110% |
| E | 27.36% | 4,186 | 309.35 | 1,294,981 | 15.64% | 2,393 | 223.79 | 535,507 | 20.71% | 3,169 | 153.58 | 486,638 | 36.28% | 5,551 | 43.88 | 243,571 | 2,560,696 | 112% |
| F | 28.05% | 4,292 | 309.35 | 1,327,639 | 15.79% | 2,416 | 223.79 | 540,643 | 20.41% | 3,123 | 153.58 | 479,589 | 35.75% | 5,470 | 43.88 | 240,013 | 2,587,883 | 115% |
| G | 28.75% | 4,399 | 309.35 | 1,360,771 | 15.94% | 2,439 | 223.79 | 545,779 | 20.10% | 3,075 | 153.58 | 472,305 | 35.21% | 5,387 | 43.88 | 236,387 | 2,615,241 | 117% |
| H | 29.47% | 4,509 | 309.35 | 1,394,849 | 16.09% | 2,462 | 223.79 | 550,915 | 19.78% | 3,026 | 153.58 | 464,785 | 34.66% | 5,303 | 43.88 | 232,695 | 2,643,244 | 119% |
| I | 30.20% | 4,621 | 309.35 | 1,429,401 | 16.25% | 2,486 | 223.79 | 556,393 | 19.46% | 2,977 | 153.58 | 457,266 | 34.09% | 5,216 | 43.88 | 228,868 | 2,671,928 | 122% |
| J | 30.96% | 4,737 | 309.35 | 1,465,373 | 16.41% | 2,511 | 223.79 | 561,871 | 19.13% | 2,927 | 153.58 | 449,512 | 33.51% | 5,127 | 43.88 | 224,974 | 2,701,730 | 124% |
| K | 31.73% | 4,855 | 309.35 | 1,501,729 | 16.57% | 2,535 | 223.79 | 567,261 | 18.79% | 2,875 | 153.58 | 441,434 | 32.91% | 5,035 | 43.88 | 220,857 | 2,731,280 | 127% |
| L | 32.53% | 4,977 | 309.35 | 1,539,683 | 16.74% | 2,561 | 223.79 | 573,170 | 18.44% | 2,821 | 153.58 | 433,298 | 32.30% | 4,942 | 43.88 | 216,851 | 2,763,002 | 129% |
| M | 33.34% | 5,101 | 309.35 | 1,578,021 | 16.91% | 2,587 | 223.79 | 578,991 | 18.08% | 2,766 | 153.58 | 424,839 | 31.67% | 4,846 | 43.88 | 212,621 | 2,794,472 | 132% |
| N | 34.17% | 5,228 | 309.35 | 1,617,306 | 17.09% | 2,615 | 223.79 | 585,154 | 17.71% | 2,710 | 153.58 | 416,145 | 31.03% | 4,748 | 43.88 | 208,324 | 2,826,929 | 135% |
| O | 35.03% | 5,360 | 309.35 | 1,658,011 | 17.27% | 2,642 | 223.79 | 591,317 | 17.33% | 2,651 | 153.58 | 407,216 | 30.37% | 4,647 | 43.88 | 203,893 | 2,860,437 | 137% |
| P | 35.90% | 5,493 | 309.35 | 1,699,189 | 17.46% | 2,671 | 223.79 | 597,823 | 16.95% | 2,593 | 153.58 | 398,287 | 29.69% | 4,543 | 43.88 | 199,328 | 2,894,626 | 140% |
| Q | 36.80% | 5,630 | 309.35 | 1,741,787 | 17.65% | 2,700 | 223.79 | 604,328 | 16.55% | 2,532 | 153.58 | 388,888 | 29.00% | 4,437 | 43.88 | 194,696 | 2,929,698 | 143% |
| R | 37.72% | 5,771 | 309.35 | 1,785,331 | 17.84% | 2,730 | 223.79 | 610,834 | 16.15% | 2,471 | 153.58 | 379,489 | 28.29% | 4,328 | 43.88 | 189,929 | 2,965,583 | 146% |
| S | 38.66% | 5,915 | 309.35 | 1,829,823 | 18.04% | 2,760 | 223.79 | 617,682 | 15.73% | 2,407 | 153.58 | 369,619 | 27.56% | 4,217 | 43.88 | 185,028 | 3,002,152 | 149% |
| T | 39.63% | 6,063 | 309.35 | 1,875,734 | 18.25% | 2,792 | 223.79 | 624,872 | 15.31% | 2,342 | 153.58 | 359,750 | 26.81% | 4,102 | 43.88 | 179,993 | 3,040,349 | 152% |
| U | 40.62% | 6,215 | 309.35 | 1,922,592 | 18.46% | 2,824 | 223.79 | 632,062 | 14.87% | 2,275 | 153.58 | 349,411 | 26.05% | 3,986 | 43.88 | 174,890 | 3,078,956 | 155% |
| V | 41.64% | 6,371 | 309.35 | 1,970,870 | 18.68% | 2,858 | 223.79 | 639,595 | 14.42% | 2,206 | 153.58 | 338,837 | 25.26% | 3,865 | 43.88 | 169,587 | 3,118,889 | 159% |
| W | 42.68% | 6,530 | 309.35 | 2,020,094 | 18.90% | 2,892 | 223.79 | 647,128 | 13.96% | 2,136 | 153.58 | 328,028 | 24.46% | 3,742 | 43.88 | 164,216 | 3,159,466 | 162% |
| X | 43.75% | 6,694 | 309.35 | 2,070,738 | 19.12% | 2,925 | 223.79 | 654,660 | 13.49% | 2,064 | 153.58 | 316,985 | 23.64% | 3,617 | 43.88 | 158,710 | 3,201,094 | 166% |
| Y | 44.84% | 6,861 | 309.35 | 2,122,329 | 19.36% | 2,962 | 223.79 | 662,878 | 13.01% | 1,991 | 153.58 | 305,706 | 22.79% | 3,487 | 43.88 | 153,004 | 3,243,917 | 169% |
| Z | 45.96% | 7,032 | 309.35 | 2,175,340 | 19.59% | 2,997 | 223.79 | 670,753 | 12.52% | 1,916 | 153.58 | 294,192 | 21.93% | 3,355 | 43.88 | 147,230 | 3,287,515 | 173% |

*Note: "S.E.I.R. On-Campus SCH Limit" is dependent on "FT/PT Headcount Ratio", see "WLAC Needs Assessment: Full-Time Student Ratio Projection" for additional information.

On-Campus "Headcount" is capped per "2010 Supplemental Environmental Impact Report" at 15,300 Students.

Growth of campus facilities is dependent on "SCH Limit", not "Headcount".

^Note: Data entry for cells in this row refer to the year in which a particular "FT/PT Headcount Ratio" is achieved as "Full-Time Headcount" grows 2.5% annually. See "WLAC Needs Assessment: Full-Time Student Ratio Projection" for additional information.

SUMMARY

While the approved S.E.I.R. establishes a maximum allowable headcount for WLAC, the quantifiable "demand" for facilities is a product of "Student Contact Hours" (SCH). Depending on the "Full-Time to Part-Time Headcount Ratio" used to project campus growth, the 15,300 student limit established by the S.E.I.R. is capable of producing a wide range of potential growth scenarios for the campus' SCH. Scenario 'K' was used by the WLAC Academic Affairs Division for the "On-Campus Growth" projection referenced in the main body of this document.

**APPENDIX 'B':
Academic Division Growth Projections**

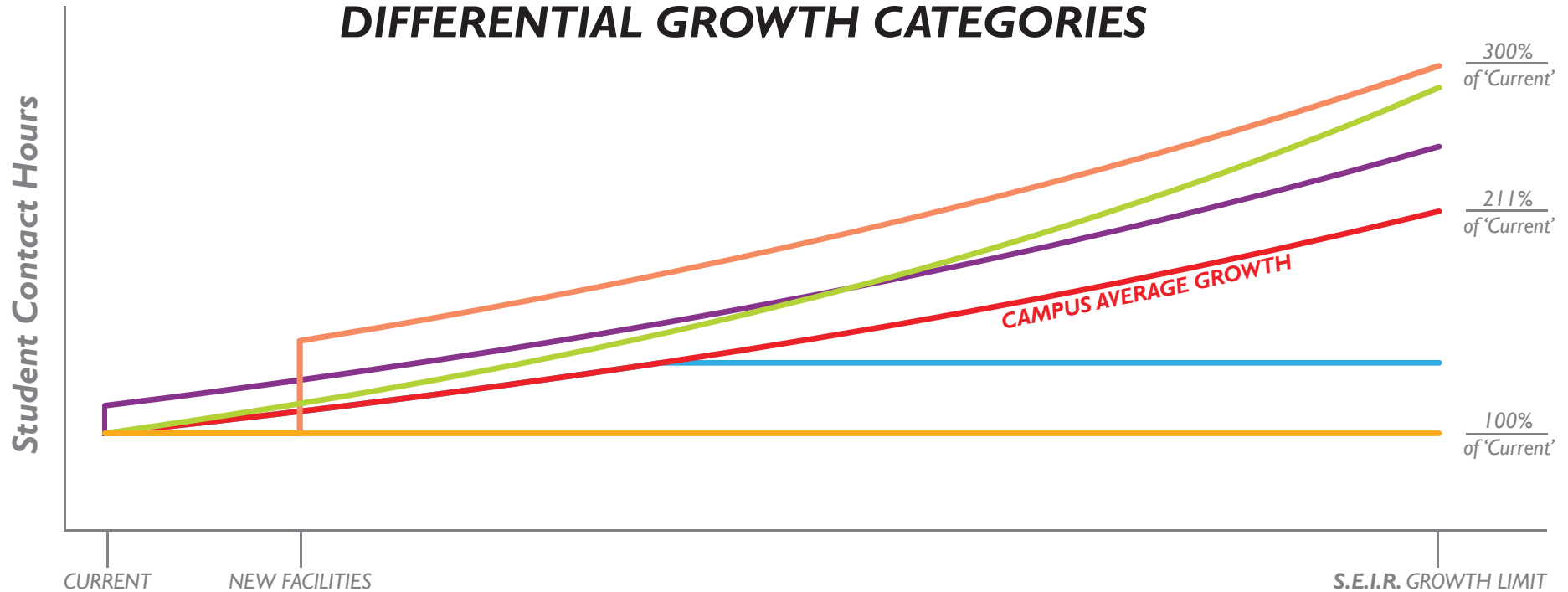
DRAFT PROJECTIONS

The projected growth of each academic division is a composite of the growth potential of the division's disparate academic programs and are the result of a process that included the review of program review data and environmental scans, the interview of each academic division's dean and chair, and the consensus of the College's president, vice-presidents, and deans.

The conference reports from the interviews with each academic division were reviewed by attendees for thoroughness and veracity before being officially issued to each division's dean and chair.

The proposed projections will be finalized through the WLAC shared governance process.

DIFFERENTIAL GROWTH CATEGORIES



CATEGORY 'A' Academic Division will add a specially funded, previously cancelled, or new program to the 'Credit' curriculum. The added program will not replace an existing program.

CATEGORY 'B' Academic Division's program enrollment is currently suppressed due to lack of facilities. If facilities are provided, program will go through an accelerated period of growth until a pre-determined 'SCH' threshold is achieved. Once threshold is achieved, program will grow at campus average rate.

CATEGORY 'C' Academic Division's program caters to a growing or "high-demand" local industry.

CATEGORY 'D' Academic Division's program enrollment will be artificially limited for strategic reasons. Program will grow until a pre-determined 'SCH' limit is reached. Once the limited is reached, the program will not grow.

CATEGORY 'E' Academic Division's program will not grow.

Note: An academic division's projected growth rate, as established in this document, is not the sole criteria for determining the extent, quality, or types of space to be provided by the WLAC capacity building program. Projected growth rates neither ensure or preclude the allotment of WLAC construction budget for division related facility improvements.

ALLIED HEALTH DIVISION **30,129 'SCH'** March 2012

Potential **CATEGORY 'A'** Growth

Medical Assisting Program **4,936 'SCH' Additional** (16.4% Potential Increase of 'March 2012' Division Total)

- 2 Year, 30 Unit Certificate
- 30 Current Students

Pharmacy Technician **20,569 'SCH' Additional** (68.2% Potential Increase of 'March 2012' Division Total)

- 2 Year, 30 Unit Certificate
- 125 Students

CONCLUSION: Programs will be added gradually as part of WLAC campus average growth. Adding programs will not result in the Allied Health Division growing at a different rate than the campus average.

Potential **CATEGORY 'B'** Growth

C.N.A. & H.H.A. (Nursing) **8,910 SCH** March 2012 (29.5% of 'March 2012' Division Total)

8,910 'SCH' Additional (29.5% Potential Increase of 'March 2012' Division Total)

- Lack of facility capacity: division currently staggers (Day/Night) 'Nursing' & 'Medical Assisting' curriculums. Division could offer both Day and Night Sessions with adequate facility.

CONCLUSION: When facility capacity is expanded, additional sections will be added gradually as part of WLAC campus average growth. Adding sections will not result in the Allied Health Division growing at a different rate than the campus average.

