

**Substantive Change Proposal - FINAL DRAFT**

**November 4, 2015**

**IDENTIFIED CHANGE:**

ESTABLISHING AN ADDITIONAL LOCATION GEOGRAPHICALLY APART FROM THE  
MAIN CAMPUS AT WHICH THE INSTITUTION OFFERS AT LEAST 50% OF AN  
EDUCATIONAL PROGRAM AND NEW DEGREE

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## **DESCRIPTION OF THE CHANGE**

In addition West Los Angeles College approved degrees and certificates it now offers an Associate of Science Degree in Paramedicine. See attachment A for the specific requirements for this degree. The courses are offered in partnership with UCLA and are delivered in dedicated classroom space at a UCLA satellite location a few miles from the main WLAC campus. The expansion of available associate degrees furthers the college's mission which is stated on the page 7 of West Los Angeles Colleges 2014-2016 Catalog found in attachment B.

## **OUR VISION**

WLAC: A gateway to success for every student

## **OUR MISSION**

West Los Angeles College provides a transformative educational experience.

WLAC fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others.

A WLAC education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.

## **OUR VALUES**

### **Excellence**

WLAC envisions each student and employee striving for excellence in and out of classes, laboratories, libraries, studios, playing fields and offices.

### **Ethics**

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

### **Empowerment**

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

### **Engagement**

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

## **Reasons for Proposed Change and Relationship of Change to Mission**

In order to provide a "transformative educational experience" and to keep up with the changing needs of our students, WLAC supports a variety of opportunities for students to earn an associate's degree. Students enrolled in Paramedicine courses have expressed a desire to transfer

to other colleges and universities that offer a bachelor's degree.

WLAC paramedicine courses were developed in collaboration with UCLA over 10 years ago. UCLA operates a Center for Prehospital Care with faculty and staff who are experts in prehospital and emergency medicine. During this collaborative process UCLA shared the entire curriculum with WLAC so courses could be developed. Approximately, 5 years ago, these courses were organized into an Associates in Liberal Arts with an Emphasis in Health Occupations over 5 years ago. There continues to be a strong demand for licensed Paramedics in the State of California and Los Angeles County with a 19.8% demand in new positions (780) through 2022 (see attachment C). Paramedics seeking advancement in their careers in fire departments increasingly need to have associate and bachelor degrees.

However, currently, only a limited number of Paramedicine courses can be applied towards the Associates in Liberal Arts with an Emphasis in Health Occupations. The Associate of Science Degree in Paramedicine will allow students to use all courses toward their degree and transfer them to earn a Bachelor of Science in Paramedicine or Health Sciences from other institutions such as Loma Linda University, Central Washington University (online), Montana State University (online), Northern Arizona University (online) and the University of Wisconsin (online).

Approval of the Associate of Science Degree awaits final approval from the California Community College Chancellor's Office.

## **Elements for Inclusion in Selected Substantive Changes**

### **1. Projected date of the start of operations at the additional location**

The courses will be delivered at the new location in Fall 2015.

### **2. Address and distance from main campus; transportation available for students**

The new location is at a built-to-suit UCLA satellite facility located at 5200 Pacific Concourse, Los Angeles, CA 90045. This new space includes state-of-the-art classrooms, furniture, audiovisual and information technology for students and faculty (see attachment D and E, floor plan and audiovisual/furniture purchase orders, respectively). This location is easily accessible by the major 105 and 405 freeways and is located just 7 miles south of the main campus located at 9000 Overland Avenue, Culver City, CA 90230 (see attachment F).

Public transportation is readily available between both locations by using the Los Angeles Metro Bus and the Culver City Bus, which brings students to the center of the main campus (see attachment G).

### **3. Evidence of need for the additional location; description of how outcomes of the new location will be assessed**

The Associates of Science Degree in Paramedicine is an intensive program requiring dedicated classroom and laboratory space. A significant portion of the program requires specialized equipment and laboratory classrooms for scenarios and simulations. While there was desire to support the program on the main WLAC campus, most space on campus is shared daily and

weekly and the rest is dedicated for other programs. If WLAC had dedicated space to provide, it would require WLAC to modify and build out the space to meet the programs needs.

The Paramedic Program is offered in cooperation with the UCLA Center for Prehospital Care who houses the program and provides the classroom/administrative space and qualified instructors for it.

As part of a systemic assessment process, each division undergoes a “Program Review” annually to improve the teaching and the learning environment. This allows the college to collaborate and foster understanding and best practices between divisions. It also supports student success and progression through the curriculum by assuring proper placement, retention, completion, transfer, and graduation. This self-assessment for the emergency medical technician (EMT) and paramedicine courses in Allied Health Division can be found in attachment H.

