

May 1, 2017

Dr. James Limbaugh
President
West Los Angeles College
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Culver City, CA 90230

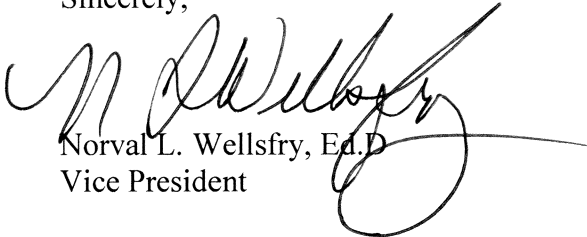
Dear President Limbaugh:

The Committee on Substantive Change of the Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges met April 21, 2017 to review the Six Month Baccalaureate Program Follow-Up Visiting Team Report for West Los Angeles College. The Final Report from the team is attached.

The College is required to submit a follow-up report by November 1, 2018, after first program cohort has completed the program that demonstrates the assessment of Student Learning Outcomes and Student Achievement data for the baccalaureate program.

On behalf of the Commission, I wish to express appreciation for the work that the College undertook to develop and implement this baccalaureate degree. If you should have any questions concerning this letter or the Committee action, please don't hesitate to contact me.

Sincerely,



Norval L. Wellsfry, Ed.D.
Vice President

cc: Ms. Aracely Aguiar, Accreditation Liaison Officer

The Report of Substantive Change 6-Month Site Visit for Baccalaureate Degrees

Visitation Date: October 26th, 2016

West Los Angeles College

Dental Hygiene Baccalaureate Program

Evaluation Team

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

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Introduction and Summary of visit

A three-member accreditation team visited West Los Angeles College (WLAC) on October 26, 2016 for the purpose of determining whether the College's Dental Hygiene Baccalaureate Program meets Accreditation Standards, Eligibility Requirements, Commission Policies and USDE regulations. In preparation for the visit, the team reviewed and via conference call, discussed the original substantive change proposal and subsequent, updated informational report and evidence that was provided by the college a few weeks prior to the site visit.

The Team visit focused on the content of these reports and the associated evidence. Additionally, the team used the *Protocol and Policy on the Accreditation of Baccalaureate Degrees* developed by ACCJC to determine the College's compliance with Accreditation Standards and Commission Policies, including the *Policy on Accreditation of Baccalaureate Degrees*.

During the on-site evaluation, the team met with and interviewed approximately fifty individuals, including faculty, staff and administrators from the Dental Hygiene Program and the college at-large. The team also toured the Dental Hygiene Program facilities; conducted a classroom visitation/observation; and interviewed WLAC students currently enrolled in the Dental Hygiene Program.

The team also reviewed numerous materials in the team room and electronically, which included documents and evidence supporting the Standard, Eligibility Requirements, Commission Policies, and USDE regulations. Evidence reviewed by the team included, but was not limited to, documents such as institutional plans, program review procedures and reports, student learning outcomes evidence, College policies and procedures, enrollment information, committee minutes and materials, and College governance structures. Said evidence was accessed via hard-copy in the team room and as appendices to reports as well as the College's internal and public website pages.

The team greatly appreciated the enthusiasm and support from College employees throughout the visit. The team appreciated the assistance of key staff members who assisted with requests for individual meetings and other needs throughout the evaluation process. College staff met every request.

Team Observations

The following review of standards were applied by the visiting team to the baccalaureate program previously approved through the substantive change process. As a consequence of this review, the team found the College to be in substantial compliance with all applicable Eligibility Requirements, accreditation standards, Commission Policies and USDE regulation, with one exception. Having only been launched in Fall 2016, the program does not possess any outcome data. As such, the Team was unable to assess those standards that require the institution to utilize such data for program improvement and planning. Consequently, the Team recommends that ~~these specific standards are evaluated via~~ a follow-up report to be submitted to the Commission in Fall 2018, subsequent to the completion of an entire program cohort, that demonstrates the assessment of Student Learning Outcomes and Student Achievement data as required by Standards I.A.2, I.B.2, I.B.3, I.C.3, and II.A.3 as identified in this report.

Eligibility Requirements and Accreditation Standards

The Eligibility Requirement and Accreditation Standards listed below apply to the institution as a whole and to each baccalaureate program. As appropriate, the list includes criteria indicating how the Standards specifically apply to baccalaureate programs. In addressing the Standards, the institution must also address and provide evidence of its practices for the baccalaureate program-specific evaluation criteria identified below.