Potential **CATEGORY 'C'** Growth

- Healthcare is a top-10 growth industry nationwide
- 8-10% projected industry growth for upcoming year

AVIATION & TRAVEL DIVISION **60,174 SCH** March 2012

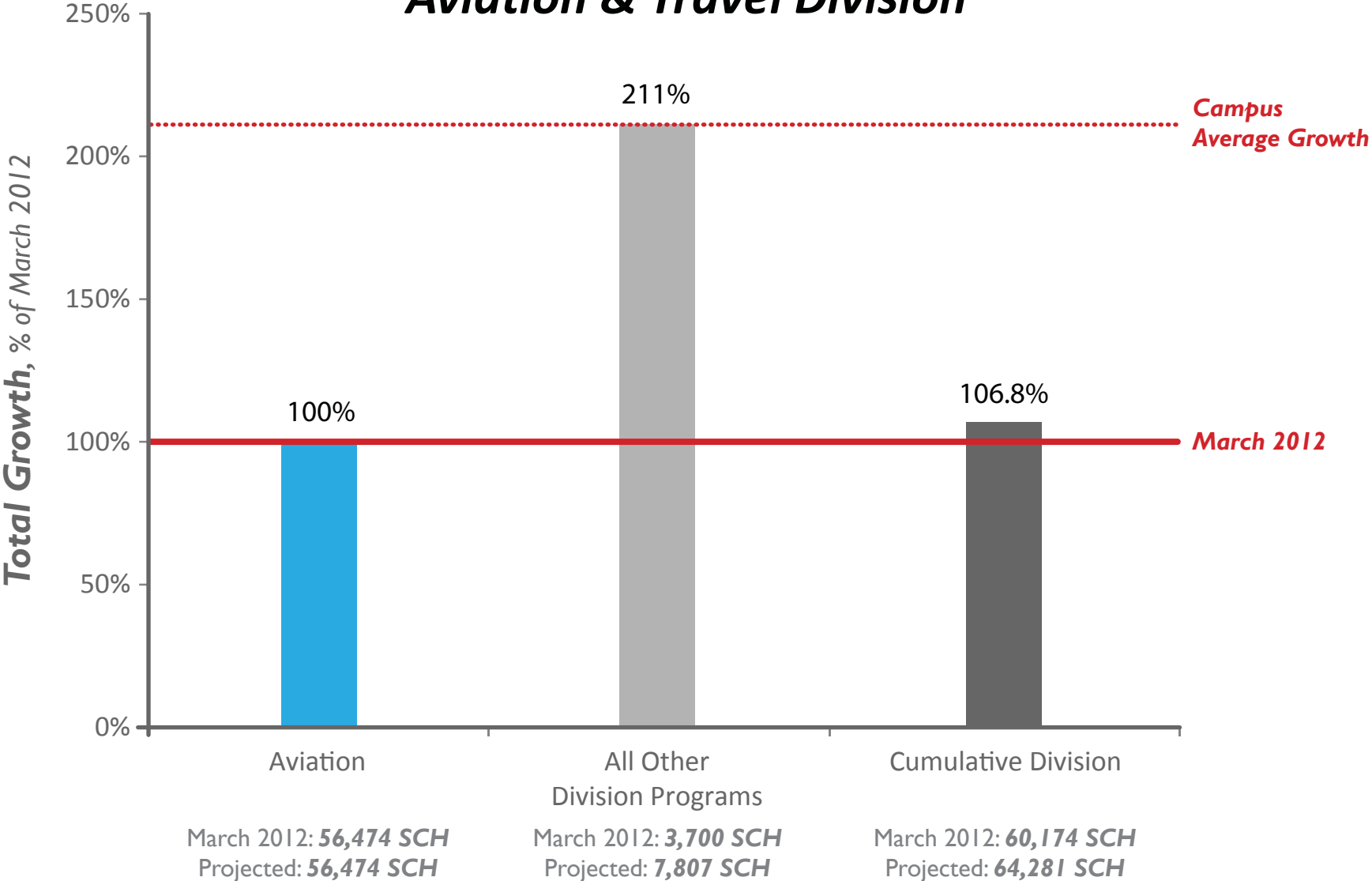
Potential CATEGORY 'D' Growth

Aviation Program **56,474 SCH** March 2012 (93.9% of 'March 2012' Division Total)

- Large time commitment to each student: 3 Year, 72 Unit Curriculum.
- Program grows by full cohorts: 25 Student Cohorts.
- Adding 1 cohort would require a large portion of the college's budget growth for any singular calendar year.

CONCLUSION: Aviation program 'SCH' is not projected to grow beyond March 2012 level. Lack of projected growth does not preclude the allocation of WLAC construction budget for department-related facility improvements.

Aviation & Travel Division



$$\text{Total Growth} = \frac{\text{March 2012 SCH}}{\text{Projected SCH}} \times 100\%$$

BEHAVIORAL & SOCIAL SCIENCES DIVISION **191,648 SCH** March 2012

Potential **CATEGORY 'B'** Growth

Public Safety Academy (AJ, Corrections, and Fire Tech) **21,620 SCH** March 2012 (11.3% of Div.Total)

14,581 'SCH' Additional (7.6% Potential Increase of Div.Total)

- Lack of required facilities ('Mat Room' and 'Criminology Lab') prevents Division from offering full curriculum required for certificates (14,581 SCH deficiency).

CONCLUSION: 'Criminology Lab' can share space with existing Anthropology Lab; no new facility is required. Lab sections will be added gradually as part of WLAC campus average growth. When 'Mat Room' facility is provided, course sections will be added gradually as part of WLAC campus average growth. Adding sections will not result in the Behavioral & Social Sciences Division growing at a different rate than the campus average.

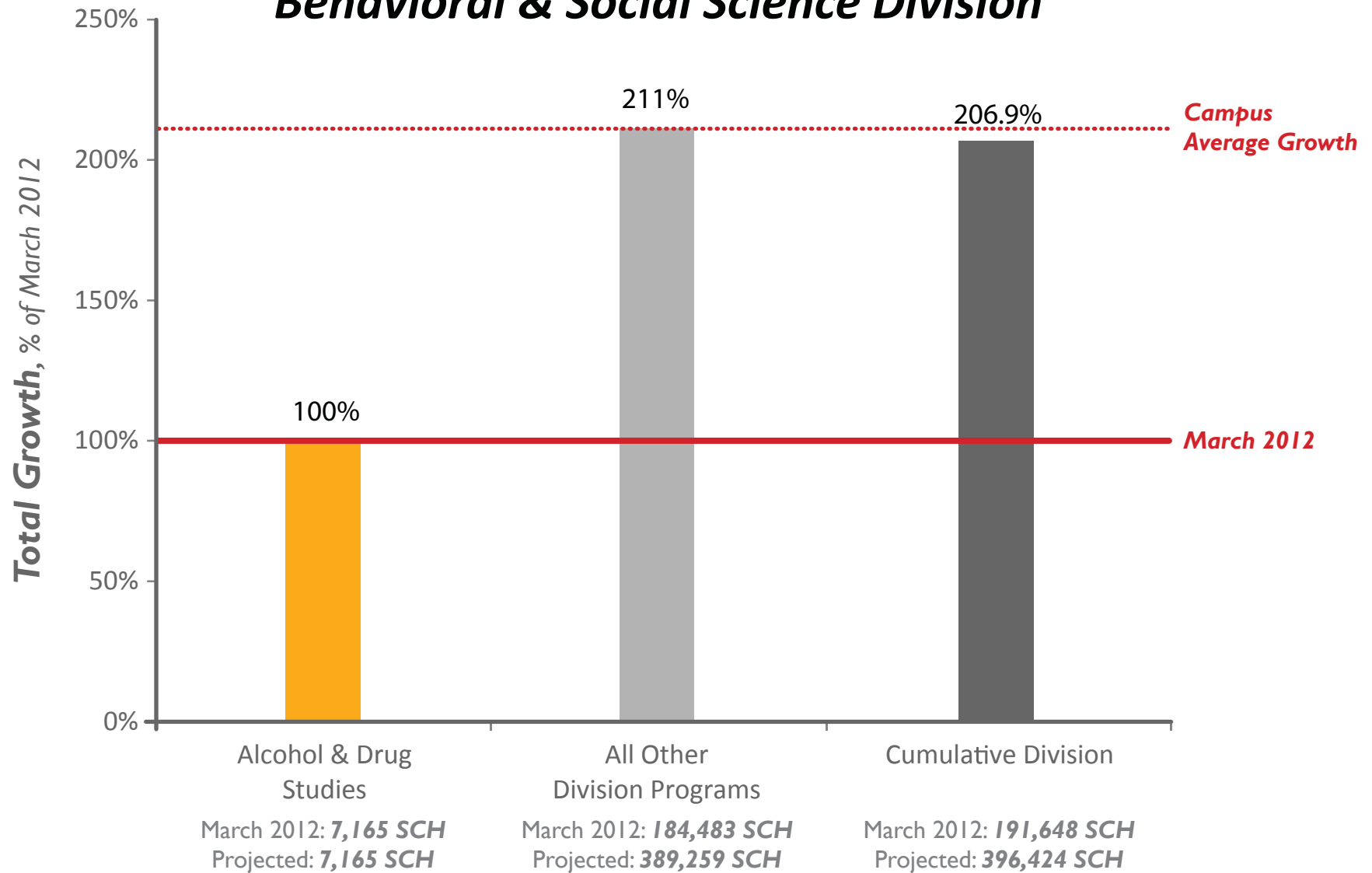
Potential **CATEGORY 'E'** Growth

Alcohol & Drug Studies **7,165 SCH** March 2012 (11.3% of Div.Total)

- A lot of competition from outside institutions

CONCLUSION: Alcohol & Drug Studies program 'SCH' is not projected to grow beyond March 2012 level. Lack of projected growth does not preclude the allocation of WLAC construction budget for department-related facility improvements.

Behavioral & Social Science Division



$$\text{Total Growth} = \frac{\text{March 2012 SCH}}{\text{Projected SCH}} \times 100\%$$

Potential **CATEGORY 'B'** Growth

13,521 'SCH' Additional (30 % Potential Increase of Division Total)

- Student enrollment currently suppressed due to lack of facility capacity, equipment, and infrastructure
- 45 Existing courses: 80% require highly specialized labs (i.e. special hardware), 20% require general computer labs (i.e. special software only)
- Program capable of supporting 60 courses

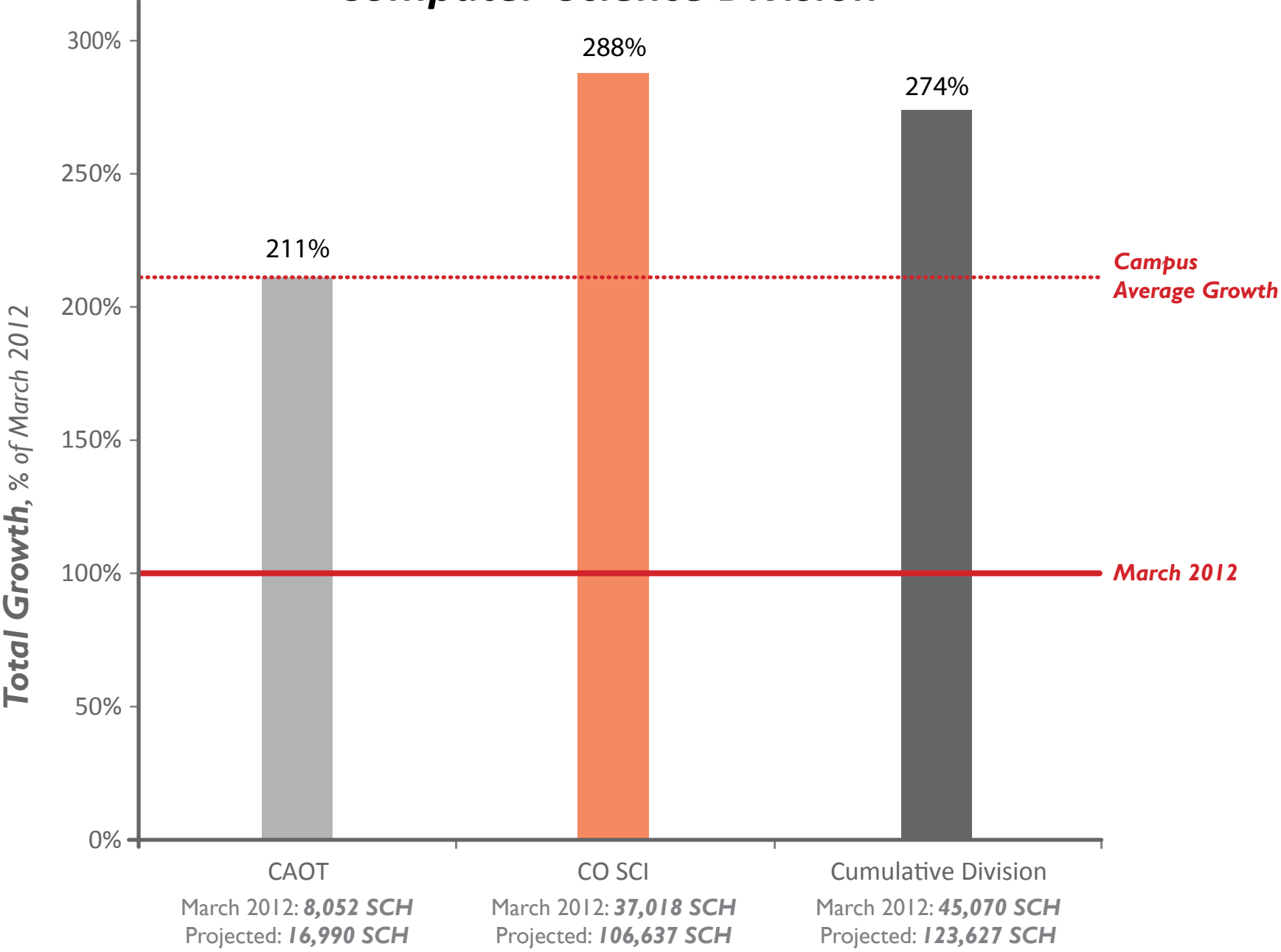
CONCLUSION: When facilities are provided, additional sections will be added to WLAC curriculum. Adding sections will result in an immediate 30% growth of the Division 'SCH'.