The outcomes of this new space will be assessed through regular student evaluations about the physical learning environment, location and availability of supportive services. Evaluations are reviewed with faculty, the program medical director, and the chair of the allied health division. These evaluations are also reported to the programs accrediting body, the Commission on the Accreditation of Allied Health Education Programs.

#### **4. Evidence that the institution will maintain sufficient control of the location to guarantee that it meets Eligibility Requirements, Accreditation Standards, and Commission policies.**

The Accreditation Steering Committee and Accreditation Chair have reviewed the eligibility requirements for accreditation. The committee agrees that West Los Angeles College (WLAC) continues to meet the eligibility requirements set forth by the Western Association of Schools and Colleges.

WLAC is fully accredited by the Accrediting Commission for Community and Junior College (ACCJC) through 2016. A comprehensive visit is scheduled in Spring of 2016. WLAC continues to meet all ACCJC requirements.

WLAC maintains sufficient control of the Associates of Science in Paramedicine facilities at the new campus to ensure the college meets eligibility requirements, accreditation Standards and Commission policies.

WLAC has an approved agreement with the UCLA Center for Prehospital Care (attachment I) which is valid through June 30, 2017 authorizing WLAC’s use of the training facilities as necessary.

The offerings of the A.S. in Paramedicine classes at the new location will not impact WLAC’s compliance with eligibility requirements, accreditation standards and commission policies. West Los Angeles College presents this Substantive Change Proposal with full confidence that the institution meets or exceeds the prescribed standards and policies for reaffirmation of accreditation and hereby attests that the institution has remained in continued compliance with all of the Commission’s eligibility requirements as set forth below.

### **Authority**

West Los Angeles College is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges and the Board of Trustees of the Los Angeles Community College District (LACCD). The 1967 Legislature authorized a Board of Trustees for the Los Angeles Community College District. The college's authority has existed since 1969 with accreditation status renewed regularly. The college awards 58 Associate Degrees.

### **Mission**

The Mission Statement of the Los Angeles Community College is included in the Board Rules (Board Rule 1200). It was last amended in February 2013. A copy of WLAC's current Mission Statement, in keeping with the district's mission statement, may be found in the 2014-2016 Catalog, class schedule and college website. The Mission Statement was approved by the Board of Trustees in May 15, 2010. The college reviewed and reaffirmed its Mission Statement on November 21, 2014, during its college-wide Annual Leadership Retreat attended by faculty, staff, administrators and student representatives.

### **Governing Board**

The governing board of the LACCD consists of seven members, elected by voters, to be responsible for the quality and integrity of the institution. A student trustee is selected by the Associated Student Organizations (ASO) of the nine colleges following the procedures stated in the Board Rule Chapter II, Article X. The Board is an independent, policy-making body, in accordance with the California Education Code. The minutes of the regularly scheduled Board meetings reflect public and constituent interests in activities and decisions for the district's nine colleges. The board adopted a "Statement of Ethical Values and Code of Ethical Conduct" in October 2005, which establishes principles to which the individual members of the Board will adhere (Board Rule 2300.10). The Board also has a Conflict of Interest Code in accordance with the Political Reform Act, government Code Section 8100 et seq. to ensure the Board is an "independent policy-making body capable of reflecting constituent and public interest in board activities and decisions." The governing board approved the Associate of Science in Paramedicine at the September 3, 2014 board meeting.

### **Chief Executive Officer**

The chief executive officer of the Los Angeles Community College District is the Chancellor Dr. Francisco Rodriguez who has served in this capacity since June 1, 2014. His full-time responsibility is to the institution and to administering the Los Angeles Community Colleges District with its nine colleges in accordance with board policies and rules. The interim chief executive officer of West Los Angeles College is Mr. Robert L. Sprague, who commenced his duties and responsibilities on July 1, 2015. As president, Mr. Sprague's primary responsibilities are to provide effective leadership to complete the self study process, balance the college budget, manage enrollment, and administer the Proposition A/AA and Measure J bond construction projects. Neither Dr. Rodriguez nor Mr. Sprague serves as the chair of the governing board. Both Dr. Rodriguez and Mr. Sprague have approved the Associate of Science Degree in Paramedicine through the college and district processes for approval.

### **Administrative Capacity**

West Los Angeles College has sufficient staff with appropriate preparation and experience to provide the administrative services necessary to support its mission and purposes. Certificated

administrators must hold either a California credential authorizing administrative service at the community college level, or an earned master’s degree or higher (from an accredited college or university) and completion of two years of full-time formal training, internship or leadership experience reasonably related to the administrative assignment. Classified administrators are hired through the Personnel Commission testing process and meet appropriate qualifications for the position. Since the last self-study in 2006, WLAC has had five presidents, three vice presidents of Academic Affairs, three vice presidents of Student Services and three vice presidents of Administrative Services. In fall 2008, the college hired a new dean of research and planning. Currently, the college has ten deans who supervise instructional and student support services areas, grants and contract education programs.