Area of Inquiry #1 - Mission/Authorization

The West Los Angeles College is authorized to award a Bachelor of Science degree in Dental Hygiene (BSDH) and doing so aligns with its stated institutional mission.

1. Eligibility Requirement 1 - Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

Specified Baccalaureate Degree Program Evaluation Criteria: Authority requires that an institution be authorized or licensed as a post-secondary institution to award degrees. An institution wishing to gain approval for a baccalaureate degree will have to provide evidence of the institution's authorization to offer the degree, as required by each of the jurisdictions or regions in which it operates.

Evidence: The team reviewed correspondence from the California Community College Chancellor's Office (CCCCO) and the Commission on Dental Accreditation (CODA) concerning its authorization to offer a BSDH.

Findings: The Team found that the CCCCCO approved the College's request to offer a Bachelor of Science Degree on October 23, 2015. On August 17, 2016, CODA approved a WLAC program change proposal that included a request to transition from an Associate to a Bachelor of Applied Science Degree.

The Team recommends that the College seek guidance from CODA regarding the discrepancy in nomenclature between *Bachelor of Science* and *Bachelor of Applied Science*.

2. Standard I.A.1

The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

Specified Baccalaureate Degree Program Evaluation Criteria: (1) Baccalaureate degrees generally extend beyond previously identified credentials, service areas, and intended student populations. Member institutions may need to make changes within the institutional mission to reflect these differences. (2) The baccalaureate degree program

must align with the Institutional mission. (3) Student demand for the baccalaureate degree should demonstrate its correlation with the institutional mission.

Evidence: The Team reviewed the revised institutional mission statement as well as agendas and minutes from various constituency groups, participatory governance committees and the board of trustees associated with the institutional dialogue and approved changes to said mission statement. Prospective program applicant workshop data, in addition to Labor Market Information was also reviewed.

Findings: The Team found that the college revised its institutional Mission Statement via a process that involved broad institutional dialogue and input. The Team found that the BSDH aligns with and is incorporated into this revised institutional mission statement. A review of the competitive process by which the college's baccalaureate program was selected from among other LACCD colleges, in addition to prospective workshop and LMI data, confirm significant student demand for the program.

3. Standard I.A.2

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

Specified Baccalaureate Degree Program Evaluation Criteria: The assessment of data, in addition to measuring institution effectiveness, must also demonstrate the effectiveness and success of the baccalaureate program.

Evidence: The Team reviewed integrated planning processes and documents; agendas and minutes from appropriate participatory governance committees; Dental Hygiene annual program review reports.

Findings: The Team found that the College's integrated planning processes incorporate the utilization of learning outcome assessment and other data to measure institutional effectiveness and to assess the degree to which its programs are contributing to the achievement of its institutional mission. Further, the evidence reviewed suggests that the College and the Dental Hygiene Department have followed these planning and assessment processes, historically. However, as a consequence of the BSDH being less than a year old, no learning outcome assessment or other data exist to determine the effectiveness or success of this program.

4. Standard I.A.3

The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Specified Baccalaureate Degree Program Evaluation Criteria: (1) The baccalaureate program is clearly aligned with the institutional mission. (2) The institution has included the baccalaureate degree in its decision making and planning processes, and in setting its goals for student learning and achievement.

Evidence: The Team reviewed the College's institutional student learning outcomes (ISLOs), program learning outcomes (PLOs) and associated mapping between the ISLOs and PLOs; and integrated planning documents such as the Dental Hygiene annual program review reports. The team also interviewed curriculum committee and program faculty members as part of confirming adherence to stated planning and resource allocation processes.

Findings: The Team found clear alignment existed between the College mission and the ISLOs; the ISLOs and Dental Hygiene PLOs; and these PLOs and the corresponding course-level SLOs. As such, the evidence indicates that the baccalaureate program aligns with the institutional mission. The Team confirmed through interviews and a review of meeting minutes and other evidence, that the baccalaureate program is included in the decision making and planning processes of the college and district.

5. Standard I.C.1

The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)

Specified Baccalaureate Degree Program Evaluation Criteria: Information related to baccalaureate programs are clear and accurate in all aspects of this Standard, especially in regard to learning outcomes, program requirements, and student support services.