Potential **CATEGORY 'C'** Growth

- Computer-related industries are growing
- 2 new degrees and 5 new certificates have been approved in the last 2 years.
- Computer instruction will increase as a percentage of General Education requirements

CONCLUSION: After immediate 30% growth, the Computer Science Division will grow at the campus average rate.

Computer Science Division



$$\text{Total Growth} = \frac{\text{March 2012 SCH}}{\text{Projected SCH}} \times 100\%$$

DANCE, HEALTH, & P.E. DIVISION **96,719 SCH** March 2012

Potential CATEGORY 'B' & 'D' Growth

Dance Program **8,053 SCH** March 2012 (8.3% of Division Total)

- Division cannot offer majority of curriculum due to lack of proper facility
- Current 'Dance Studios' do not have flooring system suitable to Dance Instruction
- Cannot currently teach: "Jumps/Falls", "Ballet", "Technical Skill Development", "Choreography"

CONCLUSION: When suitable facilities are provided, Dance program 'SCH' is not projected to grow beyond March 2012 level. Lack of projected growth does not preclude the allocation of WLAC construction budget for department-related facility improvements.

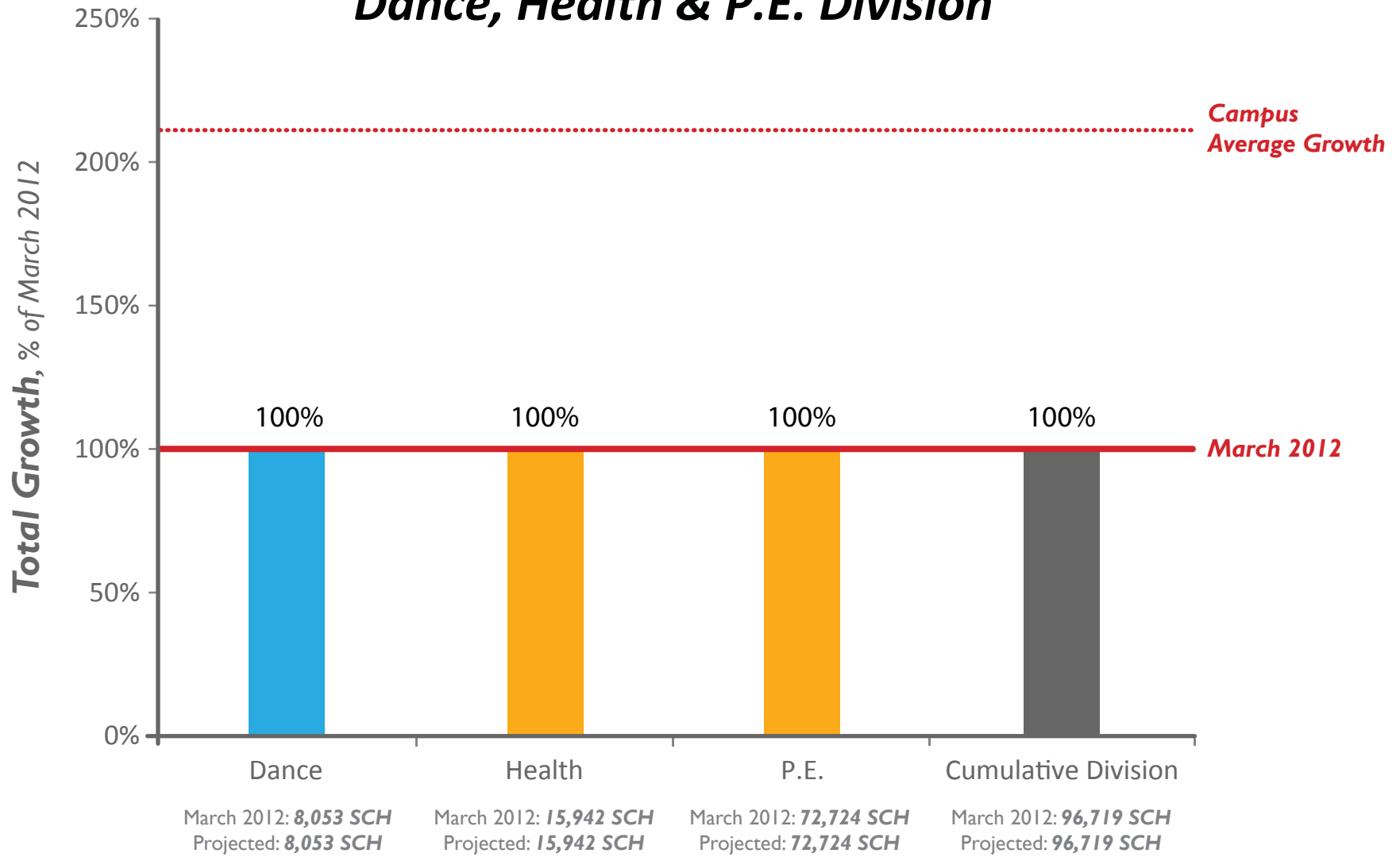
Potential CATEGORY 'E' Growth

Physical Education & Health **88,666 SCH** March 2012 (91.7% of Division Total)

- No political support at State level for any growth in Physical Education & Health offerings
- Limits placed on student enrollment
- Enrollments limited by "Course Families" (Example: "Court Sports" Family = Basketball, Badminton, Paddle Tennis, Table Tennis, Racquetball, Squash, Handball, Volleyball)
- Limit of 168 Lifetime Unit enrollment

CONCLUSION: P.E. & Health program 'SCH' is not projected to grow beyond March 2012 level. Lack of projected growth does not preclude the allocation of WLAC construction budget for department-related facility improvements.

Dance, Health & P.E. Division



$$\text{Total Growth} = \frac{\text{March 2012 SCH}}{\text{Projected SCH}} \times 100\%$$

HUMANITIES & FINE ARTS DIVISION **176,683 SCH** March 2012

Potential CATEGORY 'B' & 'C' Growth

Multimedia (Web,TV,Animation, etc.) **5,376 SCH** March 2012 (4.3% of Division Total)

- High demand program: Significant growth area for employment in Los Angeles
- Program is “way behind the curve”
- Lack of facilities prevents development of full curriculum

Recording Arts **3,036 SCH** March 2012 (2.5% of Division Total)

- Industry currently in a growth phase
- Commercially relevant program in Los Angeles

CONCLUSION: Programs will be expanded through curriculum development and provision of necessary equipment. Growth will be accommodated within the WLAC campus average rate. Expanding programs will not result in the Humanities & Fine Arts Division growing at a different rate than the campus average.

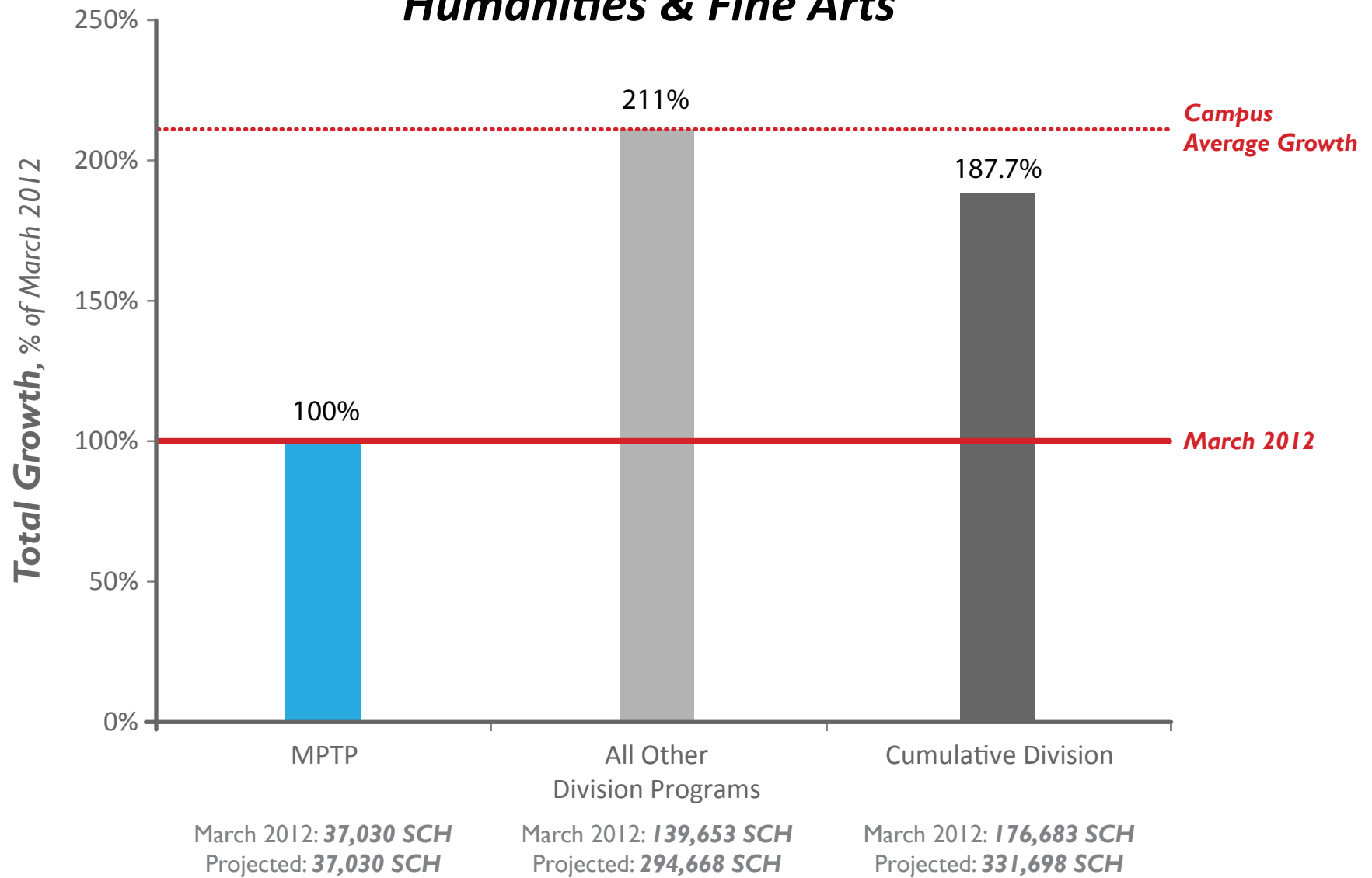
Potential CATEGORY 'B' & 'D' Growth

Motion Picture and Television Production **37,030 SCH** March 2012 (23% of Division Total)

- 245 current students, projected to be 110 Students in F2013 due to end of grant.
- Program supported 435 Students when curriculum was delivered at off-campus facilities at Sony Studios in Culver City.
- Required facilities are specialized labs (i.e. cannot be shared with other Divisions)
- MPTP will not request to build additional facilities

CONCLUSION: Current student level to be maintained. When suitable facilities are provided, MPTP program 'SCH' is not projected to grow beyond March 2012 level. Lack of projected growth does not preclude the allocation of WLAC construction budget for department-related facility improvements.

Humanities & Fine Arts



$$\text{Total Growth} = \frac{\text{March 2012 SCH}}{\text{Projected SCH}} \times 100\%$$

The following divisions do not have academic programs that are potentially classified by the “Differential Growth Categories”.

These divisions are projected to grow at the WLAC average rate.

BUSINESS Division **76,189 SCH** March 2012

LANGUAGE ARTS Division **94,748 SCH** March 2012

MATHEMATICS Division **202,934 SCH** March 2012

SCIENCE Division **153,248 SCH** March 2012

Note: An academic division’s projected growth rate, as established in this document, is not the sole criteria for determining the extent, quality, or types of space to be provided by the WLAC capacity building program. Projected growth rates neither ensure or preclude the allotment of WLAC construction budget for division related facility improvements.

**APPENDIX 'C':
WLAC Program Review Document**

West Los Angeles College Program Review 2012-2013: Facilities Challenges

This report contains the responses of divisions and departments to the program review question: "List and describe any current facilities challenges (e.g., location, quantity, quality) affecting your division/ department's ability to achieve its goals and meet instructional needs." These responses are preliminary, draft because the validation cycle has not occurred yet, and the program review/planning document has not been finalized.

