

Los Angeles Southwest College
Los Angeles Community College District



INSTITUTIONAL

Self-Evaluation REPORT

In Support of an Application for
Reaffirmation of Accreditation

Submitted by:
Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047



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LOS ANGELES SOUTHWEST COLLEGE

Institutional Self-Evaluation Report

In Support of an Application for Reaffirmation of Accreditation

Submitted by

Los Angeles Southwest College
1600 West Imperial Highway
Los Angeles, CA 90047-4899

to

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

August 2022



Certification

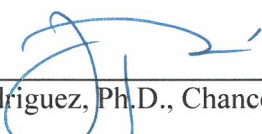
To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Seher Awan, Ed.D.
Los Angeles Southwest College
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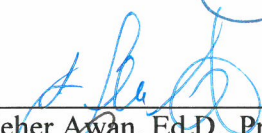
This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:



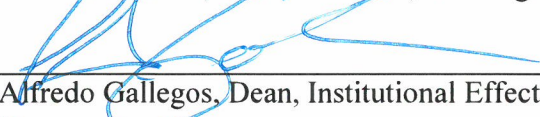
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Seher Awan, Ed.D., President, Los Angeles Southwest College



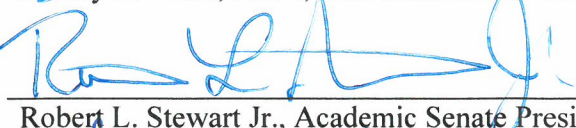
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Gabriel Buelna, Ph.D., Board President, Los Angeles Community College District



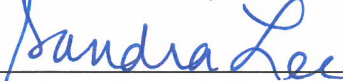
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A. Introduction

College History

Los Angeles Southwest College (LASC), part of the Los Angeles Community College District (LACCD), caters to students' personal and professional needs, providing premier instruction, small class sizes, and customized student support services. From traditional, full-semester offerings to online, evening, weekend, and short-term, eight-week courses, LASC offers classes that will help frame all students' success.

LASC houses state-of-the-art facilities, including its recently renovated Library and Little Theater as well as the new School of Career and Technical Education building and School of Science, where students receive top-notch instruction from a dedicated group of educators.

The college is the product of decades of hard work, vision, and perseverance to achieve the dream of its principal founder, Odessa B. Cox. The Cox family and a small group of community members started fighting in 1947 to bring a comprehensive community college to South Los Angeles. The path to today was not easy and was the result of the dedication of many.

The first steps toward the realization of this dream of having a college in this area were taken in 1950 when Cox and others formed a citizen's group that was influential in getting the Los Angeles Unified School District Board of Education, which oversaw Los Angeles community colleges, to purchase 54 acres of land for \$3,500 per acre in 1950 from the Union Oil Company at the corner of Western Avenue and Imperial Highway -- the eventual site of LASC. Another 16 acres would be purchased for \$14,230 per acre from Union Oil in 1964. A sign was placed on the site in 1950 announcing the college's expected arrival, but many years would pass before construction would begin.

That day would arrive rather quickly after the "Watts Rebellion." During the unrest from August 11-17, 1965, 34 people died – 23 of whom were killed by police and National Guard. Two law enforcement officers and a firefighter were among the dead. More than 1,000 people were injured. A California commission, under Gov. Pat Brown, later determined that the rebellion was caused by police resentment as well as a lack of jobs and educational opportunities for African Americans.

In January 1967, the Board of Education would earmark \$2 million to open the college campus at Western and Imperial. At 3:30 a.m., July 11, 1967, Odessa Cox and her colleagues met at Western and Imperial to watch as the first of 13 bungalows were delivered.

Since its opening, LASC has established itself as a key force in the educational, recreational, and cultural development of the region. Today, LASC's student body has increased to more than 8,000. There are about 400 faculty, staff, and administrators looking to help students find academic success from the cities of Los Angeles, Gardena, Hawthorne, Inglewood and beyond. More and more students each year are also taking part in online Distance Education courses, providing a new avenue in which students are receiving an LASC education.