Evidence: The Team reviewed the Dental Hygiene Program website, flyers, advertisements, other promotional and related artifact and the Online Course Catalog. Additionally, the Team conducted a number of interviews with program students.

Findings: The Team found the BSDH program information was clear, consistent and accurate. Interviews with program students provided further corroboration.

6. Standard II.A.1

All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)

Specified Baccalaureate Degree Program Evaluation Criteria: (1) The baccalaureate degree field of study aligns with the institutional mission. (2) Student demand for the baccalaureate degree program demonstrates its correlation with the institutional mission.

Evidence: The Team reviewed the college mission, ISLOs, PLOs, and program-specific course SLOs. Prospective program applicant workshop data, in addition to Labor Market Information was also reviewed and program students were interviewed.

Findings: The Team found clear alignment existed between the College mission and the

ISLOs; the ISLOs and BSDH PLOs; and these PLOs and the corresponding course-level SLOs. As such, the evidence indicates that the baccalaureate degree field of study in Dental Hygiene aligns with the institutional mission. LMI and other interest survey data show strong demand exists for the BSDH which in tandem with evidence that shows the approved expansion of the program by CODA, supports the finding that the BSDH program is correlated with the institutional mission.

Area of Inquiry #2 - Student Learning Outcomes

The BSDH program at West Los Angeles College is in its first semester of operation, having admitted students for the first time in fall 2016. Learning outcomes at the program and course levels have been developed and approved by WLAC faculty and approved by the Curriculum Committee of the Academic Senate at the LACCD. While the dental association accrediting agency's (CODA) competencies associated with dental hygiene are independent of degree level, WLAC faculty have a clear view of how student learning at the upper division is clearly differentiated from those formerly associated with the Associate of Science Dental Hygiene degree. The catalog description is less clear in articulating the difference in learning expectations when the Bachelor of Science and the Associate of Science program descriptions are compared.

No course assessment—or program assessment—has yet occurred, but faculty are assessing individual activities in each course currently being offered. Institutional processes are in place for assessment: course assessment occurs at the end of each course each time that it is taught; a program assessment by departmental faculty occurs on an annual basis.

7. Standard I.B.2

The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Specified Baccalaureate Degree Program Evaluation Criteria: (1) Student learning outcomes for upper division baccalaureate courses reflect higher levels of depth and rigor generally expected in higher education. (2) Assessment must be accurate and distinguish the baccalaureate degree outcomes from those of other programs.

Evidence: Course descriptions and SLOs are mapped to PSLOs and ISLOs, and include course activities and assessment tools to be used. No course assessment has yet occurred as the program is in its first semester. Evidence for assessment when it occurs, includes course outlines of record and sample course syllabi which list outcomes and assessment methods. Sample rubrics are included in the WLA College Special Report—Baccalaureate Degree for several portfolio projects.

Findings: Student learning outcomes (SLOs) are identified for all upper division Dental Hygiene (DH) and general education (GE) courses. The SLOs appear suitable for upper division work requiring, e.g., the integration of concepts in analysis and quantitative reasoning. Sample tasks include “analyze research”, “perform an analysis to assess...”, “formulate a differential diagnosis that integrates.” Examples of assessment methods are included in course syllabi and course outlines; sample rubrics for several courses are provided

8. Standard I.C.3

The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Specified Baccalaureate Degree Program Evaluation Criteria: The assessment results of student learning and student achievement in the baccalaureate programs are used in the communication of academic quality.

Evidence: The BSDH program at West Los Angeles College was launched in fall 2016, so there is as yet no holistic assessment of learning and student achievement in even one course. However, the Special Report—Baccalaureate Degree and past history indicate that student learning will be assessed in every course at the end of the semester in which it is offered and compared to set standards in order to improve learning. Programs are assessed annually, and the last annual review of the AS program in Dental Hygiene was provided to indicate institutional procedures.

Findings: While there is no assessment of a complete course yet available, it is clear from discussion with faculty currently teaching in the program that there is ongoing assessment of learning; further, faculty are applying the results of assessment of course activities to improve student learning.

9. Standard I.C.4

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

Specified Baccalaureate Degree Program Evaluation Criteria: The purpose, content, course requirements and learning outcomes of the baccalaureate programs are clearly described.