*Facilities Challenges

| *Facilities Challenges | |
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| Academic Affairs Division | <p>Allied Health</p> <p>There currently isn't a central allied health program information area for students to obtain information on all programs. The dental hygiene building is currently distributing information to students for all allied health programs. However, once the dental hygiene clinic is open to patient care, the current system will need to be changed. The dental hygiene Chair currently uses one office for chair, director and instructor purposes, at least one more office space is needed for the Chair of Allied Health. Due to the limited space in the chair office, meetings with faculty and student needs can not be held in the office space allotted. The dental hygiene program faces the challenge of opening the clinic to serve patients. Budget restraints have reduced the available hours that facilities are in full-function (Compressor, air-conditioning etc.) limiting the availability of events or functions that can occur outside of normal operating hours. The classroom space in the SC building is being shared by math, english and the nursing department. Unfortunately the cleanliness of the facility is disregarded by other disciplines. Emails are constantly being sent to chairs of the other disciplines to encourage cleanliness in the SC building.</p> |
| | <p>Anthropology</p> <p>The anthropology classroom is in the process of being up graded.</p> |
| | <p>Applied Technology</p> <p>Aviation: Currently negatively impacted due to the integration of the MPTP program within the ATA and ATB classrooms and lab space. The hanger is now divided and the need to use the external area of ATB by both programs is becoming a safety hazard.</p> <p>Travel & Hospitality: program is being adequately served.</p> |
| | <p>Biological Sciences</p> <ol style="list-style-type: none"> 1. Resolve all autoclave issues; 2. Set-up cadaver protocol with cold room for the Human Anatomy program |
| | <p>Business</p> <p>At present, facilities are inadequate to meet the needs of all programs of the Business Division. Most classrooms are too small to meet the demand of new enrollment trends. Various programs in the business division are inadequately housed. There is a need for upgraded offices for all members of the department, Department chair, and other directors of the division. The division does not have a division office and is in dire need of such a facility. The paralegal program, for instance, needs adequate offices for its activities, filing, and supply storage, etc. A moot court is needed for our paralegal program, which presently is housed in a bungalow/trailer and is considered far below standard. A moot court is needed to meet the practical applications of legal procedure and practicums. An office is needed to house mandatory reports and surveys as well as records of all graduates. Also needed is space for adjunct faculty to meet with students for counseling purposes.</p> |

**West Los Angeles College
 Program Review 2012-2013:
 Facilities Challenges**

***Facilities Challenges**

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| Child Dev/ F&CS | <p>Child Development Department: We have absolute no real challenges in terms of facilities since we have relocated to our new building GC 180. Currently we have 3 classrooms, a curriculum lab, offices for all our full time faculty, office space with desk for all of our adjunct instructors, room for our auxiliary programs, and a resource room. We are satisfied and appreciative for what has been provided for our students and for us to serve them more professionally and resourcefully.</p> <hr/> <p>FCS: None.</p> |
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West Los Angeles College Program Review 2012-2013: Facilities Challenges

*Facilities Challenges

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| Computer Science | <p>All the computer classrooms in CE were not originally designed for computer technology training, in addition, the facility can't accommodate the number of students attending the class.</p> <p>1)Every course in our division has a hands-on component that we must teach in a computer classroom. To accommodate our working adult students and to recruit the skilled instructors from the field, we have to schedule the classes in the evenings and Saturdays. If you look at the spring 2013's schedule, every usable computer classroom is taken in the evening and Saturday already. There is no additional computer classroom for us to expand our program. For instance, the CS Division will be participating in a grant award from the Department of Labor to train 300+ long term unemployed and veteran students to enter the technology workforce starting March 2013 and the following 2 years. Now the challenge is that we need three technology classrooms to provide technology training to fulfill the grant requirements.</p> <p>2)There are many grant programs that our division participates in; this will increase the number of class sections during the evening and weekend which we will not be able accommodate with the existing space.</p> <p>3)CE105A: In the beginning of the semester we have about 65 students in the class, but there are only 45 computers in CE105A. This is discouraging to the students as they are required to work on the computers and there are simply not enough. Also, Again, at the beginning of the semester, there is not enough space to accommodate 65 students. Some students will be standing and some sitting on the corner tables, some even sit on the floor. This is not a good learning environment for the students. We need to move to larger classroom with more computers. Also, the projector in the CE015 needs rewiring as it is getting old and often turns yellow during the lectures.</p> <p>4)CE103:Currently in CE103, the room does not adequately provide the space needed to support dual systems, one system supporting the Windows platform and the other supporting Macintosh. A Keyboard Video Monitor (KVM) switch has been put in place to minimize desk real estate usage. The KVM facilitates the use of a single monitor and keyboard for both systems. This setup has impacted the students ability to utilize certain aspects of the Apple administration course. The room also has a limited network infrastructure and bandwidth capacity. The network limitations impacts teaching and demonstrating techniques that use client server technologies. This greatly interferes with the student's ability to fully grasp the concepts being taught and does not provide real world experiences.</p> <p>4)A redesigned CE103 or a new space should have enough desk real estate to support two systems; each having a dedicated keyboard and monitor. The facility should be designed to allow students and instructors to move about the room freely. The current layout prohibits movement within the isles. The room should also have a network infrastructure that supports 1GB connections, an audio system with speakers mounted in the classroom and a video system that can support multiple inputs.</p> <p>5)If the proposed changes are put in place, the environment would allow students to excel at grasping new technologies and concepts. It would establish an environment conducive for learning, which would lead to a higher percentage of certificate completion and increased enrollment.</p> |
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West Los Angeles College Program Review 2012-2013: Facilities Challenges

*Facilities Challenges

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| <p>Contract Education</p> | <p>The biggest challenge facing Westside Extension in terms of facilities is the access to adequate facilities during the Winter and Summer periods. When the credit program is not in session, access to buildings and rooms is severely constrained. There needs to be a better process on campus for year-round programs like Extension or grant programs to be able to plan our activities in suitable facilities. The lack of a process has created an environment where decisions about facilities usage during the Winter and Summer are being made without Extension and other grant programs' needs or desires ever being discussed and considered. This last summer was a big ordeal at first to gain access to a wide-open campus. That must change.</p> <p>A second facility challenge involves the lack of good, available computer rooms on Saturdays. The Computer Science division frequently uses all but one lab -- CE 226 -- which makes it difficult to offer computer classes to Extension students. And to make it more difficult, CE 226 has become the place where old computers go to die. The computers are not very good and are so old they are not supported by IT anymore. So this excellent instructional space is becoming less useful each month as the equipment dies off. We need to outfit this lab with newer working computers. A dedicated, multi-use classroom that could be outfitted with up to 40 computers would be very useful for Extension.</p> <p>A third facility challenge is gaining access to suitable classrooms for dance or recreation classes. There are two large dance/fitness classrooms (PECS-Studio A & FA 104) and one smaller one (PECS-Studio B). Often during weeknights and weekends, there is not enough studio space to accommodate the needs of the PE department and Westside Extension. The PE department always gets priority, so it leads us to schedule at less attractive times, or to not schedule a class in some cases.</p> <p>The last facility challenge is gaining access to classrooms. We do not have keys to many classrooms and the Sheriff's Dept. often takes 15-30 minutes to respond to a request to unlock a door. I think the best solution is to get keys for some of the rooms.</p> |
| <p>Counseling</p> | <p>There is currently no growth potential for the Counseling Division. All office space is currently occupied by Tenure and Limited Counselors.</p> |

West Los Angeles College Program Review 2012-2013: Facilities Challenges

*Facilities Challenges

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| Dance, Health & Physical Education | <p>PECS - The building was constructed in the 1970s and shows it. There are orange accent panels on the front of the building and in the offices. There are avocado colored walls in the offices. The hallways were painted within the last 5 years however the baseboard was never replaced as it was assumed that the division would be moving to a new building and this one would be torn down. The linoleum floors in the building are a mish mosh of 5 different types and colors of tiles. The dance program is in desperate need of additional storage space for costumes and lighting equipment. Students coming from the pool and returning to the locker room in PECS are at high risk of injury as the linoleum floor becomes very slippery when it's wet.</p> <p>PECS - Studio A has a wood on concrete floor. The room can accommodate 40 dance students. There is a mirror on the front wall across 3/4ths of the room, a ballet bar on 2 sides and a sound system that uses CDs, MP3s or iPods. There are speakers mounted on the front walls which are partially blown out. There is a Marley dance floor taped down to provide a better surface for the dancers as the wood floor tends to be very slick. The studio is mainly used for dance classes, dance rehearsals and fitness classes by the accredited college and the Westside Extension program. Unfortunately the concrete floor severely limits movement options, particularly jumping.</p> <p>PECS - Studio B has a wood on concrete floor. The room can accommodate 15 dance students. There is a mirror on the front wall across most of the room. There is a ballet bar mounted on one wall. The bar mounting has been damaged. There is a Marley dance floor taped down to provide a better surface for the dancers as the wood floor tends to be very slick. There is no music system in the room. The window film has been pulled off various parts of the windows. The studio is mainly used for dance rehearsals and Westside Extension classes. There is a storage room adjacent to Studio B where the dance flats used in the student dance concerts are stored.</p> <p>PECS - Studio C has a linoleum floor. The room can accommodate 10 dance students. There is a mirror on one wall across most of the room. There is no sound system or ventilation. The linoleum is slippery and dangerous to dance on. It is a last resort dance studio. As a classroom it can accommodate 25 desks but every class offered was disrupted by the music from Studio A (right across the hall).</p> <p>PECS - Locker room needs to be remodeled with new, larger lockers, new showerheads, shower curtains and lots of paint. The attached women's bathroom needs new commodes and sinks along with a very deep cleaning.</p> <p>PECS - Offices need to be cleared out for painting, replacement linoleum tiles, deep cleaning and to wax the floors.</p> <p>PEC - Pool needs replacement shower heads and hoses.</p> <p>PEC - 113 is a classroom that is rarely used as it frequently smells of chlorine from the adjacent pool. Classes cannot be held in the pool and in 113 at the same time as the noise from the pool is disruptive.</p> <p>PECN - 11 is an outdated classroom that needs to be remodeled into a smart classroom.</p> |
| Distance Learning | <p>The office for the Dean of Distance Learning & Instructional Technology has a leak. It has been repaired several times, but still occasionally leaks.</p> |

West Los Angeles College Program Review 2012-2013: Facilities Challenges

*Facilities Challenges

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| Earth Sciences | <p>Specialized Labs A DEDICATED SPACE FOR THE PLANNED ENVIRONMENTAL SCIENCE LAB</p> <p><input type="checkbox"/> Scope of Laboratory: This environmental science laboratory course will be specifically designed for practical applications of science to environmental problems. The course shall provide students with hands-on experience of important scientific principles and approaches to environmental problems.</p> <p>The following is a selection of labs:</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> Air Quality <input checked="" type="checkbox"/> <input type="checkbox"/> The Greenhouse Effect <input checked="" type="checkbox"/> <input type="checkbox"/> Home Energy Audit <input checked="" type="checkbox"/> <input type="checkbox"/> Alternative Energy (biodiesel, solar energy, wind energy) <input checked="" type="checkbox"/> <input type="checkbox"/> Waste-Management</p> <p>List of Equipment:</p> <p><input checked="" type="checkbox"/> <input type="checkbox"/> 16 Computers (a computer to be shared by two students) <input checked="" type="checkbox"/> <input type="checkbox"/> Solar Power Unit (with panels, alternators, battery, etc.) <input checked="" type="checkbox"/> <input type="checkbox"/> Wind Power Generator <input checked="" type="checkbox"/> <input type="checkbox"/> Air Quality Measurement System (including ECO-Badge Ozone monitoring system) <input checked="" type="checkbox"/> <input type="checkbox"/> Test Kit for Chemical Pollution of Water</p> <p>Space Requirement: One lab room with 32 seats and an attached, but separate stockroom. For safety reasons and to prolong the life of equipment, the Environmental Science lab should be allocated a dedicated room with an attached supplies (stock) room. This lab space cannot be shared with other disciplines for lectures or labs. This is a standard practice in all of the Division's science laboratories.</p> <p>Such a space that the Division is requesting to adopt for this environmental science lab is MSA 111 and the adjacent stockroom. The Division's desire to retain one of the four laboratories in the old SC Building for this very same purpose has been taken over by Dental Hygiene. The acquisition of MSA 111 and its stockroom, will allow for all science labs to be in the same building. This would facilitate the management of the other science disciplines [Biology --- Anatomy, Micro, Majors and Non-majors Bio, Physiology---, Chemistry, Geology and Physics laboratories that are spread over three stories.</p> |
| Economics | <p>The location, quantity and the quality of current facilities are great. Once the budget situation improves and we add more day time early afternoon classes, we may need one more classroom on the third floor.but, the current need is well satisfied.</p> |
| History | <p>Since our recent move to the new General Classrooms bldg., it appears that we have no facilities challenges. We have smart classrooms and they are well equipped with advanced technological capability. It would be of benefit to have a regular review of how, effectively, the faculty utilizes these classrooms. Which leads to the proposal that faculty given, if requested, regular reports and instruction on the import of all of the technological usage available.</p> |

West Los Angeles College Program Review 2012-2013: Facilities Challenges

*Facilities Challenges

HLRC

Current facilities challenges in the Center include a need for whiteboards to be installed on walls of rooms 120 and 121, which were converted back to study rooms from DSPS office space in Spring 2012. Whiteboards will allow tutors to use these study rooms for small-group instruction instead of having to tape paper to the walls to demonstrate solutions for students. Also needed is removal of cubicles/stations blocking line of vision from the intake desk to the Writing Lab. This is a dark corner with no visibility from the floor, potentially unsafe for both staff and students. Removing the cubicles (which were originally set up to house television/VHS units for foreign language labs, which are no longer operational or needed) would open up much-needed study space and make the area safe to use. Eventually, three additional rooms are slated to be converted back into study rooms - Adrienne Foster's office (currently housing the L.E.A.R.N. program), the Writing Lab, and the space currently occupied by the Articulation Officer. These will all need whiteboards and tables/chairs, as well. Lastly, the alcove by rooms 108 and 109 (the International Student Support Office) is another unsafe area because visibility is blocked by a glass display case on a non-weight-bearing wall. Removing part of this wall or turning the case into a window for line of vision would render this quiet study space safely usable by students and tutors.