**Operational Status**

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

Over the past 5 years, WLAC has declined in enrollment – first census credit enrollment – due to the budget crisis, from 10,932 in Fall 2009 to 10,032 in Fall 2014. WLAC offers day, evening, Saturday and online/hybrid classes in a variety of lengths to better accommodate students’ needs:

	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
<b>Fall and Spring semesters</b>	15 weeks	15 weeks	15 weeks	15 weeks	15 weeks	15 weeks
<b>Fall &amp; Spring, short term</b>	1st 8 weeks & 2nd 8 weeks	1st 8 weeks & 2nd 8 weeks	1st 8 weeks & 2nd 8 weeks	1st 8 weeks & 2nd 8 weeks	1st 8 weeks & 2nd 8 weeks	1st 8 weeks & 2nd 8 weeks
<b>Winter intersession</b>	5 weeks	not offered	not offered	not offered	5 weeks	5 weeks
<b>Summer session</b>	6 weeks	6 weeks	not offered	Not offered	6 weeks	6 weeks

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

**Degrees**

WLAC’s 2014-2016 Catalog lists 58 associate degrees and 33 certificates of achievement. It also details graduation requirements—unit, scholarship, competency, residence and course. The 2016-2018 Catalog will list the Associates of Science in Paramedicine. Additional information regarding transfer, major departmental requirements and California State University general education and the Intersegmental General Education Transfer Curriculum (IGETC) courses that satisfy lower division general education requirements at any California State University, and University of California campus are included. In fulfilling its mission, from July 2014 until June 2015, WLAC awarded 401 associate degrees and 229 certificates for programs of at least one year



but less than two years. Transfers to California State University totaled 169 in 2013-14 while transfers to the University of California were 33 in 2013-14.

### **Educational Programs**

WLAC offers a wide variety of educational and vocational programs for both credit and non-credit students. For credit students, WLAC offers general education, transfer, vocational programs and certificates consistent with the missions of the college, the LACCD Board of Trustees and California Community Colleges. The associate degree programs are two years in length, including those comprising the Associate of Science in Paramedicine, adhere to levels of quality and rigor appropriate to the degree offered. In February 2015, the Board of Governors of the California Community Colleges approved WLAC's Dental Hygiene program as one of the pilot baccalaureate programs to be offered by community colleges in the state under the California State Senate Bill 850. The Bachelor of Science degree in Dental Hygiene will be offered beginning Fall 2016. The names of the degree programs, certificates and skill certificates are listed in the college catalog. WLAC's courses meet required minimums in keeping with Carnegie requirements for credit units offered and adhere to levels of quality and rigor appropriate to the degree offered. Vocational programs meet requirements of the agencies responsible for oversight of these programs such as the Federal Aviation Administration for the aviation maintenance program. The college has identified institutional student learning outcomes (SLOs), course and program-level outcomes, Student Services service area outcomes and Administrative Services service level outcomes. Valid articulation agreements with state and private four-year institutions result from associate degrees that meet high standards.

### **Academic Credit**

The college catalog clearly describes institutional policies and transfer requirements as well as the awarding of credit. WLAC awards credits based on the Carnegie formula. The Associate of Science in Paramedicine is comprised of 36 units of courses in allied health and 24 units of general education requirements fulfilling plan B requirements (see attachment A).

### **Student Learning and Achievement**

Institutional student learning outcomes, which are detailed in the college catalog and posted at the college web page, provide over-arching guidance, along with the college vision, mission and values statements, to college programs and curriculum. Program level student learning outcomes provide the focus for program roadmaps. Faculty include course level student learning outcomes on all course outlines of record, as well as on all class syllabi as required by the faculty contract. WLAC's course-level assessments follow a three-semester cycle for each course. Courses are assessed, are revised and changes implemented during this cycle. All courses, regardless of mode of delivery or location, follow the same course outline of records. The courses comprising the Associates of Science in Paramedicine undergo this assessment as well.