Evidence: The Team reviewed the 2016-17 WLAC Catalog (online and in print). A letter to prospective students also outlines lower division GE and science/math requirements for entrance into the upper division courses. The program application packet and admissions ranking form used by Academic Counselors for advising students also is clear with respect to all prerequisites and course equivalencies.

Findings: The 2016-17 WLAC Catalog includes the BSDH program which clearly states the purpose of the program and content in terms of program prerequisites, and upper division requirements. Additionally, the catalog lists BSDH program competencies and program learning outcomes. A full listing of course descriptions and units is included for each course, including the upper division GE courses.

10. Standard II.A.3

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

Specified Baccalaureate Degree Program Evaluation Criteria: Learning outcomes for baccalaureate courses, programs, and degrees are identified and assessed consistent with institutional processes.

Evidence: The Team reviewed the same evidence as that which was used in evaluating WLAC's performance with respect to Standard I.C.3. A primary source of evidence for program outcomes is the 2016-17 College Catalog. A primary source of evidence for course outcomes are course syllabi and outlines of record.

Findings: Learning outcomes for the BS in Dental Hygiene have been clearly identified in several sources. While no course has yet been completed—and so has not been assessed in its entirety-- assessment of the program will occur on an annual basis, as is the case for all programs at WLAC.

11. Standard II.A.11

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

Specified Baccalaureate Degree Program Evaluation Criteria: Student learning outcomes in baccalaureate programs are consistent with generally accepted norms in higher education and reflect the higher levels expected at the baccalaureate level.

Evidence: Examination of the SLOs, followed by discussions with faculty and students in the program, indicate a rigor suitable for upper division work.

Findings: SLOs require the integration of concepts in analyses and quantitative reasoning. For example, sample SLOs include the following phrases: “analyze research”, “perform an analysis”, “formulate a differential diagnosis that integrates...”. Faculty are clear on how the upper division outcomes differ from those when the courses were taught at a lower division level. Further, students from the BS and AS programs have discussed the different expectations in upper division courses.

Area of Inquiry #3 - Institution Set Standards

The College has established Institution Set Standards (ISS) for the baccalaureate degree program and mechanisms are in place to assess these ISS on a regular basis. However, assessment of these ISS have not yet occurred due to the absence of assessment data stemming from the tenure of the program.

12. Standard I.B.3

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

Specified Baccalaureate Degree Program Evaluation Criteria: (1) The Institution has

institution-set standards for the baccalaureate program and assesses performance related to those standards. It uses this assessment to improve the quality of the baccalaureate program. (2) Student Achievement standards are separately identified and assessed for baccalaureate programs to distinguish them from associate degree programs.

Evidence: WLAC Special Report-Baccalaureate Degree narrative for standard I.B.3; 2016 Annual Program Report.

Findings: The College has identified ISS for course completion rate, program completion (degrees awarded), state examination pass rate, and job placement and the 2016 Annual Report indicated the achievement of the pass rate and placement goals based on data from the Associate in Science program that is currently being taught/phased-out. Some clarification was required during the site visit regarding the post program completion window for reporting on the examination pass rate and job placement ISS goals as the Special Report did not provide that detail. Program goals for these measures are based on historical data from the Associate in Science in Dental Hygiene program and reflect CODA requirements for these measures. Additionally, the annual review process as presented will ensure that the BSDH program's ISS will be evaluated separately from Associate degree program. No historical evidence was presented that there is a history of using ISS assessment data to inform program improvement.

BSDH program has established institution set standards that are appropriate, but has not provided evidence that ISS attainment data are used to inform program improvement. While the Team attempted to examine ISS attainment data from the Associate in Science in Dental Hygiene program to ascertain whether past practice indicated a regular pattern of using ISS assessment data to inform program change. However, these efforts were not conclusive and at best, represent only a proxy measure for assessing compliance with this standard. The Team, therefore, recommends that a follow-up report be submitted in Fall 2018, at which time sufficient data should be available to assess whether or not the College meets the entirety of this standard.

Area of Inquiry #4 – Assessment

13. Standard I.B.7

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

Specified Baccalaureate Degree Program Evaluation Criteria: The institutional evaluation policies and practices recognize the unique aspects and requirements of the baccalaureate program in relation to learning and student support services and resource allocation and management.