Room 108 on the first floor of the HLRC building had once been a staff break room, used more recently for storage. Center staff converted it into a usable workroom in Fall 2012, allowing for relocation of program documents and important files from behind the intake desk to locked filing cabinets. Tutor timesheets are now housed off the floor, along with student [personnel] files and ancillary materials that are not needed on a regular basis behind the intake desk. Efficiency has been greatly improved by our ability to use this room for securing documents and centralizing check-in/check-out procedures for student employees. Timesheets, nametags, and table signs are in one place for tutors to pick up when they sign in; all student employees now have mailbox space so that documents and communications can be left for them by staff and students; frequently-used handouts are now available on labeled shelves for easy access by tutors and staff members; and there is a secure place for student employees to leave personal items while they are on the floor of the Center. The remaining items needed to support efficient Center operation are a shredder, a small photocopier, and a scanner. We were able to make use of the furniture components stored in 108, including a reassigned computer that is still in working order. Administration arranged for a telephone to be installed so that staff at the front desk can communicate with anyone in the workroom, and this allows for privacy when needed to make or take a call.

The Center continues operate without a supply budget, which hampers instructional support. A clearly designated budget line would allow us to order necessary supplies like paperclips, staples, and pencils, without having to ask another division for help. In the last two years, the Center's supply budget has been whatever is left over after the library orders its supplies (we had \$209 allocated to us in 2011-2012) or it has been depleted without our knowledge (we were told that we had \$185 to spend in 2012-13, but even that is no longer available, so we are functioning this year without any supply budget at all). Clearer communication about budget lines, and more transparent reporting, would prevent supply budgets from being spent on equipment, equipment budgets being spent on software, and so on. No one know who is spending money on what, but even expenditures of less than \$100 are routinely denied because "there is no budget." This is an important area for improvement in the division.

West Los Angeles College Program Review 2012-2013: Facilities Challenges

*Facilities Challenges

**Humanities &
Fine Arts (CTE)**

FILM PRODUCTION

Film Production needs a sound stage. Film Production has been using a third of the aviation hanger and it has severely impacted our program. It was meant as a temporary space until the Watson Center was completed, which when the program moved to the campus in 2009, the Watson Center was slated to be completed in 2012. The aviation hanger is not appropriate instructional space for the students needs. It was not designed to be a sound stage and therefore has safety and educational concerns. Doesn't have appropriate power therefore the program needs to rent a generator every semester at a high cost to the program. The ceiling does not meet industry requirements for rigging in film and television productions.

Students are not exposed to the proper elements of a sound stage and therefore their learning is compromised. During the interim we had a partnership with Sony to provide a sound stage, however the component of that partnership ended in early 2012 as they needed their sound stage back. This temporary aviation space does not allow us to offer the appropriate lab and instructional space for the 10 Film Production craft classes we offer, and thereby will prevent students from getting proper training and the Film/TV Production crafts Certificate of Achievement and the Hollywood CPR Certificate which leads them to union jobs in the entertainment industry.

Film Production also needs a larger shop to construct set walls and storage for set walls. Most set walls are between 10 feet and 12 feet high. The current Aviation space we are using does not allow us to build and/or store set walls, which are a required element in the instructional needs of the program.

Film Production does not have adequate space for storage of props and set dressing and is currently storing all instructional materials at the LAX campus.

Upgrade of Smart classrooms new smart classroom, Updated computer software, New Computers for student labs and faculty. Remove electrical "buzz" in the recietal hall. Reclaim FA 104 and adjoining store room for music and theater courses. Develope a print making studio with printing press. The metal doors expand in the sun and cannot be opened or closed.

West Los Angeles College Program Review 2012-2013: Facilities Challenges

*Facilities Challenges

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| <p>Humanities & Fine Arts (GE)</p> | <p>Upgrade of Smart classrooms new smart classroom, Updated computer software, New Computers for student labs and faculty. Remove electrical "buzz" in the recietal hall. Reclaim FA 104 and adjoining store room for music and theater courses. Develope a print making studio with printing press. The metal doors expand in the sun and cannot be opened or closed.</p> <p>In the needed fields of Recording Arts and that of Mullti-Media, we have been limited to adjunct instructors who cannot expand their programs due to both time and money constraints. This is part of the moderization that is needed. The Recording Arts program does impact all the music courses taught at WLAC because more modern versions of music being bought and sold in today's industry cannot be included yet. We really need a music instructor added that can enhance this burgeoning field. Multi-Media is in need of courses to teach the digital fields of computer and film arts. All animation is now digitized. This is an important field to our Division because it would give instruction to artists, musicians, voice actorsdesign artists.</p> |
| <p>Language Arts</p> | <p>Nuala Lincke-Ivic has requested a secure location for storing film equipment used for the West LA College magazine that is now housed in her office and takes up too much space. Our understanding from Bob Sprague is that we are not to use vacant offices in the General Classroom bldg. for this purpose.</p> <p>The Writing Lab, located now in a corner of the 1st floor of the library, is neither welcoming nor suited to students' ability to rewrite and edit. Finding a location that is more centrally located, visible and accessible would invite more students to seek the lab's services. Also, having computers/laptops available to students for editing and rewriting would enhance the lab's effectiveness.</p> |
| <p>Library</p> | <ol style="list-style-type: none"> 1. need a larger room for library orientatian to accomadate larger class sizes, up to 50 students 2. gap in wall allows books to be stolen from library (this is currently being addressed) 2. moving shelves behind circulation desk hard to maintain and would be better to eliminate some and make them non moving shelves 3. need more secure location to store portable technology such laptops and tablets 4. security cameras in and outside of all storage locations 5. electronic entry access to record authorized entry times |

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| Mathematics | <p>The new MSA-MSB complex, as actually constructed, has fewer classrooms available for math than originally planned due to the subdivision of large classrooms into smaller ones that are too small for the vast majority of our classes. Also, the rooms that are available have smaller capacity than planned due to last-minute decisions by Administration regarding furnishings.</p> <p>As a result, math classes are held all over the campus (e.g., AT-A, B4, GC, SC) making it harder for instructors to help students before and after class and also making it harder to maintain close working relationships with adjunct instructors who may never set foot in MSB. In at least one case, regularly scheduled math classes have been forced to relocate for one or more days due to other programs pre-empting the rooms for testing or other purposes. We are also unable to serve as many students as we would like to, nor to serve them as well, because the classrooms we do have available for our use in MSA are overcrowded and in some cases not configured with the flexibility needed for diverse pedagogies (such as group work).</p> |
| Physical Sciences | <p>INSTALLING WAITER ELEVATOR TO CONNECT WLAC's chemistry laboratories with the stockroom:</p> <p>The following items were believed to be necessary, and were included during the planning of the math/science building. However, they were not included in the construction of the building.</p> <ol style="list-style-type: none"> 1. □ The elevator to transport chemicals in the MSA building, from the ground to the 3rd floor (where the chemistry stockroom is located) and from the 3rd floor to the 4th floor, where all the chemistry labs are. This elevator will be necessary to avoid the transportation of hazardous chemicals using the elevators that are used by people. 2. □ In the MSA building, the fume hoods in the organic labs are fitted with nitrogen line. At this time there is no nitrogen gas coming through the line. A nitrogen gas cylinder needs to be connected to the line and be checked if it is operational. |
| Political Science | NA |
| Psychology | With the new building, there are no hindrances in our ability to achieve our goals. |
| Public Safety | None at this time. We are currently occupying new classroom facilities with all smart classrooms. |
| Sociology | We have moved into new buildings and classrooms that are up to date technologically so facilities are meeting our needs. |
| Teaching & Learning | The office's current facilities in the Library are conducive for office operations. However, increased security is needed with recent thefts of Apple technology totalling roughly \$40,000. |
| WISE | As in the past and currently, programs have been placed in temporary buildings and has caused disruptions which affects program implementation and efficiency and prescribed by the external funding sources and is not aligned with the mission of the college. |

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*Facilities Challenges

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| Administrative Services Division | Business Office | We have a lovely new facility with only one serious problem: the heavy security glass on our counter windows prevents our hearing and being heard by our students/customers without everyone having to raise their voices. |
| | Enterprise Services | <p>The inadequate and poorly located "temporary" Paws 4 Snacks & Stuff convenience store cannot support sufficient sales required to offset operating costs of the Paws operation and West's retail operations. Solving the inadequate and poorly located Paws store problem -- building the C Store we've been trying to build for ten years -- will generate \$50,000 to \$60,000 more gross profit with no appreciable increase in overhead expense.</p> <p>Cafe West is also poorly located and does not have sufficient space to operate a premium coffee service and food court operation in SSB. Relocating the premium coffee service to a high foot traffic area to increase intercept sales will increase commission income from the food service contract by \$30,000 or more annually.</p> <p>Lack of dedicated conference facilities limits West's ability to host community meetings on campus.</p> |
| | Information Technology | <ul style="list-style-type: none"> ¿ More storage spaces, location for old, out-of-date devices and new equipment. ¿ Security Alarm System for Info Tech Data Center. |
| | Personnel | None. |
| | Plant Facilities | Storage space on campus needs to be expanded, more funding is needed to provide better quality and performance. |
| | Staff Services | <p>Staff Services location in B1 is poor relative to the location of primary classroom and office spaces on campus and has poor access to foot traffic patterns on campus: this is inefficient when most offices make daily trips to the Mailroom and faculty often make multiple visits to the Mailroom or Reprographics weekly.</p> <p>It is unclear what plans if any are being made to relocate Staff Services from B1 as West's bond construction program wraps up.</p> <p>Staff Services facilities are also limited due to a lack of efficient storage space. If Staff Services could store multiple pallets of copy paper on pallets instead of having to break pallets down and store paper in cabinets it would save significant labor and limit staff handling of full cases of copy paper.</p> <p>Workstations for classified staff should be upgraded to provide more ergonomic workspaces and some insulation from the noise/heat generated by four high volume copiers in Reprographics.</p> |
| Learning Communities | POPP | None at this time |

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| | <p>Puente</p> | <p>The Puente counselor is charged with providing all the current and Phase 3 Puente students with counseling assistance on appointment basis. Before the counseling division move to the new Student Services Building, the Puente counselor secured an office which was specifically designated for Puente. Because the Puente counselor was, and still is, 60% EOPS and 40% Puente, he also had an office in the EOPS building. Since the inception of Puente, the directive was that the Puente counselor could not serve Puente students in the EOPS office. Currently, the Puente counselor, officially, is located in the general counseling division office. He has no specified office for Puente. Serving the Puente students in an office is not assured. This depends on the counseling department's faculty office availability. Sometimes, students are seen at cubicles. Sometimes the counselor must walk with the student to the EOPS office in order to garner privacy and confidentiality.</p> |
| | <p>Umoja</p> | <p>President Mark Rocha signed a MOU 2008- 2009 with the Umoja Consortium agreeing to appointing a space for the Umoja program, but this did not happen. Umoja was not offered a space.</p> |
| <p>Student Services Division</p> | <p>Admissions and Records</p> | <p>Now that we have relocated to a new building, our space needs are met. However, the lobby crowding can present a fire hazard during rush periods, which is one reason why we are adding a texting feature to our queuing system.</p> |
| | <p>ASO</p> | <p>ASO and Student Activities is an office designed to serve students, but our office is located on the outskirts of the campus. Student frequently complain about the long walk that it takes to get to our office. As a result of most of the student services units moving to the Student Services Building and our office remaining in A-5, student traffic has declined. There are plans for the ASO/Office of Student Activities to move to Building A-9 during the winter. Building A-9 has several small offices and meeting spaces available for student leaders and clubs. Our office would be in the same vicinity as the Student Pavillion and the Student Health Center.</p> <p>Another challenge is that the restrooms have been out of service and will remain out of service until we are moved to Buiding A-9.</p> |