### **General Education**

WLAC's mission and vision, coupled with the institutional student learning outcomes, ensure that students achieve educational breadth and depth and are in keeping with the general education requirements of Board Rule 6201.14 on General Education Requirements and the Accreditation Standards of II.A.3. Proficiencies in reading, writing, computational skills, oral communication, plus technological awareness and competency are required of students receiving an A.A. degree. In meeting the General Education Requirements for the Associate Degree, students may choose from Plan A – for students whose majors as described in the catalog require less than 36 units –

or Plan B – for students whose majors require 36 or more units. Plan B requires 18 units of General Education requirements. The Associate of Science in Paramedicine follows Plan B General Education requirements. The A.A. degree requires a minimum of 60 units. Students completing these courses must earn a “C” (2.0) grade point average or better in all work attempted. Degree credit reflects the level of quality and rigor appropriate to higher education, with six areas designated for general education courses: Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, Health and Physical Education and Mathematics. WLAC maintains articulation agreements with UC and CSU systems and private institutions of higher learning across the United States.

### **Academic Freedom**

LACCD Board’s Educational Philosophy states that “We further recognize that academic freedom is essential to excellence in education” (Board Rule 1200). This statement ensures that the college maintains an atmosphere where intellectual freedom and academic independence prevail. Faculty and students are free to examine and test knowledge appropriate to disciplines, according to the general academic community even as the Board recognizes “the necessity to adapt to the changing educational needs of the Los Angeles Community Colleges’ communities and to the growing diversity among students.” This information is posted at the district’s website.

### **Faculty**

WLAC’s full-time faculty number 112 with more than 38 hired within the last 5 years in critical areas in general education, counseling, library and vocational programs. Each tenure- track faculty member meets the teaching and minimum qualifications for the discipline they teach and area they serve. More than 300 adjunct faculty also provide key instructional, library and counseling support. Orientation for newly hired and adjunct faculty occurs in the fall semester. Faculty has primary responsibility for curriculum – developing, reviewing and assessing. The Academic Senate policy on ethical and professional standards applies to the faculty and provides a guide to ethical behavior.

### **Student Support Services**

Student Services provides a multitude of important services including counseling, assessment, admissions, financial aid, EOP&S, DSP&S, health services and child care to support student learning. Each area has developed its service specific SLOs and ways to assess these to further assure quality. Enhancements to student services includes the purchase of the Student Accountability and Record System (SARS), an online telephone-based system that provides students with an equitable way to access counseling services, help the college contact students and track student use of important services. Although off site from the main campus, SARS allows them to access these important services. To better meet the needs of WLAC’s predominantly minority student body, four federally funded TRiO and two Title V grants were sought and obtained to provide a supportive learning environment for economically disadvantaged, at-risk, first generation students. A Student Equity Plan provides analysis of student demographics and plans for promoting diversity and insuring equal opportunity and access. Student assessment relies on valid, approved instruments. To celebrate the diverse backgrounds of WLAC’s students, the Associated Student Organization sponsors cultural and civic enrichment activities. Art exhibits and music concerts sponsored by the Humanities and Fine Arts Division further enhance the collegial experience for our students. The Intercollegiate Athletics department manages all athletic teams and provides support to student athletes through specialized enrollment services,

tutoring and counseling. A new Student Services building, which houses Counseling, Student Success and Support Programs, EOP&S, DSP&S, dining services, Admission, Financial Aid, Business Office, International Student Center, Administrative Services and Outreach and School Relations was open and occupied in spring 2012.

### **Admissions**

The Dean of Admissions and Records oversees the college's admissions policies and ensures that these are consistent with Board Rule 8100, WLAC's mission and appropriate for the college's programs. The college catalog clearly identifies admissions eligibility and provides clear instructions of how to prepare for proper placement and registration. Other requirements may be applied to those in high school or international F-1 Visa students. Admission of elementary and secondary students in grades K-12 follows Board Rule 8100.01.

### **Information and Learning Resources**

WLAC provides access to information and learning resources and services through an automated library system, offers research and periodical databases, an e-book collection and the district-wide online catalog. WLAC has, despite limited resources, continued to provide service to support the educational program. The Library Instructional Research Lab (LIRL) is equipped with 73 Internet-enabled computer stations that offer access to an online catalog of 62,000 print books, 1,500 e-books and 1,200 videos. A Library Instructional Research classroom, equipped with 23 computer stations with one reserved for the instructor, provides library instruction, including orientations to online research. To accommodate students with disabilities, videos are being close-captioned, and one station is equipped for the visually impaired. The first floor of the library houses Learning Skills, tutoring, the Writing Lab and the Foreign Language Lab.

### **Financial Resources**

Financial planning and information is in keeping with the allocation mechanism of the district, the district's budgeting process and WLAC's planning and budgeting cycle. The 2014-15 final budget and Operational Plan are available in the Standard III.D evidence section of the report.