The college has experienced a lot of change since the last comprehensive review in 2016. Some of the major developments are described below:



Administration: In 2018, Los Angeles Southwest College and the LACCD selected Dr. Seher Awan to lead the college. When named President, Dr. Awan energized and revitalized the college after having five presidents oversee the campus on either an interim or permanent basis between 2013 and 2018. She has brought a strategic focus on equity, fiscal solvency, and renewed engagement with the community. President Awan has also been instrumental to the college's navigation of the COVID-19 pandemic. In July 2022, Dr. Anthony Culpepper joined LASC as Interim President.

New Facilities: Thanks to voter approved bond measures, LASC's campus opened a School of Science in 2019 and will welcome a Student Union in 2023.

The School of Science holds six classrooms, 10 labs, faculty offices and a rooftop observatory. The two-story building will engage students in the fields of physiology, anatomy, biotech, biology, microbiology, geography, geology, and chemistry.

The Student Union will serve as the heart of student life on-campus. The two-story addition will add student lounge spaces, a gaming room, conference, and meeting spaces, as well as offices for the Associated Students Organization, Student Life, and Administration. In addition, it will include dedicated spaces to support vital student services such as the Campus Food Pantry.

New Student Support Programs: LASC offers a wide range of programs that provide students with individualized support for a variety of needs and has recently added more programs critical to student success.

The Gaining Access Through Education, Work, and Yielding Stability, or GATEWAYS, program supports students who may encounter barriers such as homelessness or housing insecurity along their academic journey.

Umoja Learning Community educators and learners are committed to the academic success, personal growth and self-actualization of African Americans and other students. The program is diversity-focused with a cross-cultural philosophy.

LASC's Promise Program serves first-time college students with a comprehensive strategy designed to support them in completing their degree and/or a workforce certificate. The program supports students who attend the college full-time by waiving tuition for two-years, providing priority enrollment access, and pairing a dedicated support team that provides a wide array of academic and student support services.

New Academic Programs: LASC has added many academic programs in recent years that aim to address labor market shortages and align with the college's mission and vision. In response to the Covid-19 Pandemic, and to address the needs of students in a remote environment, more than 50% of the college's programs can be completed entirely online. In May 2022, Los Angeles Southwest College's substantive change request was approved by the ACCJC to ensure viability of those programs.



Some of the College's newest programs include the following:

- Students studying the newly instituted Social Justice Associate Degree for Transfer program take core courses in sociology, history, and political science to investigate historical and modern-day social inequalities. Students focus on ways to create greater social equality and engage with the local community.
- LASC's Certified Nursing Assistant (CNA) Program was launched in 2017 under an H3B grant. The CNA program offers 8-week, 10-week, and 16-week options to prepare students for State certification and employment as a Nursing Assistant or Health Home Aide. With the high demand for healthcare positions within LASC's service area, this program gained popularity. In 2018, the college expanded the program with dual enrollment partners, beginning the first K-12 cohort at Da Vinci High School. The college has continued to expand this program by adding additional high school partners including Fremont and Gardena High Schools. When the COVID-19 pandemic began in March 2020, the college secured permission to convert the program to online instruction. With the impact on enrollment due to the pandemic, LASC changed from dual enrollment to concurrent enrollment, combining courses to allow for the K-12 cohorts to continue successfully online. As the college transitions back to on-campus instruction, the program plans to continue to offer the lecture portion of the course work online to empower adult learners, while reengaging the lab coursework in-person. This continues to be a strong partnership empowering our surrounding community and K-12 partners.
- The Introduction to Building and Construction Trades Certificate of Completion prepares students to meet the requirements for entry into construction-related apprenticeship programs and entry level construction positions in the public and private sector. The certificate is awarded as part of the HireLAX program, a collaboration partnering LASC with Los Angeles World Airports, the Parsons Corporation, among many other organizations.
- The academic coursework and clinical training provided in the Phlebotomy Technician I Certificate of Completion curriculum help students become a California Certified Phlebotomist Technician I. Once students complete the program and pass the approved certifying exam, they become eligible to apply for certification by the California Department of Public Health.
- In 2019, Apple's Community Education Initiative Division approached LASC to discuss developing coding curriculum to support the underrepresented communities the institution serves. The College enthusiastically agreed to this partnership and began the process by sending LASC faculty to the Apple training institute in 2020. The College submitted a proposal for curriculum development along with the equipment needed from Apple to successfully implement the partnership. To make the content accessible to all students, Los Angeles Southwest College created a non-credit to credit pathway with stackable certificates and courses that can be offered in both English and Spanish. The non-credit certificate includes three courses in vocational education supporting the "Everyone Can Code" spirit, while introducing iPads MacBook Pros and Apple