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| Athletics | <p>In light of the Allied Health and Wellness project not moving forward, and in a continued effort to improve college facilities and enhance faculty teaching and student learning we would like to recommend the college approve a plan to remodel the Physical Education/Athletic locker rooms, complete the baseball stadium renovation project, refinish the gymnasium floor, install a public address sound system in the gymnasium, enclose the C-1 building storage area on the south end, complete the installation of the football, soccer and track & field stadium public address sound system, and replace the deteriorated track & field pole vault and high jump landing pits. The Athletic Department is in desperate need of locker room space. Currently, we have the original large multi-purpose locker rooms which are located in the Physical Education Complex North and South. These locker rooms were originally designed for Dance, Health and Physical Education classes, and not for the athletic programs. As a result of the current conditions, it is recommended that we gut the inside of the men's and women's physical education locker rooms, and remodel the area to better suit the needs of students for the future. The college baseball stadium is desperately in need of repair and upgrades. The repairs and upgrades would include the acquisition of a new scoreboard, appropriate spectator seating, updated team dugouts, additional room for storage, press box, small concession stand, and new foul poles along the first and third base lines. In an effort to preserve, market and brand the existing gymnasium, we would like to sand the wood floor down to bare wood, refinish it with new college and athletic logos, and install a public address sound system. The Athletic Department would like the college to approve a plan to complete the college's football, soccer and track & field stadium public address system, and install the two remaining speakers that have been purchased. Additionally, we would like to request the college approve a plan to enclose the existing structure on the south end of the C-1 building. Finally, it is recommended that we replace the existing cover of our pole vault landing pit, and the foam rubber padding for the high jump and pole vault landing pits to ensure the safety of the student-athletes participating in these events.</p> |
| Child Development Center | <p>CDC facility is well maintained. Number of parking spaces, for peak times, remains a challenge. CDC staff have worked with parents and the Sheriffs on this issue.</p> |
| EOP&S / CARE | <p>None</p> |
| Financial Aid | <p>Financial Aid Office space is limited and the current space will not allow additional work stations for future hires.</p> |
| Matriculation/ Assessment | <p>We had anticipated more (50) computer stations than we currently have, and an Intake room for students in the new facility for Assessment/Orientation services.</p> |
| School Relations and | <p>N/A</p> |
| Transfer Center / | <p>None currently</p> |

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This report contains the responses of divisions and departments to four program review questions:

- * Specify how these improvements relate to the division/department's overall goals. What improvement in student learning and outcomes do you expect as a result of the facility improvements?
- * Specify how these improvements relate to the Educational Master Plan. What improvement in student learning and outcomes do you expect as a result of the facility improvements?
- * Specify the division/ department's long term goals (2-6 years) for facilities improvement and functionality.
- * Specify the division/ department's short term goals (1 year) for facilities improvement and functionality.

| | | Facilities and division/ department goal | Facilities and EMP | Facility Long Term Goals | Facility Short Term Goals |
|----------------------------------|---------------------------|--|--|---|---|
| Academic Affairs Division | Anthropology | Improve student success. | Improve student success. | Improve the presentation of materials in the classroom, which would require an upgrade in cabinetry. | Technology upgrade for SC 101. |
| | Applied Technology | Student safety, compliance with FAA and an environment that reflects industry standards. | Aviation: The restriction and time spent on moving equipment due to the limited space will be eliminated. Students will have better use of time to practice skills. Improve student success. | Aviation: Once MPTP obtains their own building, aviation will have the necessary space to "re-establish" the program needs. | Aviation: Request external space to place airplanes (A12-A13) flat area. Travel & Hospitality: coordinate the use of "smart" classrooms and purchase CD roms instead of the old videos that currently are used as instructional aides. |

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| <p><i>Allied Health</i></p> | <p>The facilities need to create a positive learning environment for the students and by taking care of and properly utilizing the technology and equipment we currently have. We wish to continue to exhibit a state of the art clinic facility and nursing and pharmacy tech laboratories, and work towards continued improvement of these facilities. With the larger facilities, we will be able to accept more students in the allied health programs and increase student success. We are currently working towards opening the dental hygiene clinic to the community, and in doing so, we can provide a community service and awareness of allied health fields that we currently are not offering. The maintenance and upkeep of such state of the art facilities requires monetary resources and we are creating continuing education courses and a budget to help sustain the clinic. These facilities allow students more learning opportunities and a more well-rounded academic experience. The SLO's reflect a broader selection of assessment strategies that helps to adapt to a wider range of learning styles. We will continue to make sure that the survey data reflects a correlation between facilities improvement and success rate.</p> | <p>Educational Master Plan:</p> <p>Goal #1: The allied health division has developed comprehensive orientation and assessment courses to help guide students who are interested in the allied health field and plan to host collaborative meetings with other disciplines in facilities/classrooms in which adequate space will host students.</p> <p>Goal #2: Roadmaps are published and dispersed so that students have the guidance they need to achieve their goals in the allied health program and with the new MSB building. A centralized office is needed to disperse allied health information to students.</p> <p>Goal #3: The new classrooms in the MSA building have allowed instructors to utilize modern technology to enhance their curricula. CTE holds Tech Fairs where faculty can attend workshops to learn and apply new educational technologies.</p> <p>Goal #4: With the new dental hygiene clinic, students have access to patient treatment chairs and dental radiology equipment that enhances their learning experience by increasing the available hands-on experiences from the new equipment. Program updates are required.</p> <p>Goal #5: The dental hygiene program offers a Radiology Interpretation course online that gives students an opportunity to take an online course while at the same time being able to meet face-to-face with other courses within the program. Dental hygiene is looking into potentially offering other courses online in the near future.</p> | <p>The opening of the dental hygiene clinic is currently an in progress goal. Opening the clinic for patient care will require equipment, maintenance, and janitorial services. A larger clinical facility for the nursing programs and medical assisting program to accommodate more students since all three programs can share a lab. There has been discussion regarding bringing the allied health programs together so that allied health students can take some of the core science courses and participate in community building events together to help strengthen the awareness of the allied health fields, and to give a more well-rounded and collaborative experience to the allied health students. The facilities need to be arranged and organized so that this collaboration is made possible. This collaboration among disciplines will encourage continued education and student success. The chair of allied health will need an office separate from that of the faculty. An allied health office is needed to distribute information for all allied health programs to students.</p> | <p>Work with academic affairs to establish sufficient office space for the Chair of Allied Health. Continue meetings with the VP to open the dental hygiene clinic for patient care. Implement continuing education programs to help support the opening of the dental hygiene clinic (supplies, faculty). Work with plant facilities for improved custodial services so supplies and equipment are readily available for students and patients. Instrument and equipment manuals are being developed so that students are properly using and taking care of these items so that they remain in good condition.</p> |

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| Biological Sciences | Student success and increased matriculation/transfer. | program growth/ increase in biological and allied healths programs. | same as in previous. | See previous question's answers. |
| Business | Our division goal is to provide adequate educational services to all who request it. To provide the greatest avenue to transfers, certificates, and degrees as specified in our catalog and schedules of classes. | <p>The addition of a facility for the business and computer department will satisfy anticipated future enrollments into the year 2020. The enrollment trends are increasing annually and we do not have adequate space to meet the demand. In order to comply with the state mandate and master plan of West LA College, providing the highest quality of education for all citizens who can benefit from it, we need the additional offices, classrooms, storage areas, filing areas, reception areas, and especially a moot court.</p> <p>We will be able to accept all students who request our services. The transfer of students to the CSU's and UC's will be served by our being able to accommodate a variety of students without considering limits in the enrollment process.</p> | Presently, plans are in place to build a new building to house the business division and computer science. Plans have been presented to the builders with specific space allocations. This need is hampered by state space allocation limits. Much space is wasted because the classrooms are generally too small to meet the enrollment demands. These small rooms generally cannot be used for classrooms, but are counted as space under the state space allocation plan. Thus, we are charged with usable space that is not usable and in reality we are charged with more usable space than we actually have. | We need to acquire adequate office space for the paralegal program (the current office is being demolished) to move into as soon as possible. |

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| <p>Child Dev/ F&CS</p> <p>Child Development Department: We have every state of the art equipment that any instructor or student could want for in our new facility. It is now up to us as instructors to utilize what we have at hand to enhance our presentation and delivery of the content of our courses. This new environment and the elements that have been installed to support our teaching and the student's learning should be inspiring and motivate us all to not only being successful, but innovative and creative. We expect excellence from everyone involved in this learning community. The care and service that we are given by our custodians is remarkable. They have always taken a personal interest in us and here is mutual respect.</p> <p>----- ----- ----- ----- ----- FCS: -----</p> | <p>Child Development Department: If we are in fact intentional about producing well prepared students then our students must develop the tools of their trade. When we provide a curriculum lab and the materials that are critical to enhance their development and at the same time manifest the competency we are working for through the SLO's for each course, then we have to align the sophistication of our Curriculum Lab resources and facilities to support their success.</p> <p>----- ----- ----- ----- ----- FCS: N/A</p> | <p>Child Development Department: We would like to be able to offer more resources in our Curriculum Lab that would provide more hands on materials to design their curriculum for Practicum and other classes. This would also entail expanding the facilities accessibility.</p> <p>----- ----- ----- ----- ----- FCS: None at this time.</p> | <p>Child Development Department: If we had a short term goal it would be to re-stock our Curriculum Lab with materials that we want to provide for our students. We have purchased new computers that will be installed in the Lab for the CD students to use to do their projects, research and assignments.</p> <p>----- ----- ----- ----- ----- FCS: None.</p> |

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| Facilities and division/ department goal | Facilities and EMP | Facility Long Term Goals | Facility Short Term Goals |
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| <p>Computer Science</p> <p>1)A redesigned CE103 or a new space should have enough desk real estate to support two systems; each having a dedicated keyboard and monitor. The facility should be designed to allow students and instructors to move about the room freely. The current layout prohibits movement within the isles. The room should also have a network infrastructure that supports 1GB connections, an audio system with speakers mounted in the classroom and a video system that can support multiple inputs.</p> <p>2)If the proposed changes are put in place, the environment would allow students to excel at grasping new technologies and concepts. It would establish an environment conducive for learning, which would lead to a higher percentage of certificate completion and increased enrollment.</p> <p>3)Computer Science is using six computer classrooms in CE which were not designed to deliver technology training; the classroom infrastructure and bandwidth are outdated. We have not seen any technology classroom in this campus except SSB420 which is an assessment center for matriculation service.</p> <p>Conclusion: We are overbooked for evening and weekend classes and West does not have any technology classroom and need to build modern technology classrooms to deliver technology courses and programs.</p> <p>If the proposed changes are put in place, the</p> | <p>The CS division uses advanced technology and industry skilled instructors to prepare students for transfer and technology careers. The division also helps students build basic computer skills and update existing skills through continued learning.</p> <p>The facility should be redesigned to allow students and instructors to move around the room freely. The current layout prohibits movement within the isles. The room should also have a network infrastructure that supports 1GB connections, an audio system with speakers mounted in the classroom and a video system that can support multiple inputs.</p> <p>If the proposed changes are put in place, the environment would allow students to excel at grasping new technologies and concepts. It would establish an environment conducive for learning, which would lead to a higher percentage of course success rate and increased degree/certificate completion.</p> | <p>The division's long term goal is to move into TLC building.</p> <p>The TLC (Technology Learning Center) was designed to allow the division to deliver Computer Science Information Technology courses and programs. The division has submitted the "building programming questionnaire" which include the following instructional space requirements:</p> <p>One specialized computer lab open to students with 50 workstations.</p> <p>Six highly specialized computer classrooms for the following program and classes:</p> <ol style="list-style-type: none"> 1.CISCO lab computer classroom with 50 computer stations plus 10 sets of switches and routers. 2.Microsoft and Oracle database computer classroom with 50 computer stations. 3.VMware computer classroom with 50 computer stations plus additional 4 of rackmount servers 4.Apple and Linux computer classroom with 50 Apple computer stations. 5.Computer programming, Web design and development computer classroom with 50 computer stations. 6.Computer Hardware classroom with 50 computer stations | <ol style="list-style-type: none"> 1)For security purpose, CE101 need to build a wall to enclose the patch panel, switches and routers. 2) Upgrade the switches and routers from 100Mbps to 1Gbit or 10 Gbit. 3) Upgrade the cabling system. 4) Move CS902 to a larger classroom with 55 computers. 5) Designate a computer classroom for Apple care training. 6) Replace computers in CE104,CE103, CE105A and CE225 with faster CPU and larger memory. 7) Purchase more servers to support VMware, SQL server and SharePoint training. 8) Upgrade the projector and screen 9) Expand CE104 by breaking the wall between CE104 & CE105A 10) Expand CISCO CE106A by breaking the wall between CE106A and CE106B. |