### **Financial Accountability**

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

### **Institutional Planning and Evaluation**

WLAC has updated its Educational Master Plan for 2014-2020. The Facilities Master Plan was updated in 2013 (approved by the LACCD Board of Trustees on January 15, 2014) with a Final Supplemental EIR revised in December 2013. The Technology Master Plan, 2009-2016, was updated in 2009. The Student Services Master Plan, 2008-2011, is currently being updated. The annual planning and budgeting cycle is prescribed with a comprehensive program review and annual planning and resource request process. All units in Academic Affairs, Student Services and Administrative Services conduct program review which is the basis for program planning and improvement to student learning and achievement of goals. The college has integrated the institutional, program and course student learning outcomes development and assessment into

this process. The Planning Committee and the Budget Committee are standing committees of the College Council which is the main body to make recommendations to the president. The Planning Committee, Budget Committee and Program Review Committee evaluate the effectiveness of the planning and budgeting process through the annual Committee Self Evaluation procedure to ensure continuous improvement. The Academic Senate has purview over “academic and professional matters” while bargaining units deal with contract labor matters.

### **Public Information**

The college provides a printed catalog with the required information. The catalog is also available on the college’s website. This information is also found in the Schedule of Classes which is available in hard copy and online. Included in the publication is the Student Grievance Procedure. Brochures and flyers, including those published by Financial Aid, also convey various parts of the required information.

### **Relations with the Accrediting Commission**

WLAC adheres to eligibility requirements and accreditation standards as indicated in this self-study. It maintains integrity, as reported in the self study, in describing itself to all accrediting agencies and communicates changes in its accredited status. WLAC agrees to disclose information required by the Commission to carry out its accrediting responsibilities. Further, the college will comply with the Commission’s requests, directives, decisions and policies, and makes complete, accurate and honest disclosure.

**Accreditation Standard I: Institutional Mission and Effectiveness:** The addition of Associate of Science in Paramedicine off campus directly supports the college’s mission:

West Los Angeles College provides a transformative educational experience. WLAC fosters a diverse learning community dedicated to student success. Through quality instruction and supportive services, the College develops leaders who encourage excellence in others. A WLAC education enriches students with the knowledge and skills needed to earn certificates and degrees, to transfer, to build careers, and to pursue life-long learning.” To fulfill its mission, WLAC’s addition of the Associate of Science in Paramedicine off campus increases opportunities for access for our students.

The Allied Health Division participates in the planning, budgeting and evaluation cycle of the college. Additionally, the division chair also serves as the Co-chairperson for the Planning and Institutional Effectiveness Committee.

**Accreditation Standard 2: Student Learning Programs and Services Instructional Programs:** Students now have additional options for access to the college’s high-quality programs.

**Student Learning Outcomes:** All courses, including those offered apart from the main campus, undergo a rigorous assessment process of student learning outcomes described on the website at <http://www.wlac.edu/committees/slos/index.aspx> and in attachment J. This process includes four phases occurring over years:

1. Teach and assess the course against the student learning outcomes

- identified
2. Review the assessment and make revisions
  3. Implement the revisions and changes to the course
  4. Reassess the course against the student learning outcomes

**Student Support Services:** Student service supports are available to students enrolled in all courses (on and off campus), the majority of which is available online. However, the development of an off campus program will require the college to continue to determine how to best support off campus students.

Through the comprehensive college website, many academic resources are available, including the college catalog, schedule of classes, course descriptions, information on associate degree requirements and checklists of the transfer core curriculum which fulfills the lower division general education requirements for the California State University and the University of California. Students can apply for admission, register for classes, complete an online orientation, consult with a counselor to create or update a Student Educational Plan, purchase course textbooks, request assessment and counseling appointments, check grades and request transcripts--all online. A detailed list of online resources can be found in section 9 under the description of support services and learning resources available at the location.

Disabled student services offers some online accommodations for students with disabilities such as extended time on tests or assignments and, if necessary; electronic text of books on CD; and liaison with instructors about enrollment in the Distance Learning program.

The college's financial aid website includes an online application, information on how to apply as well as information on eligibility, types of aid, scholarships, student loans, forms, grant application deadlines, how financial aid works and Board of Governors Grant (BOGG) Fee Waiver Information.

Fall 2013 and Fall 2015 data of classes demonstrate an 89% success (A, B, C, P) rate, with retention rate of 90% (see attachment K).

**Library and Learning Support Services:** The library provides a wide variety of learning resources to support the students, including those off of the main campus. These include electronic access to the library catalog, periodicals and research databases as well as an e-book collection. Detailed information describing the variety of resources can be found at <http://www.wlac.edu/library>. The home page includes tutorials on How to Use Online Databases and a Research Help Center and a listing of library services including a library orientation form. On the library webpage under Online Research Tools, the library also provides access to the online catalog and periodical and research databases. Library faculty have also developed an extensive library curriculum program of seven online Library Science courses, three of which transfer to both UC/CSU and focus on the use of online resources such as the Internet and specialized databases.