Evidence: WLAC Special Report-Baccalaureate Degree narrative for standard I.B.7; List of policy and procedure changes provided in research room; conversations with West Los Angeles College personnel.

Findings: The College evaluated and changed policies and procedures where appropriate to support the BSDH program. The procedure for making changes to policies and practices as presented by the executive team is both comprehensive and collaborative.

Area of Inquiry #5 – Baccalaureate Requirements – units/upper division

ACCJC requirements specify 120 semester units of coursework for the bachelor's degree, with 40 units at the upper division level (including 9 units of upper division General Education coursework). The BSDH at West Los Angeles College requires 125 semester units of coursework, with 65 units of upper division and 60 units of lower division. Breadth is added to the curriculum through 9 units of upper division General Education coursework to complement the 37-39 units of lower division GE.

14. Standard II.A.5

The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)

Specified Baccalaureate Degree Program Evaluation Criteria: (1) A Minimum of 40 semester credits or equivalent of total upper division coursework including the major and general education is required. (2) The academic credit awarded for upper division courses within baccalaureate programs is clearly distinguished from that of lower division courses. (3) The instructional level and curriculum of the upper division courses in the baccalaureate degree are comparable to those commonly accepted among like degrees in higher education and reflect the higher levels of knowledge and intellectual inquiry expected at the baccalaureate level. (4) Student expectations, including learning outcomes, assignments and examinations of the upper division courses demonstrate the rigor commonly accepted among like degrees in higher education. (5) The program length and delivery mode of instruction are appropriate for the expected level of rigor.

Evidence: 2016-17 WLA College Catalog, specifically the BSDH program pages; sample course syllabi, and interviews with faculty and students in the program.

Findings: The College evaluated and changed policies and procedures where appropriate to support the BSDH program. The procedure for making changes to policies and practices as presented by the executive team is both comprehensive and collaborative. The BSDH catalog pages confirm that 125 semester units of work are required to complete the bachelor's degree, 65 units of which are upper division coursework: 56 units are coursework in the major and 9 units are General Education. Sample course syllabi indicate that student learning outcomes, assignments and rubrics used to assess learning are at an appropriate level for upper division work. Interviews with faculty and students clarified the ways in which expectations for upper division work differed from expectations in lower division courses. For example, upper division learning requires that students not only summarize information, but that they analyze and synthesize information often in the context of case studies.

15. Standard II.A.6

*The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.*¹ (ER 9)

Specified Baccalaureate Degree Program Evaluation Criteria: Baccalaureate courses are scheduled to ensure that students will complete those programs in a reasonable period of time.

Evidence: A Full-time Student 4-Year Course Plan.

Findings: Upper division courses are scheduled for a cohort of students to complete the upper division work in four consecutive semesters, with a student course load of 15-17 units each term. If students do not require remedial work on entering the first year at WLA, all lower division units can be completed in 2 years, as demonstrated in the 4-Year Course plan.

16. Standard II.A.9

The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)

Specified Baccalaureate Degree Program Evaluation Criteria: Baccalaureate Degrees and the course credit in those programs are based on student learning outcomes. These outcomes are consistent with generally accepted norms and equivalencies in higher education, especially in relation to upper division courses.

Evidence: The 2016-17 WLA College Catalog for Program Learning Outcomes and Professional Competencies; sample course syllabi and course outlines of record for course learning outcomes and grading; separate documents that map SLO assessment to BSDH courses.

Findings: Student learning outcomes at the institutional and program levels are published in the 2016-17 College Catalog and course SLOs are found in course syllabi. Charts developed by faculty that show how course learning outcomes both supplement and reinforce program and institutional outcomes were provided. Of particular interest to the baccalaureate program, the SLOs in upper division courses reflect the integration of knowledge and analysis typically expected of upper division students. Course credit is tied to the learning outcomes in syllabi and course outlines of record.

¹ Glossary- Established expectations in higher education (also, appropriate for, accepted in, common to, accepted norms in, etc.): Shared and time honored principles, values and practices within the American community of higher education.

17. Standard II.A.10

The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)

Specified Baccalaureate Degree Program Evaluation Criteria: Policies for student transfer into the baccalaureate program ensure that all program requirements are fulfilled, including completion of the minimum required semester units, prerequisites, experiential activities, and general education.