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| Contract Education | Improved facilities and better access to facilities allows us to provide an excellent learning experience for the community. For instance, student feedback from our Medical Coding and Billing and Pharmacy Tech certificate program students always indicate when facilities issues are detrimental to their learning experience. The most commonly cited issues are lack of access to nice, modern rooms during the Winter or Summer and inadequate computer labs. Improving facilities access and quality will mitigate many of those issues and contribute to happier students, better able to learn and be successful. | <ol style="list-style-type: none"> 1) Get a designated multi-use computer lab for Westside Extension. 2) Move the Westside Extension office to a more central location on campus, near parking, with good access to students and teachers. 3) Have 1-2 more dance/fitness studios in which we can hold classes. | <ol style="list-style-type: none"> 1) Create a campus-wide process where Westside Extension and other grant programs can get their facilities needs considered in the planning process for Winter and Summer facilities. 2) Improve the access to Saturday computer lab space. 3) Get keys to rooms or buildings so Extension teachers can access their rooms on time. |
| Counseling | By increasing additional office space, the Counseling Division will continue to work to/and ensure confidentiality with students. | n/a | We will continue to work with the college to adequately provide office space for faculty members, Limited and Hourly Counselors and university representatives when additional faculty members are hired. The Counseling Division will working collaboratively with the DSPS and EOP&S office when additional office space is needed for university representatives. Additionally, we will continue to work with LACCD Build to make corrections within the Students Service Building. |

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| <p>Dance, Health & Physical Education</p> | <p>The dance program expects improved graduation and transfer rates with the addition of the new dance studios. Greater movement vocabulary and skill will increase the student's chances of working professionally or graduating from a four year institution. The student dance concerts can be a showcase for the student's ability however there are no good performing spaces available on campus. The Fine Arts Theatre is the closest thing to a performing space on campus however none of the stage lights in the facility work. The dance program needs additional lighting resources for performances.</p> <p>Improved classroom conditions for the lecture classes will improve student success. The instructors have commented on how helpful it is to look at the class while making a power point presentation. The students pay more attention when they feel engaged with the instructor.</p> | <p>The new dance studios will enable the instructors to broaden the range of movements taught to the students. Jumps, leaps and falls not feasible in the current studios can safely be done on sprung wood floors. Additional lighting equipment will help to appropriately showcase the student's abilities.</p> <p>Classes in the new smart classrooms give the students more respect for where they are, what they are learning, who is instructing and themselves for being there.</p> | <p>Build new dance studios. Purchase lighting equipment for the dance concerts. Finish the remodel of PECS and PECN & S locker rooms; remodel the bathrooms in both PEC buildings.</p> | <p>Replace the baseboard in PEC S. Convert PECN 11 into a smart classroom. Finalize plan for new dance studios. Finalize plans for remodeling PECS, PECN & S locker rooms and restrooms. Obtain a maintenance and repair contract for the Fitness Center and Weight Room. Purchase aquatic matting for the hallway in PECS.</p> |
| <p>Distance Learning</p> | | <p>If we are able to create space for the Digital Design Studio on the 4th floor it will be adjacent to the Library's new Digital Classroom.</p> | | <p>We are involved in the creation of a Digital Design Studio to provide instructors with support in the development of multimedia instructional materials. We have not received a quote from Plant Facilities for the 4th floor location and one of the B bungalows is also being considered.</p> |

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| Earth Sciences | Earth Science programs will flourish- more students would be attracted and matriculate/transfer in these fields, thus achieving student success. | Safe, smooth and efficient operation of laboratories, thus achieving student success. | 1 and 2 in previous answer. | 1. All Cabinets and drawers in the Earth Sciences laboratories should be keyed. 2. Earth Science Stockroom shelves be made seismically secure. Replace wooden book shelves with specified depth of metal shelves for laboratory grade (No book Shelves). |
| Economics | | | N/A | Condition of the current facilities is very good, impacting learning environment positively. |
| History | Not Applicable at this time - since we just moved to the new General Classrooms building | Not Applicable (see previous question and answer). | Since, we just moved into the new General Classroom building, we have no goals for facilities improvement and functionality at this time. | At this time, since we just moved into the General Classroom facility, the only problems at this time, is that there are no clocks or pencil sharpeners in the classrooms for student usage. In addition to the aforementioned, there are no maps of any kind in the classrooms on the 3rd floor of the building where History, Political Science, etc. are taught. |

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| Facilities and division/ department goal | Facilities and EMP | Facility Long Term Goals | Facility Short Term Goals |
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| <p>HLRC</p> <p>These improvements support the division's goals in a number of vital ways. Ensuring compliance with auditing procedures is paramount, along with establishing baseline percentages in language arts and math literacy. Strengthening accountability and assessment are central goals, and careful record-keeping is a priority. We anticipate being able to assess the past and present, as well as to anticipate the future, much more specifically and accurately, as a result of establishing pro-active recordkeeping and reportage procedures.</p> | <p>The most important relationship between the program-level improvements in the Center for Academic Support and the college-wide Educational Master Plan is identified in Objective 1.F - "Maintain full-time faculty in the Learning Center, including a Director who would coordinate student support services." Currently, only one full-time faculty member is assigned to the Center for Academic Support (formerly the Learning Resource Center), and there is no guidance or supervision at the director level. When the search committee concludes its hiring process for a full time, tenure track instructor in foundational mathematics, appointing the two LSK faculty members Co-Directors of the Center for Academic Support will enable them to address previously-identified needs in program operations and coordination with other program administrators on campus. Increased support of student success and achievement of SLOs will be facilitated by this critical turning-point in Center administration.</p> | <p>Long-term goals (2-6 years) of the Center for Academic Support:</p> <ol style="list-style-type: none"> 1. Removing cubicle dividers from corner by Writing Lab and opening up that space to be a quiet study area with line of sight from intake desk 2. Larger-scale space renovations to create more usable areas on the first floor, including removing the partial (non-weight-bearing) wall between the mainfloor and the alcove by rooms 108 and 109, or replacing the glass wall cabinet in that wall with a window opening so that there is line of sight from the intake desk to that corner 3. Removing non-working appliances from room 108, the former break room and now staff workroom, and installing additional storage (cabinet or shelving) in area where there is currently a microwave, refrigerator, and sink 4. Establishing an area in the Center where students can have coffee and dry snacks during study breaks 5. Working with Facilities Management regarding temperature regulation, as the first floor tends to be overly warm with limited air circulation 6. Gradual replacement of broken chairs and tables with sturdier pieces of furniture that are appropriate to the needs of the Center 7. Improved lighting in open area under central stairwell (general tutoring area) 8. Discussion of possible relocation of videoconferencing equipment from room 112, and repurposing of that space to be a classroom for foundational skills workshops and learning skills classes of 25 or fewer students 9. Repurposing Foreign Language Lab area as language labs transition to online format and students are no longer required to clock hours on site for credit | <p>Short-term (1 year) goals for the Center for Academic Support:</p> <ol style="list-style-type: none"> 1. Whiteboards installed on all study room walls 2. Obtaining a shredder, small photocopier, and document scanner for the staff and faculty workroom on the first floor 3. Returning office spaces, when vacated, back to usable study rooms 4. Securing a budget line for supplies and equipment, including signage and instructional materials 5. Repurposing two banks of LAN-based computers into internet-accessible terminals and using the remaining LAN computers for non-credit access to Plato lessons by topic 6. Signage outside and inside the Center 7. Development and printing of promotional/informational materials about Center resources and services 8. Exchanging broken furniture for functional items as those pieces are removed from the A and B buildings or other facilities on campus 9. Establishing an advisory council for the Center, composed of faculty members from the departments that we primarily serve, for collaborative problem-solving and short- and long-term planning 10. Clarifying operational budget allocations and procedures, as well as base-line funding for tutoring services |

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| <p><i>Humanities & Fine Arts (CTE)</i></p> | <p>Film/TV Production</p> <p>The construction of the appropriate sound stage and shop will not only provide the students with the safe, state-of-the-art learning environments, but it will allow the Film Production program to grow and add more students. Currently due to the fact that we are sharing space our program has had to limit its enrollment and now has a waiting list.</p> <p>We would be able to leave our sets and equipment standing and therefore not have to remove it at the end of each class period.</p> <p>*****</p> <p>It will strengthen the Division. The Ed. Master Plan was designed to be a framework for a functional education. It helps each department to keep up with our industries. The student learnings and outcomes now have giving more focus to the direction of the students' college career - especially in the arts, as it takes us all out of the entertainment category into that of the serious study with a meaningful functionality.</p> <p>The over-arching goal is to modernize. Keeping up with our industries is essential to helping our students with their goal of a meaningful education. Students do better when an applicable goal is apparent instead of an intellectual exercise. When they realize that our inclusions of new methods, new viewpoints and new ideas will lead to their desired goal of employment in the "entertainment" industry, they are encouraged in their studies. We are getting more students that have had minimal training in the arts and need to have more</p> | <p>Film/TV Production</p> <p>The construction of the sound stage and shops meets the Education Master Plans improvements because currently the program is using space in the aviation complex. Due to that, aviation has had to move all classes to night and Film Production can only offer a limited number of classes as the space in the hanger allocated as a temporary solution, is not appropriate instructional space. Once the sound stage and shops are complete, student learning and outcomes will increase as they will be learning in space that is safe, appropriate and not shared. Currently due to sharing, an inordinate amount of class time is spent in the beginning and end of class unloading and reloading trucks with equipment and supplies.</p> <p>*****</p> | <p>Film/TV Production</p> <p>To work with the Facilities Committee on the construction of a sound stage and shop for the instructional lab space required.</p> <p>*****</p> <p>Bathroom and dressing room for the FA recital hall. A suitable classroom for theatre Arts. Repair pianos.</p> | <p>Film/TV Production</p> <p>In the short term Film Production will look for sound stage space at the various studios in order to provide our students with the appropriate lab space required to meet their goals of learning the skills needed to graduate.</p> <p>In addition we will work with the Academic Affairs and the aviation faculty on ways we can utilize the outdoor space for instruction temporarily until the Film/TV Production facility is built.</p> <p>*****</p> <p>Keep up with licensing of software that is either out of date or unusable. Replace missing and broken studio furniture. Purchase a printing press for Printmaking Program. Replace all faculty office computers with new ones. Upgrade equipment in smart classrooms and add one smart classroom (FA209) Design and build a fountain to be placed in the grass area of FAC.</p> |

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| <p>Humanities & Fine Arts (GE)</p> | <p>The over-arching goal is to modernize. Keeping up with our industries is essential to helping our students with their goal of a meaningful education. Students do better when an applicable goal is apparent instead of an intellectual exercise. When they realize that our inclusions of new methods, new view points and new ideas will lead to their desired goal of employment in the "entertainment" industry, they are encouraged in their studies. We are getting more students that have had minimal training in the arts and need to have more fundamental teaching in the basics. But by the same token they need the encouragement of positive support of achievement. It is not enough to point out mistakes, They must be made aware of successes, however small.</p> <p>Keep up with licensing of software that is either out of date or unusable. Replace missing and broken studio furniture. Purchase a printing press for Printmaking Program. Replace all faculty office computers with new ones. Upgrade equipment in smart classrooms and add one smart classroom (FA209) Design and build a fountain to be placed in the grass area of FAC.</p> | <p>It will strengthen the Division. The Ed. Master Plan was designed to be a framework for a functional education. It helps each department to keep up with our industries. The student learnings and outcomes now have giving more focus to the direction of the students' college career - especially in the arts, as it takes us all out of the entertainment category and into that of the serious study with a meaningful functionality.</p> | <p>Bathroom and dressing room for the FA recital hall. A suitable classroom for theatre Arts. Repair pianos.</p> <p>Full-time faculty is a necessity in Music and Multi-Media, Art History/Art, and Humanities to modernize our offerings. This will not lessen the importance of the current offerings nor of the current faculty, but will enhance the course offerings that are currently on the books in those areas. It will also help in giving students more direction in career planning.</p> <p>Keep up with licensing of software that is either out of date or unusable. Replace missing and broken studio furniture. Purchase a printing press for Printmaking Program. Replace all faculty office computers with new ones. Upgrade equipment in smart classrooms and add one smart classroom (FA209) Design and build a fountain to be placed in the grass area of FAC.</p> | <p>Keep up with licensing of software that is either out of date or unusable. Replace missing and broken studio furniture. Purchase a printing press for Printmaking Program. Replace all faculty office computers with new ones. Upgrade equipment in smart classrooms and add one smart classroom (FA209) Design and build a fountain to be placed in the grass area of FAC.</p> |

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| Language Arts | Reconfiguring and or relocating the current writing lab and adding laptop stations would enhance tutors' ability to work with a number of students who can then edit and revise their drafts while they are receiving tutoring guidance. This improves the lab's effectiveness when dealing with students' writing and may directly improve students' success rates. | The writing lab has not evolved with the way students write, mostly through keyboarding. Having laptops available for students to actually keyboard their essay drafts is realistic and would enable the tutors to work with multiple students at one time. | Within the Facilities Plan and building plans, identify a space for the writing lab that would result in more hands-on participation by students in a space that is visible, accessible and highly functional. | We would like look at ways to reconfigure and/or relocate the writing lab to increase its visibility, accessibility and functionality as described previously. We want a space identified to securely store the camera and film equipment for West's magazine, as requested. |
| Library | These will support the divisions overall goal of supporting the entire campus and all divisions in supporting their curricular and student learning needs. Students will receive more consistent and comfortable library orientations. Learning and understanding of using the library resources will be improved. They will not be distracted by a overfilled room. Or having to be split into 2 sections and receiving different information at times if the orientation crosses the librarian shifts. | Supports student learning. More students can receive library orientations without being placed in rooms that accommodate on the average 20. Supports student success by providing more resources for students. | 1. Increase the size of HLRC 218 to accommodate 50 students or convert the Black Box theater to a library orientation room to accommodate 50 students. If 50 student orientation room placed on 4 floor would need to update the elevators and stairs to reliably transport the increased traffic to the 4th floor 2. update equipment in student computer lab (LIRL) every 3 years 3. update staff computers every 5 years 4. Multi-purpose versatile digital classroom on the 4th floor to accommodate 50 students | 1. eliminate the gap in the inner library wall that allows books to escape - work has already been contracted by plant facilities to be completed before Spring 2013 2. install more security cameras 3. electronic entry control 4. remove some moving shelves so they can be used as non moving shelves |