### **Accreditation Standard 3: Resources**

**Human Resources:** In accordance with applicable state codes, all faculty and staff

involved with all courses and programs will continue to meet all the minimum qualifications and be held to the same standard as regular faculty and staff. Additionally, faculty are required to earn 48 hours of continuing education each year to maintain their Paramedic license in California. A variety of other training opportunities include over 100 Tech Fair workshops and webinars each semester and can be found in attachment L.

**Physical Resources:** The new off campus location occupies 12,000 square foot space at 5200 Pacific Concourse Avenue in Los Angeles. This includes dedicated classroom and laboratory space and faculty offices. The classrooms are equipped with the latest technologies including wireless, smart podiums, and state-of-the-art audiovisual equipment (see attachment D and E).

**Technology Resources:** The district's and college's technology plans and the college's Educational Master Plan, address the growing use of computer technologies in education as part of offering instruction in alternative modes of delivery to increase student access. Tech fair offers instructors continuing access to development resources and can be found in attachment L. The technology resources at the new location are state-of-the-art and designed to further promote student success.

**Financial Resources:** The institutional funding base, financial resources, and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability. WLAC has funding allocated to deliver and sustain the Associates in Science in Paramedicine. UCLA has also committed to providing the facilities and space needed to deliver the program (see Attachment I).

#### **Accreditation Standard 4: Leadership & Governance**

**Decision-Making Roles & Processes:** West Los Angeles College's governance structure includes a Curriculum Committee which reports to the Academic Senate and advises the Academic Senate in its decision-making regarding degree issues. The Associates in Science Degree for Paramedicine has been reviewed and recommended by WLAC's Curriculum Committee, the SLO sub-committee and the Academic Senate. The District approval process includes soliciting comment from our sister colleges and review by the ESC Office of Curriculum Support.

In addition to the Curriculum Committee and the Academic Senate, the American Federation of Teachers (AFT) Local 1521, the Educational Policies and Standards Committee (EPSC), the Faculty Position Identification and Prioritization (FPIP) Committee, the Facilities Committee and other college bodies are all involved in decision making and planning for all programming including those off site from the main campus.

#### **5. Evidence of official approval by the governing board**

Approved by WLAC's Curriculum Committee on April 28, 2014, WLAC's Academic Senate on May 13, 2014, and the Los Angeles Community College District Board of Trustees on September 3, 2014 (see Attachment M).

## **6. Evidence that the location will be ready to begin operation at the time of the substantive change approval**

Over 12,000 square feet of dedicated teaching and administrative space. Programming commences September 8, 2015. See attachment N for the project management plan which demonstrates a completion date of August 27, 2015.

## **7. Evidence of sufficient fiscal, physical, and technology resources to support and sustain the additional location and an analysis of fiscal impact on the institution's budget**

### **Fiscal Resources**

Financial planning and information is in keeping with the allocation mechanism of the district, the district's budgeting process and WLAC's planning and budgeting cycle. The institutional funding base, financial resources and plans for financial development are adequate to support student learning programs and services, to improve institutional effectiveness, and to assure financial stability across all of WLAC.

The college has made a commitment to fund the offering of courses making up the Associates of Science in Paramedicine at this new location. A financial review of the cost to fund this program was initiated by the allied health division, reviewed and approved by the Deans of Academic Affairs, the Vice Presidents of Academic Affairs and Business Services and approved by the President of the college.

### **Physical Resources**

The classroom and administrative office space is provided by UCLA. This location includes two state-of-the-art lecture classrooms sufficient to comfortably seat 40 students. One classroom is designed with stadium style seating. There are 12 technology-equipped laboratory rooms, three of which create a medium size classroom. The space has been designed with sufficient sound barrier between lecture and laboratory classrooms. The classroom space includes a student break area with microwaves, refrigerators, sinks, coffee makers, vending machines and both indoor and outdoor seating. Administrative offices provide instructors and staff with dedicated offices, a conference room, copy room and instructor break room. See attachment D and E.

### **Technology Resources**

The new location is well equipped with state-of-the-art technology provided by UCLA. This includes wireless for student and instructor access throughout the space allowing students to access online resources from WLAC and the Internet. Classrooms are equipped with smart podiums and computers to operate a variety of peripheral technology. Classrooms are equipped with "lecture capture" technology that allows the lecture to be recorded for students to review to further strengthen student success. Document cameras are also available in the lecture rooms to allow instructors to easily display printed material in textbooks and to review examinations. The main classroom provides stadium seating so each student sitting in lecture can easily see the instructor and the audiovisuals. Tablets are also available for those students needing a device for Internet access. In addition, WLAC provides a vast amount of student services online.