Evidence: The 2016-17 WLA College Catalog; a letter sent to prospective students; a memorandum on LACCD Administrative Regulations (i.e., E-93 on acceptance of courses to meet AA and GE requirements); the WLA BSDH Application packet materials; and the WLA Admissions Ranking Form.

Findings: Pre-requisites for entrance into the upper division coursework leading to the BSDH degree are spelled out in the College Catalog, as well as in the letter sent to prospective students. Transfer policies are outlined in the catalog and are consistent with the LACCD Transfer Credit Policies (a copy of the Administrative Policy was provided). Students transferring to WLA have transcripts evaluated by WLA academic counselors using a standardized form. Evaluation of credit is based on the coursework done at another institution or through articulation agreements with other community colleges that are in place.

18. Standard II.A.13

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

Specified Baccalaureate Degree Program Evaluation Criteria: The baccalaureate degree programs include a focused study on one area of inquiry or discipline at the baccalaureate level and include key theories and practices appropriate to the baccalaureate degree level.

Evidence: The 2016-17 College Catalog, published professional competencies, and a communication from the Commission on Dental Accreditation (CODA) regarding the accreditation status of the dental hygiene program.

Findings: Upper division work in the major focuses on the study of dental hygiene to prepare students to become Dental Hygiene professionals who are committed to health promotion and disease prevention in patient treatment. To this end, the 56 units of upper division coursework is in the field of dental hygiene, including studies of pathology, disease prevention, nutrition, patient care, cultural awareness and law/ethics insofar as these areas pertain to dental hygienists. The upper division curriculum includes just under 20 units of clinical work.

19. Standard II.A.14

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

Specified Baccalaureate Degree Program Evaluation Criteria: The CTE baccalaureate degree ensures students will be able to meet employment standards and licensure or certification as required in the field of study.

Evidence: Pass rates reported by the National Board of Dental Hygiene (April 2016 results, as well as the 5-year average), and a recent WLA College survey of DH AS graduates.

Findings: For the reporting period April 2016, the pass rate reported by the National Board of Dental Hygiene for 27 WLA DH graduates is 100%. The summary report shows that student scores in 14 specific content areas in April 2016 were nearly 1.5 standard deviations above the national average, continuing a 5-year trend of above-average scores for WLA AS DH graduates. The recent survey of AS HD graduates from WLA indicates that job placement is above 90%. Although the pass rates and survey results are based on the previous Dental Hygiene program at the associate's level, the evidence speaks to the level of professional competency achieved by WLA graduates.

Area of Inquiry #6 – General Education

The WLA College program requires 37-39 units of General Education (GE) coursework as outlined by either the Cal State GE or the Intersegmental (IGETSE) pattern. Nine units of upper division GE is included at the upper division level; these courses are integrated into the major coursework in semesters 2, 3, and 4 of the final two years of the program.

20. Standard II.A.12

The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)

Specified Baccalaureate Degree Program Evaluation Criteria: (1) At least 36 semester units or equivalent of lower and upper division general education is required, including at least 9 semester units or equivalent of upper division general education coursework. (2) At least 9 semester units or equivalent of upper division general education coursework is required. (3) The general education requirements are integrated and distributed to both lower division and upper division courses. (4) The general education requirements are distributed across the major subject areas for general education; the distribution appropriately captures the baccalaureate level student learning outcomes and competencies.

Evidence: Sources included the 2016-17 College Catalog, the Full-time Student 4-Year Course Plan, and GE course syllabi.

Findings: Both lower division patterns of GE coursework for transfer degrees (Cal State and IGETSE) are well established in the community colleges. WLAC faculty have designed the upper division curriculum with attention to areas of general education that will enhance the bachelor's degree in dental hygiene. The 3 GE courses (9 units) are taught by faculty in the departments of:

- Biology, providing a closer examination of pharmacology;
- English, focusing on research design and methodologies; and
- Anthropology, providing cultural perspectives in health and healing.

Area of Inquiry #7 – Support Services/Library

Services and resources exist to sufficiently meet the unique support needs of program students. The program provides a clear pathway of courses to guide and advise students. Prerequisites need to be consistently communicated to students.