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| Mathematics | Our goals for retention and success will be advanced as we are better equipped to teach to a variety of learning styles. | In order to offer the Foundation Skills classes needed by students for their college success, at times that they are able to attend class, we need sufficient classrooms of sufficient size. Moreover, better student learning and outcomes would be expected if classrooms had more flexibility (i.e., the possibility of rearranging students into groups and back into lecture mode within a single class period.) This can be done with "sleigh desks" but not with very heavy two-person tables, especially those with "privacy panels." | Sufficient numbers of classrooms of adequate size in reasonably contiguous locations to accommodate the program. | Allocation of a sufficient number of large classrooms to accommodate our classes during the heavily-impacted mid-morning time slots. |

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| Physical Sciences | Same as mentioned previously. | Would enhance all goals: access, student success, increased graduates in the physical sciences. | Finalize all requested items. | <p>1. Reshelving of physics preproom 2. an independent mechanical vent system for chemistry stockroom</p> <p>cabinets near the front of the physics classroom need to be keyed so that expensive equipment can safely be stored in the classroom.</p> <p>In the physics preparation room, bookshelves in the back of the room need to be removed (along with the large table) to make room for open shelves to store large equipment, and an open area to store telescopes. An additional locked cart or shelf with access to power supply is needed to store the new GLX Explorer hand-held computers and two laptops as the current laptop cart is overcrowded.</p> <p>Keyed storage units are needed for the physics optics laboratory (MSA 012). In addition, all stations must have access to power supply (or near outlet).</p> |
| Political Science | NA | NA | NA | NA |
| Psychology | N/A | N/A | There are no long term goals for facilities improvements at this time. | There are no 1 year goals in this area at this time. |

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| Public Safety | The current smart classrooms that we are using is sufficient at this time and have resulted in improved learning outcomes as they have allowed us to expand our use of multimedia. | None at this time. | None at this time. | None at this time. |
| Research and Planning | | Improved space will enhance the ability of office staff to provide needed data and information. | Identify and obtain storage for historical research and planning records. | None. |
| Sociology | Included in Behavioral and Social Sciences Division program review report. | See Behavioral and Social Sciences Division report. | See Behavioral and Social Sciences Division report. | We just moved into new classrooms and offices that are almost fully equipped. The only immediate need is for the Sociology department to have a new printer because the instructor has had to send all documents to other discipline instructors in order to make copies. |
| Sponsored Programs | | | | Reconfigure SC107 and SC108 according to architect's planning to better meet development and project implementation activities. |
| Teaching & Learning | | The office provides instructional technology tools and training for faculty to improve student learning. This service aligns with the Educational Master Plan goals to "Affirm institutional commitment to student learning" and "Ensure highest levels of educational quality within West's diversified modes of instructional delivery." | The office's long term goals may include expanding office space to accommodate additional staff. | The office's short term goals include working with the Library Chairperson for enhancing security for securing equipment and technology. |

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| | WISE | Facilities improvements address the following items in the 2011-2014 Educational Master Plan: Ability to recruit college-ready students Enhance the college's transfer program Evaluate the effectiveness of all college courses and programs Support a variety of learning communities Identify best practices for implementation by programs in evening, on weekends and off-campus | Long - term a designed and dedicated space allocation to co-locate campus and community village programs. The space would be adequate for existing staff and allow for program growth, would include dedicated smart classrooms, smart meeting and flexible conference space equipped with technology and food service and specialized labs. Coordinated spaces for evenings, Saturday and summer academies that also allow for program expansion. These programs serve over two thousand participants a year in addition to partner participants. | Short - term the programs needs would include being fully furnished with adequate space and equipment for all staff, including technology, access to specialized classroom, classroom equipment and large smart meeting spaces and room for program growth. |
| Administrative Services Division | Business Office | N/A | None. | We will address the window issue in Phase II of the new building construction schedules for Spring 2013. |

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| <p>Enterprise Services</p> | <p>Enterprise Services provides retail services and oversees support functions and business operations of the college in support of West's mission.</p> <p>Building the Student Services Annex would generate significant additional income to offset operating expenses of the bookstore operation and support 10100. Developing a conference center on campus could have a dramatic positive impact on community outreach effort by making West a resource for a wide variety of public and private events in addition to generating additional income to support 10100.</p> | <p>Finding a permanent location for Paws 4 Snacks & Stuff will continue to be a priority for retail operations until the need is addressed.</p> <p>If West chooses to create a dedicated conference center as part of the final phase of A/AA/J construction to facilitate campus and community meetings it could support community outreach efforts and generate additional income to support 10100 activities from facilities rental fees and commission on catering.</p> | <p>Find a permanent location for Paws 4 Snacks & Stuff and a premium coffee bar (run by a contract vendor) to provide increase service to the campus community and generate income to offset fixed overhead expenses of West's retail operations and support 10100.</p> <p>The Student Services Annex project, which was stopped/abandoned at 85% construction drawings in Fiscal 2010, would be an ideal solution for Paws and the coffee bar. If the college elects not to move forward with the Student Services Annex project a space of @2,500 sq. ft. should be identified between CE and the South Parking Structure to maximize intercept sales and income (and service to the campus community).</p> <p>Identifying a permanent facility for Paws is the major challenge facing retail operations at this time. Identifying a permanent facility for a premium coffee bar is a secondary but nonetheless important challenge.</p> |

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| Information Technology | | These improvements are district-wide standard and also play an important part of the college educational master plan. If Data center with state-of-the-art technological controls in place on all of its equipment is broken into, College information data is stolen, All constant access to electronic information, educational services will be disrupted and college surely suffer far-reaching business and financial consequences. Secondary Data Center will ensure the continuity of technology educational services. | <ul style="list-style-type: none"> ¿ Allocate a specific secured storage location for all Info tech technology equipment. ¿ New Secondary Info Tech Data Center. ¿ Hardware Inventory software for total cost of ownership. | Temporarily utilize old building for the storage, Install 3 small Security Camera in Data Center. |
| Personnel | | N/A | None. | None. |
| Plant Facilities | | A safe and clean learning environment. | Increase funding and staffing to provide more efficient and thorough service. | Increase efficiency and service by adding additional staff. |

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| Staff Services | Staff Services is a key support service: all offices and faculty members interact with Staff Services. Addressing the shortcomings of the current location in B1 will allow Staff Services to better support West's educational mission. | <p>Identify a permanent location for Staff Services. A two to six year plan should address the issues identified in Facilities Challenges and Facility Short Term Goals and also try to determine what, if any, changes are expected to occur in the primary functions of Staff Services in the next three, five and ten years.</p> <p>Staff Services should be more centrally located. Mailroom and Reprographics operations must be located together to allow 2.0 FTE classified staff to operate both operations five days and four evenings per week. Staff Services facilities should be flexible to address current unmet needs of the operations and changes in primary functions over time to support improved efficiency and safety of operations.</p> | Identify a permanent location for Staff Services. If a move to a permanent location is 1 year or more in the future address shortcomings of the current location in B1 noted in Facilities Challenges. Improve the efficiency of storage in Reprographics. Improve workstations for classified staff: (Reorganize office space to utilize surplus systems furniture in the A Bungalows). |

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| Learning Communities | POPP | | Student success rate should improve by at least 5% per year over the next two years. | The long term goal is to graduate students with an AA degree and ready for transfer and who are qualified as police officers or related occupations. | The major short term goal is to incorporate a mini background check for all incoming students into this cohort. At present there is only an oral interview and a letter of recommendation required. This program requires students to meet the minimum qualifications for a police officer in California other than age and immigration status, nonetheless there is need for a small background check since this is afterall a law enforcement program and students are exposed to the latest training given to police officers. Character counts. |
| | Puente | | The availability of a safe, private, and inviting office will play a significant role in the progress and success of past, current, and future Puente Project students. Students will once again identify the Puente office as a resource dedicated to their needs. The lack of a stable office location whereby Puente students can meet with their counselor affects continuity. Continuity is very important in serving Puente students since many do come from educationally and financially disadvantaged backgrounds. A dedicated Puente office will provide for a safe learning environment whereby students can truly experience a dedicated counselor who is ready and willing to assist them as they strive for student success. | The long term goal is to continue to serve Puente students in an adequate, professional, manner by securing adequate office space. | Short term goals for improvement and functionality include securing office space where students can be served in privacy and confidentially. |

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| | <i>Umoja</i> | N/A/ | None. | No facility was offered. No institutional support. |
| Student Services Division | Admissions and Records | The texting feature in the queuing system does not specifically relate to a student learning outcome. It is an efficiency and safety issue. Students need to be out of the crowded lobby when waiting for services or there is a risk to safety should the building need to be evacuated. | We do not have long term goals for facilities improvement and functionality over the long term. | Short term goal: add texting feature to the queuing system in spring of 2013. |
| | ASO | Students are the most important part of our business as a college. The first goal of the Educational Master Plan is to affirm the institutional commitment to student learning. By moving the ASO and Student Activities Office closer to the core of the campus, students are more likely to take advantage of the services, particularly getting involved in student government and in clubs. We expect to get more campus visitors and for the ASO officers/senators to spend more time in their offices because they will not be cramped. In addition, we expect that more club leaders will visit the ASO because it will have a space for clubs to meet and for them to create poster boards. | Our long term facilities goal is to move into the CE Building, which is located at the center of the campus. The CE Building is supposed to be renovated for the ASO, Student Activities, and the Student Health Center. It has been released from the moratorium, but the occupants of the building are not able to evacuate until the TLC building is complete. | Our short term goal is to move to Building A-9 and get settled into our new location. Once the college demolishes all of the A buildings except for A-9, it will be closer to the center of the campus and students will be able to see our building from the front of the Student Services Building. As part of our move, four student officers who are currently cramped into one office will be able to spread out into private work spaces. Our new office will allow the ASO to create a separate room where officers and club leaders can create posters. It will include a conference room and more space for students to use the computers. |

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| Athletics | In an ongoing effort to address the needs of the facilities at the college, and enhance successful student outcomes, it is strongly recommended that the college move to address each of the facility requests of the athletic department. As a result of enhancing the campus facilities, it will enable the department to provide quality athletic programs and events, as well as further improve upon the successful student outcome levels established since 2007, which shall result in an increase in the persistence, graduation and transfer rates within this learning cohort of 300 plus FTES. | The long term goals for the athletic department will be to sand and refinish the gymnasium floor with new school logos, complete the water reclamation project on the multipurpose grass practice field and baseball complex, install a new baseball scoreboard, purchase and install two foul poles, complete the public address system at the football, soccer and track stadium, acquire a new operating console for the track & field score board, install a new public address system in the existing gymnasium, gut and remodel the existing outdated men's and women's locker rooms with new modern large lockers, showers, and restrooms. | The short term goal for the athletic department will be to work collaboratively with plant facilities personnel to complete the track & field throws area, address the multiple tears in the artificial turf field, and provide adequate seating for both the participants and spectators and functioning public restrooms in the baseball complex. |
| Child Development Center | Maintenance of program quality and facility presentation to parents. | None. Painting? | Replacement of sand completed through a grant. The second grant funded project is to replace one torn yard shade. Exterior metal surfaces need repainting. Fencing has rust spots. |
| DSP&S | NA | There are not long term goal for improvement or functionality other than maintenance on wear and tear for the building. | There are no goal for facilities improvment. |
| EOP&S / CARE | none. | none. | none. |

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| Financial Aid | | The additional financial aid hires results in improved support services for our student population. Reducing processing time and faster disbursement of funds in a timely manner improves persistence, retention and student success rates. Improved success rates will lead to increased degrees, transfer rates and certificates. | Additional work space for growth with future hires | Need for brochures and publication stands and wall space for display case(s) |
| International Student Center | | Additional staff is required to continue to foster educational success in a welcoming, supportive environment. Students are encouraged to use campus programs and services. Many will not venture out or seek help when needed. The personal attention dedicated to their general welfare results in positive SLOs. Arriving in a new country with language barriers, students require assistance with applications, class choices, enrollment, and how to navigate the web site catalog and schedule. Needs progress to help with learning skills and tutoring, transfer, etc. The program is the point of contact for advisement or referral. As the numbers grow so does the need for additional staff. | International student support to be eventually managed by the international student program with the addition of support staff. | Additional computer and phone will be needed with hiring of full time Student Services Aide. |
| Matriculation/ Assessment | | N/A | None | None, we have re-designed the space to accommodate student need. |

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| <i>School Relations and</i> | | N/A | N/A | N/A |
| <i>Transfer Center</i> | | None at the time | None | None |