## **8. Description of how the college will identify and evaluate specific needs for services and resources for students at the additional location.**

Faculty review all assessments (ie. quizzes, examinations, papers and hands-on activities) after

and between classes for comparisons to identify if any additional student needs or resources are required. In many cases, additional tutoring at the new location may be scheduled including comprehensive reviews and hands on supervised practical laboratory instruction – all to reinforce learning. As needs are larger programmatic needs are identified, program faculty collaborate with the chair of the Allied Health Division and various academic and business offices to address the needs of students.

Additionally, student evaluations will also be used to assess the need for student services and resources at the new location. These evaluations will be reviewed at faculty meetings and with the Chair of the Allied Health Division during and after each course. As services and resource needs are identified, they will become part the normal division planning process for the college.

The Associates in Science for Paramedicine also employs a community advisory committee which meets annually to evaluate needs and resources for students and the program. See attachment O.

## **9. Description of support services and learning resources available at the location**

Students enrolled in the A.S. in Paramedicine have access to the same support services and student learning resources as to students on the main campus. Face-to-face tutoring, a lending library and counseling are all physically available at the ARTC. In addition, comprehensive web-based services and resources are available to all WLAC students 24/7. Online services include:

- [Application for Admissions](#)
- [College orientation](#)
- [Course enrollment and withdrawal](#)
- [View schedule of classes](#)
- [Fee payment](#)
- [View grades and transcripts](#)

The website includes the latest course schedules and a directory of online student services including:

- [24/7 Online Student Help Desk](#)
- [Information about how to enroll in and add courses](#)
- [An Online Student Orientation](#)
- [Schedules for all classes at all locations](#)
- [Access to the Online Writing Lab](#)
- [Online tutorial services](#)
- [An Online Student Success video](#)
- [The College Bookstore](#)
- [Online library services](#)
- [Instructor resources](#)
- [College news and events](#)
- [A link to the main college website](#)
- [A Contact Us link](#)
- [Electronic access to the library catalog](#)
- [An e-book collection](#)



- [Remote access to periodical and research databases](#)
- [24/7 online reference assistance](#)
- [Assessment Services](#)
  - Scheduling assessment tests
  - Practice tests
  - Assessment testing schedule
  - Online orientation
- [Counseling Website](#)
  - Counselors and their contact information
  - Hours, office location and FAQs
  - Live online chat
  - Online student transfer information system (ASSIST) link
  - Associate Degree checklist
  - California State University checklist
  - University of California General Education checklists
  - Assistance with transfer, degree and certificate completion
  - Online Comprehensive Student Education Plans
- [Transfer Program Website](#)
  - Office location, hours and contact information
  - List of transfer services and requirements
  - Links to the Accelerated College Transfer (ACT) Program and the Transfers Honors Program
  - Access to Transfer eChat, live chat with university representatives from Brandman University, Pepperdine University, Regis University, UC Los Angeles, UC Merced, CSU Dominguez Hills, CSU Los Angeles, CSU Northridge and many more.
- [Financial Aid Website](#)
  - Online application
  - Office location, hours and contact information
  - How to apply
  - Eligibility requirements
  - Types of aid
  - Scholarships
  - Board of Governors Grant (BOGG) fee waiver information
  - Student loans
  - How Financial Aid Works
  - Forms
  - Grant application deadlines
  - Daily financial aid news

As described above, A.S. in Paramedicine students have access to student services at the new location and online. Paramedicine students are also welcome to use all student services and resources that are available at West's main campus. Student Services staff provide assessment services at the ARTC.

## **10. Description of how students will access services and resources if students are to rely on those services and resources from the main campus**

The majority of essential student services can be accessed online as described in section 9 above. This includes admission, financial aid, counseling and assessment services. WLAC offers the ability for students to earn an Associate Degree without having to step foot on the main campus. These same online services are extended to all students, including those earning the Associate in Science for Paramedicine. Students will have ample learning and remediation resources at the new location to ensure their success. This includes tutoring, remediation, assessment of skills and prescriptive plans for skill or knowledge improvement.

## **11. Evidence of sufficient and qualified staff at the location, and description of processes for hiring and evaluating such staff**

When a faculty position is to be filled, a selection committee composed of at least three members, a majority of whom shall be faculty members in the discipline of the position to be filled (or, as determined by the college president, a closely related discipline), at least one (1) academic supervisor, an Academic Senate representative and a non-voting compliance officer. The faculty members on the committee must be tenured or tenure-track. The compliance officer ensures uniformity in the selection process and an equal opportunity to all applicants for employment. All committee members shall be voting members, except the compliance officer.