21. Standard II.B.1

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

Specified Baccalaureate Degree Program Evaluation Criteria: (1) Learning support services to support the baccalaureate program are sufficient to support the quality, currency, rigor and depth of the baccalaureate degree and reflect the unique needs of this program. (2) Resource collections are sufficient in regard to the rigor, currency, and depth expected of baccalaureate programs.

Evidence: Special report narrative for standard II.B.1; conversations with West Los Angeles College personnel; web link to videos.

Findings: The program provides extensive support services to students in the form of faculty who serve as student advisors and tutors, peer tutoring, access to the dental hygiene program facility as needed to work on necessary skills, and through internet videos that are available to students in real-time at each station in the dental hygiene facility. Some videos appear to have been produced by College faculty and others are from outside the College. The College's library collection and library services are sufficient to support the program and students have full access to UCLA's Biomedical Library to supplement when needed.

22. Standard II.C.6

The institution has adopted and adheres to admission policies consistent with its mission that

specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways² to complete degrees, certificate and transfer goals. (ER 16)

Specified Baccalaureate Degree Program Evaluation Criteria: The prerequisites and other qualifications for the baccalaureate are appropriately communicated and applied to students. The advising of students related to the baccalaureate degree appropriately identifies course sequencing and pathways.

Evidence: Special report narrative for standard II.C.6; BSDH Catalog pages, program flier, application packet and admissions ranking form; sample student education plan; and conversations with West Los Angeles College personnel.

Findings: The program has prerequisites and other qualifications listed in multiple publications including the Catalog, program flier, and the application packet. One inconsistency was noted regarding program prerequisites. The Catalog indicates that ENGLISH 101 is a prerequisite, but that course is not listed on the program flier or the application packet. Additionally, Political Science 1 is listed as a prerequisite on the program flier and application packet, but does not appear in the Catalog. The BSDH program is a cohort program and the sample student education plan clearly shows the course sequence.

Area of Inquiry #8 – Infrastructure Support

Human, Physical, Technology and Financial resources are adequate to support the present and future needs of the BSDA Program. Governance structures exist to ensure program faculty, staff and administrators ensure the program is integrated into the planning and decision-making processes of the College.

23. Standard III.A.1

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

Specified Baccalaureate Degree Program Evaluation Criteria: The job descriptions for faculty members teaching in the baccalaureate degree accurately reflect the duties and responsibilities associated with the position.

Evidence: WLAC Special Report-Baccalaureate Degree; BSDH faculty job descriptions; requirements of program tutors; interviews with program faculty and staff.

² Glossary- Pathways: The specific selection and progression of courses and learning experiences students pursue and complete and they progress in their education toward a certificate, degree, transfer, or other identified educational goal.

Findings: The job descriptions provide an accurate description of the duties and responsibilities associated with this position. Although not specifically delineated in job description, past practice indicates that program faculty advise students as part of their responsibilities during office hours. Peer tutoring is provided and requirements for tutors have been established.

24. Standard III.B.3

To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.

Specified Baccalaureate Degree Program Evaluation Criteria: The facilities and other physical resources utilized by the BSDH are evaluated for feasibility and effectiveness for the program on a regular basis.

Evidence: WLAC Special Report-Baccalaureate Degree; facilities tours; integrated planning processes including annual program review and master planning documentation.

Findings: Mechanisms were found to exist in the annual program review and master planning processes that ensure regular assessment of effectiveness and feasibility of the program's facilities and physical resources. The Team noted significant resource investments in the BSDH program including state-of-the art lab facilities.

25. Standard III.C.1

Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.

Specified Baccalaureate Degree Program Evaluation Criteria: Technology services, support, facilities, hardware and software utilized by the baccalaureate program are appropriate and adequate for the program.

Evidence: WLAC Special Report-Baccalaureate Degree; facilities tours; interviews with College and District personnel.

Findings: The Team found that resources have and will continue to be invested in modifying the student information systems (SIS) and other enterprise-level systems to accommodate the BSDH program needs/requirements. For example, coursework fees fields were changed to accommodate tiered fee structures. General ledger codes also were changed as was the EPOS system to accommodate fee changes and so student could see the changes. Also, a new SIS is being adopted districtwide with advanced functionality that will accommodate seamlessly the needs of this and future baccalaureate programs. Interviews with students and faculty as well as facilities tours also indicate that adequate technological resources exist to support program needs.