applications to students. This noncredit certificate leads to two credit certificates composed of 18 units each: The “Foundation Coding Certificate,” and the “Developer Certificate.” Los Angeles Southwest College began offering these certificate courses to its K-12 partners through dual enrollment. The College is excited to begin year two of the partnership, training more faculty to teach these courses, and completing the certificate pathway to begin job placement with Apple.

Rebranding the College: LASC was established in 1967 and the college’s official logo was developed in 1978. In spring 2020, a Logo Refresh Presidential Taskforce chaired by the Public Relations Manager was created to facilitate a participatory and collegial process through town halls, surveys, and forums with a consultant to help create a new Athletics logo, refresh the college’s existing logo and shield, and develop documented brand guidelines to unify the campus community. The logos and brand guidelines were finalized by fall 2021. With the completion of this project, refreshed marketing materials were created across the campus. Each department and program received stationery, an LASC icon branded to their area, and table clothes for outreach events.

The college continues this work with the development of one-page marketing sheets for each program, updates to the college website, and branded marketing videos showcasing LASC departments and services. The college updated its social media presence and implemented the brand guidelines to enhance the LASC YouTube page, which has provided for more interactive marketing and outreach opportunities. This work has been celebrated by the Community College Public Relations Organization, a professional development and service organization that promotes excellence in California’s community college public relations and related professions. At its annual CCPRO Awards event, the organization awarded LASC several honors in recent years. This includes earning Bronze for its Viewbook in 2020, Gold for its Annual Report in 2021 and Bronze for its Annual Report in 2022.

COVID-19 Pandemic: As the COVID-19 pandemic became a serious threat, LASC prioritized the safety and security of its students and employees, but also the community which it calls home. LASC has provided students with an equitable learning experience by offering easy online access to classes and services, supported employees with necessary certification and training, and looked to care for the surrounding community by hosting food and clothing giveaways, blood drives, COVID-19 testing centers, a voting center, free laptops and internet access, and more, all in a safe and secure environment.

Sites

Los Angeles Southwest College is one of nine education centers in the Los Angeles Community College District. The campus is located at the intersection of Imperial Highway and South Western Avenue, near the communities of West Athens, Westmont, Gardena, Hawthorne, Inglewood, Willowbrook, Lennox, West Rancho Dominguez, Alondra Park, and Lawndale, to name a few. LASC is also home to Middle College High School, a Los Angeles Unified School District (LAUSD) high school, and Bright Star Secondary Charter Academy, a Bright Star School. The site is located at 1600 West Imperial Highway, Los Angeles, CA 90047.



Specialized or Programmatic Accreditation

The Los Angeles Southwest College Nursing Program is approved through the California Board of Registered Nurses (BRN) and is currently seeking Accreditation at the national level through the Accreditation Commission for Education in Nursing (ACEN); full ACEN accreditation is expected by 2023.

