



Western Association of Schools and Colleges Accrediting Commission for Community and Junior Colleges

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2015 Annual Report Final Submission 03/30/2015

West Los Angeles College
9000 Overland Avenue
Culver City, CA 90230

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Robert Sprague
3.	Phone number of person preparing report:	310.287.4398
4.	E-mail of person preparing report:	spragurl@wlaac.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://www.wlaac.edu/academics/pdf/WLAC_Catalog_GenInfo.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.wlaac.edu/WLAC-Accreditation/Information.aspx
6.	Total unduplicated headcount enrollment:	Fall 2014: 11,105 Fall 2013: 11,330 Fall 2012: 11,081
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	10,805
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,197
9.	Number of courses offered via distance education:	Fall 2014: 139 Fall 2013: 152 Fall 2012: 130
10.	Number of programs which may be completed via distance education:	52

11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 4,831 Fall 2013: 5,111 Fall 2012: 4,356
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: n/a Fall 2013: n/a Fall 2012: n/a
13.	Were all correspondence courses for which students enrolled in fall 2014 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	60%									
14b.	Successful student course completion rate for the fall 2014 semester:	62.4%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>445</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>330</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>116</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	445	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	330	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	116
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16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	561									
16b.	Number of students who received a degree in the 2013-2014 academic year:	389									
16c.	Number of students who received a certificate in the 2013-2014 academic year:	203									
17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	175									
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	267									
18a.	Does the college have any certificate programs which are not	No									

18a.	career-technical education (CTE) certificates?	no																				
18b.	If yes, please identify them:	n/a																				
19a.	Number of career-technical education (CTE) certificates and degrees:	52																				
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	21																				
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3																				
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	1																				
20.	<p>2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard (%)</th> <th>Pass Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Dental Hygiene</td> <td>51.06</td> <td>state</td> <td>90 %</td> <td>100 %</td> </tr> <tr> <td>Aviation Maintenance Technician</td> <td>47.06</td> <td>national</td> <td>90 %</td> <td>100 %</td> </tr> <tr> <td>Certified Nurse Assistant</td> <td>51.16</td> <td>state</td> <td>90 %</td> <td>98 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)	Dental Hygiene	51.06	state	90 %	100 %	Aviation Maintenance Technician	47.06	national	90 %	100 %	Certified Nurse Assistant	51.16	state	90 %	98 %
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21.	<p>2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Institution set standard (%)</th> <th>Job Placement Rate (%)</th> </tr> </thead> <tbody> <tr> <td>Dental Hygiene</td> <td>51.06</td> <td>90 %</td> <td>95 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	Dental Hygiene	51.06	90 %	95 %												
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22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> <tbody> <tr> <td>n/a</td> <td></td> <td></td> </tr> </tbody> </table>		Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard	n/a																
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23.	<p>Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>West Los Angeles College (West) relied on its existing planning and shared governance processes to set and follow-up on institution-set standards for student achievement outcomes. The college's Planning and Institutional Effectiveness Committee scrutinized ten years of outcome data, took related measures such as ARCC/Scorecard data into consideration, and proposed values for each standard. This proposal was reviewed, discussed, and ultimately approved by the Academic Senate and the College Council. In response to refined definitions for some of the measures, we set new institution-set standards. We have noted that the college, during the past year, has outcomes that are very close to the institution-set standards on two measures. This is approached as an opportunity to engage in</p> </div>																					

discussions college-wide at relevant meetings, such as Academic Senate, College Council, Student Success Committee, and Educational Master Plan Workgroup; these discussions have already begun.

Student Learning Outcomes and Assessment

#	Question	Answer
24.	Courses	
	a.	Total number of college courses: 552
	b.	Number of college courses with ongoing assessment of learning outcomes: 180
		Auto-calculated field: percentage of total: 32.6
25.	Courses	
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college): 51
	b.	Number of college programs with ongoing assessment of learning outcomes: 51
		Auto-calculated field: percentage of total: 100
26.	Courses	
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation): 19
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes: 19
		Auto-calculated field: percentage of total: 100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	http://www.wlac.edu/committees/slos/index.aspx
28.	Number of courses identified as part of the general education (GE) program:	254
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	38%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	254
32.	Number of Institutional Student Learning Outcomes defined:	9
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to	100%