26. Standard III.D.1

Financial resources are sufficient to support and sustain student learning programs and

services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)

Specified Baccalaureate Degree Program Evaluation Criteria: (1) The financial resources allocated to the baccalaureate program are sufficient to support and sustain program student learning and effectiveness. (2) Financial resources allocated to the baccalaureate program ensure the financial stability of the program.

Evidence: WLAC Special Report-Baccalaureate Degree; Program financial support statements and expenditures; interviews with College and District personnel.

Findings: The Team found an adequate level of financial and related resources have been committed to the BSDH program. For example, the Team noted that the District provided one-time support of \$250K to establish the BSDH program. The College administration reassigned a full-time faculty member to the program; created a program chair assignment for the program, and committed to hiring an additional administrator to provide program support and leadership. Other resources were found to be provided via the annual program review process wherein established resource prioritization processes were utilized that resulted in sufficient program support being allocated.

27. Standard IV.A.4

Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.

Specified Baccalaureate Degree Program Evaluation Criteria: The faculty and academic administrators assigned to the baccalaureate program have responsibility for making recommendations to appropriate governance and decision-making bodies about the curriculum, student learning programs, and services for the program.

Evidence: WLAC Special Report-Baccalaureate Degree; governance committee meeting minutes; interviews with College Curriculum Committee members, program faculty and staff.

Findings: The Team found program faculty and administrators have utilized established governance structures consistently in demonstrating responsibility for program curriculum, learning outcomes and services. BSDH faculty, for example, were found to have been directly engaged with the Curriculum Committee in the development of program courses and learning outcomes. Meeting minutes confirm that said personnel reported regularly to college governance committees, from the Academic Senate to the College Council. The Team noted that the College Curriculum Committee would benefit from reflecting on the processes/approach it followed in evaluating/approving upper division courses associated with the BSDH program, recognizing that other baccalaureate level programs may be developed in the not-so-distant future.

Area of Inquiry #9 – Faculty Qualifications

Faculty qualifications are appropriate in both depth and breadth relative to performance requirements. Job descriptions accurately reflect these requirements.

28. Standard III.A.2

Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)

Specified Baccalaureate Degree Program Evaluation Criteria: (1) The qualifications for faculty teaching upper division courses in the baccalaureate degree include the requirement for a master's degree (or academic credentials at least one level higher than the baccalaureate degree) or doctoral degree, in an appropriate discipline. (2) In cases where no Master's degree is available for the field of study, the qualifications for faculty teaching upper division courses in the baccalaureate degree include a bachelor's degree in the discipline or closely related discipline, and a Master's degree in any discipline, and demonstrated industry work experience in the field for a minimum of six years, and commonly required industry-recognized certification or professional licensure. (3) The Commission may require some faculty in non-career technical education baccalaureate programs to have the recognized terminal degree in the field of study.

Evidence: WLAC Special Report-Baccalaureate Degree or standard III.A.2; Dental Hygiene Faculty Job Description; Dental Hygiene Faculty Roster; Conversations with West Los Angeles College Personnel.

Findings: Faculty in the didactic portion of the BSDH program have a minimum of a Master's degree. The BSDH faculty job description will show that the Master's degree is the minimum acceptable degree from this point forward.

29. Standard III.A.7

The institution maintains a sufficient number of qualified faculty, which includes full-time faculty and may include part-time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes.

Specified Baccalaureate Degree Program Evaluation Criteria: There is at least one full-time faculty member assigned to the baccalaureate program.

Evidence: WLAC Special Report-Baccalaureate Degree or standard III.A.7; Dental Hygiene Faculty Roster.

Findings: Four full-time faculty members are assigned to the BSDH program.

Catalog Requirements

Specified Baccalaureate Degree Program Evaluation Criteria: The institution assures that the Catalog provides the following information about the baccalaureate degree program:

1. General Information
 - Course Program and Degree Offerings
 - Student Learning Outcomes for Programs and Degrees
2. Requirements for
 - Degrees, Certificates, Graduation and Transfer

Evidence: WLAC 2014-16 (Revised 2015) Online College Catalog

Findings: The Team found that the requisite information and requirements for the BSDH program are contained in the College Catalog.

Conclusion: The baccalaureate program at WLAC meets this requirement.