The district decentralized faculty hiring processes in July 1, 2004. WLAC is responsible for recruiting and verifying the qualifications of candidates for faculty vacancies. The committee members meet and develop a position announcement including the position's duties and responsibilities, minimum qualifications and desirable characteristics. All position announcements include a non-discrimination policy statement. Position announcements are posted on the district Job Opportunities website and in the State Registry on the California Community Colleges job opportunities website, both of which include non-discrimination statements. In addition, the campus sends a position announcement to potential applicants who have filed a Notice of Interest with Los Angeles Community College District (LACCD) for the position discipline. Each candidate submits a comprehensive application package, which includes official transcripts, an assessment of academic preparation, work experience and demonstrates meeting the LACCD Academic Minimum Qualifications.

All members of the selection committee are required to adhere to fundamental criteria when reviewing applications, conducting interviews or otherwise evaluating candidates: the extent to which the candidate has expertise in the discipline in which she or he will be employed; the candidate's demonstrated ability or potential to become a skilled teacher, counselor or librarian; and the degree to which the candidate will contribute to the diversity of the college, division and discipline in which she or he will be employed.

After interviewing qualified candidates, the committee forwards two finalists for consideration by the college president and the appropriate vice president. The president makes the final decision.

WLAC employs a faculty member selected through the process described above to monitor all program activity under the Associate of Science in Paramedicine Degree. Additionally,

Associate of Science in Paramedicine instructors meet the District's minimum qualifications which are bachelors degree and two years experience or any associate degree and six years experience in emergency medical services. Faculty are evaluated annually (see attachment P) and also receive evaluations from students after each course (see attachment Q).

## **12. Description of the process for creating and revising curriculum for the location**

The process for creating and revising curriculum is the same at WLAC regardless of location. New courses are created by faculty and reviewed and approved by the division chair before undergoing a technical review. Following the completion of the technical review, the course is presented to the Curriculum Committee, the SLO Committee and the Academic Senate for final approval. Ultimately, the course is approved by the division Chairperson, Articulation Officer, Dean of Academic Affairs, the Vice President of Academic Affairs and the President.

The courses comprising the Associate of Science in Paramedicine were developed in collaboration with UCLA who operates a Center for Prehospital Care with expert faculty and staff knowledgeable in curricula and prehospital medicine.

Ongoing review of courses is the responsibility of faculty and tracked by Academic Affairs and the process for reviewing Student Learning Outcomes (described below).

## **13. Description of how programs at the location will be evaluated, including student achievement and assessment of student learning outcomes (SLOs)**

The Associate in Science in Paramedicine will be evaluated using the college process for program and course evaluations. This include Program Learning Outcomes (PLOs) which are derived from Institutional Learning Outcomes and made more specific in each program. Student Learning Outcomes (SLOs) are then derived from PLOs, based on the specific course objectives defined for the course. Programs are a deliberate, sequential grouping of courses. Individual courses in a program may not address every PLO, but those courses, combined, will include the infusion of all PLOs.

In this way, WLAC calibrates course grades with SLO achievement and shows how faculty evaluate student achievement. It is very possible that instruction might be modified as a result of this process in order to help more students achieve their SLOs. This process should produce a reliable cycle of -- design, develop, pilot-test, evaluate, modify--if necessary--test again--as part of our SLO process.

## **14. Description of the involvement of staff and students at the additional location in institutional planning and decision-making and their connectedness with the main campus**

Students participate in the planning and decision making process at the additional location the same way as they do on the main campus. This is through the Associated Student Organization (ASO) that has active participation in the institutional planning process for the WLAC and holds a seat on the WLAC's College Council Committee. Additionally, each cohort of Associate in Science for Paramedicine students is organized with officers to help interact with faculty, identify problems/solutions to immediately improve the program. Each cohort elects a class president, vice president, secretary and historian.

## **Attachments**

- A – Associates in Science for Paramedicine Degree Requirements
- B – Mission and Values
- C – Labor Market Information
- D – Floor Plan of New Location
- E – Audiovisual and Furniture Purchase Orders
- F– Map of New Location
- G – Campus Map
- H – Allied Health Division Program Review
- I – WLAC – UCLA Agreement
- J – Student Learning Outcome Process
- K– Allied Health EMS Programs Retention Data
- L – Technology Fair Information
- M – Approval by WLAC Curriculum Committee, Academic Senate and Board of Trustees
- N – Project Plan Timeline
- O – Advisory Committee Members
- P – Annual Faculty Evaluations
- Q – Student Evaluations of Faculty