	those programs (courses) and activities (student and learning support activities).	
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	100%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>To assess West’s institutional SLOs, the SLO Committee has partnered with the Annual Student Poster Showcase since 2012. Faculty use rubrics to assess a sample of posters and the ratings are tabulated. In May 2012, 11 faculty applied 83 rubrics to student capstone poster work to measure achievement of all nine institutional SLOs. At the 2013 Student Poster Showcase, 16 faculty assessed 102 posters with the ISLO rubric. During the 2014 Poster Showcase, 14 faculty assessed over 100 posters. As a result of ISLO assessment, the rubrics have been modified to provide raters with more information to aid them in assessment. Students self-report on how their abilities with respect to each of the institutional SLOs have changed due to their coursework and experiences at West in the annual Graduate Survey. The District-wide Student Survey also includes questions related to ISLO achievement. The SLO Committee evaluates the data and makes changes to improve the process. As a result of assessment on the Graduate Survey, the questions were revised for clarity. An ISLO Workgroup has formed to provide input on the next ISLO assessment during the Poster Showcase. To keep students informed, West’s institutional SLOs are included in the College Catalogue and the SLO website also has a page that includes a “Student Guide to SLOs.”</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called “mapping”), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students’ programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 10px; margin: 10px 0;"> <p>When developing course SLOs, faculty submit an SLO Addendum for review and acceptance at the Curriculum Committee. The SLO Addendum list the course objectives and specifies the Course SLOs, corresponding assessment methods, and the criterion level indicating satisfactory performance on each SLO. Each course SLO is mapped to Program and Institutional SLOs. Comprehensive mapping of Program SLOs to Institutional SLOs allows comprehensive assessments to be rolled up from Course SLO assessment data. Outcomes in both the Student Services and Administrative Services areas map outcomes to the appropriate institutional SLO. Referencing question 24, West has a 4-semester cycle of assessment. In any given year, about 1/3 of courses go through the cycle. Assessment of programs is documented in Program Review. As an example of changes as a result of mapping and Program SLO assessment, the Business Division plans to review their course sequencing to determine the most efficient method for their students’ matriculation. Business faculty have also discovered that many students lack fundamental math computational skills and writing skills; they plan to increase tutorial services in these areas. Learning Skills faculty will collaborate with math and English faculty to ensure that both curricula are designed to meet students’ needs.</p> </div>	
	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit,	

<p>37.</p>	<p>approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>West's Academic divisions, Administrative Services unit, and Student Services unit communicate assessments results via division meetings, SLO meetings, and through the SLO Assessment tool. Divisions have both SLO assessment dialogue in their respective division meeting. The SLO committee also serves as a venue to present, analyze, and discuss all assessment results. In 2013-2014, presentations at Academic Senate meetings focused on SLO assessment and especially on the changes the Divisions made to their programs as a result of what was learned in SLO assessment. Each fall and spring semester, an SLO Bulletin is sent to faculty to provide specific information about course SLOs and where to find them for inclusion on syllabi. We have a monthly newsletter, SLO News, that includes updates on assessment results, dialogue outcomes, implementation of changes, and reassessment results. It is presented at meetings and disseminated campus-wide. This form of communication distribution ensures a systematic approach on managing SLOs and making improvements to student leaning. The goal is to ensure that all bodies of the college work towards SLO progress and improvements. Within the last year, we have secured high participation rates through heavy communication exchanges, transparency, and documentation.</p> </div>
<p>38.</p>	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>During phase 2 of our SLO cycle, dialogue takes place across all constituents of our college. At the department level, dialogue and reporting is organized as follows: faculty discuss the approved rubric, analyze and interpret assessment data, document all important course components that influence class success, and identify necessary action to improve learning in the course. Every department reports dialogue through the course SLO assessment tool, and then decision-making is aligned with Program Review. SLOs are also a standing item on the Academic Senate's recommended agenda for monthly division meetings. Many divisions regularly invite the SLO Coordinator to meetings to review progress and/or provide training. The Language Arts Division, for example, conducts dialogue online using a site on the College LMS. Faculty post assessment forms provide feedback to each other using threaded discussions. The SLO Coordinator and Dean of Teaching & Learning are members of the site and can provide clarification and assistance when needed. Finally, the SLO team conducts SLO Summits every semester where assessment processes are discussed. In addition, an SLO symposium is held each Spring semester to highlight trends in SLO matters, and SLO facilitator meetings are held once a month to discuss SLO reports, plans, and findings.</p> </div>
<p>39.</p>	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px;"> <p>English 102 faculty learned that students need to be adequately equipped to achieve an SLO embedded in an assignment. They recommended that, first, students need practice achieving the SLO: to understand what the SLO entails and how achieving it is beneficial to them academically and professionally, outside the college setting, in their work lives. Second, they need a model assignment that shows them how to complete the SLO. Third, they need very detailed directions with examples that instruct them how to complete the assignment. Fourth, instructors need to be available to answer questions as they complete the assignment. Colleagues in the Division worked together to shape two course SLOs and update the course outline of record. The Disabled Students Programs and Services assessment included a survey of current DSPS students and revealed needed improvements in assistive technology training and student government participation. To address these areas, DSP&S staff will reinstitute the Assistive Technology Learning Skills course and revive the Students with Disabilities Club. In Administrative Services, InfoTech measured the speed at which help desk requests were resolved and recognized the need to better publicize the types of services it supports. They are also launching a remote desktop management application project.</p> </div>

Substantive Change Items

#	Question	Answer
40.	Number of submitted substantive change requests:	2013-14: 0 2012-13: 0 2011-12: 1
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Mission/Objectives Courses and/or Programs (additions and deletions) Change in sites offering 50% or more of a program, certificate, or degree
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	In partnership with the Los Angeles Police Department, the college has started a program for a learning cohort primarily for high school students to offer a two-year Administration of Justice degree program at the LAPD Academy site. West Los Angeles College was selected to be one of the pilot Bachelor Programs in the state of California. In collaboration with Foothill College, West is developing a proposal to offer a Bachelor Degree in Dental Hygiene through the LACCD, State Chancellor's Office, and ACCJC.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	n/a
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	LAPD Academy
43.	List all of the institutions instructional sites out of state and outside the United States:	n/a

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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