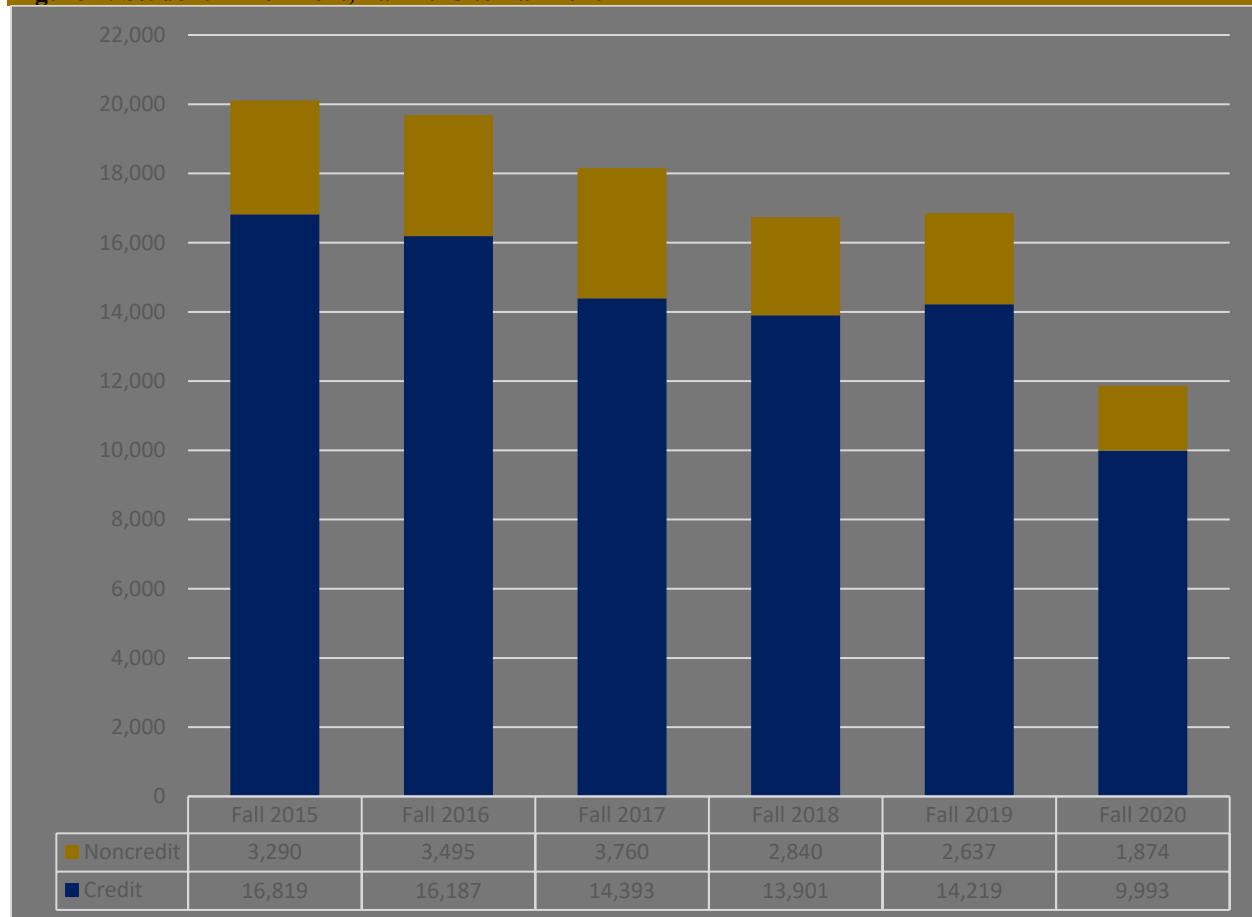
Student Enrollment Data

Los Angeles Southwest College has experienced a decline in student enrollment since fall 2015, that decline is most prevalent in the term following the onset of the Covid-19 pandemic during fall 2020. Overall enrollments decreased by nearly 16% from fall 2015 to fall 2019, but the college experienced a near 30% reduction in enrollments from fall 2019 to fall 2020 (see Figure 1).

During the 2020-21 academic year, LASC has experienced several challenges that include a decrease in the number of high school graduates, slow curriculum approval processes, budgetary constraints, social and economic factors, and the COVID-19 pandemic, to name a few. LASC has faced those challenges directly by executing a series of interventions, including, but not limited to, the expansion of dual enrollment agreements, offering newly approved courses and programs that lead to well-paying jobs, increased outreach to the local community, expansion of marketing efforts, offering robust student services, implementation of AB 705 and Guided Pathways, improved scheduling practices, and enhanced campus facilities and operations.

The economy and COVID-19 Pandemic are the greatest threats to upholding the college Mission. LASC looks to forcefully intervene to ensure that the Mission is achieved.

Figure 1: Student Enrollment, Fall 2015 to Fall 2020

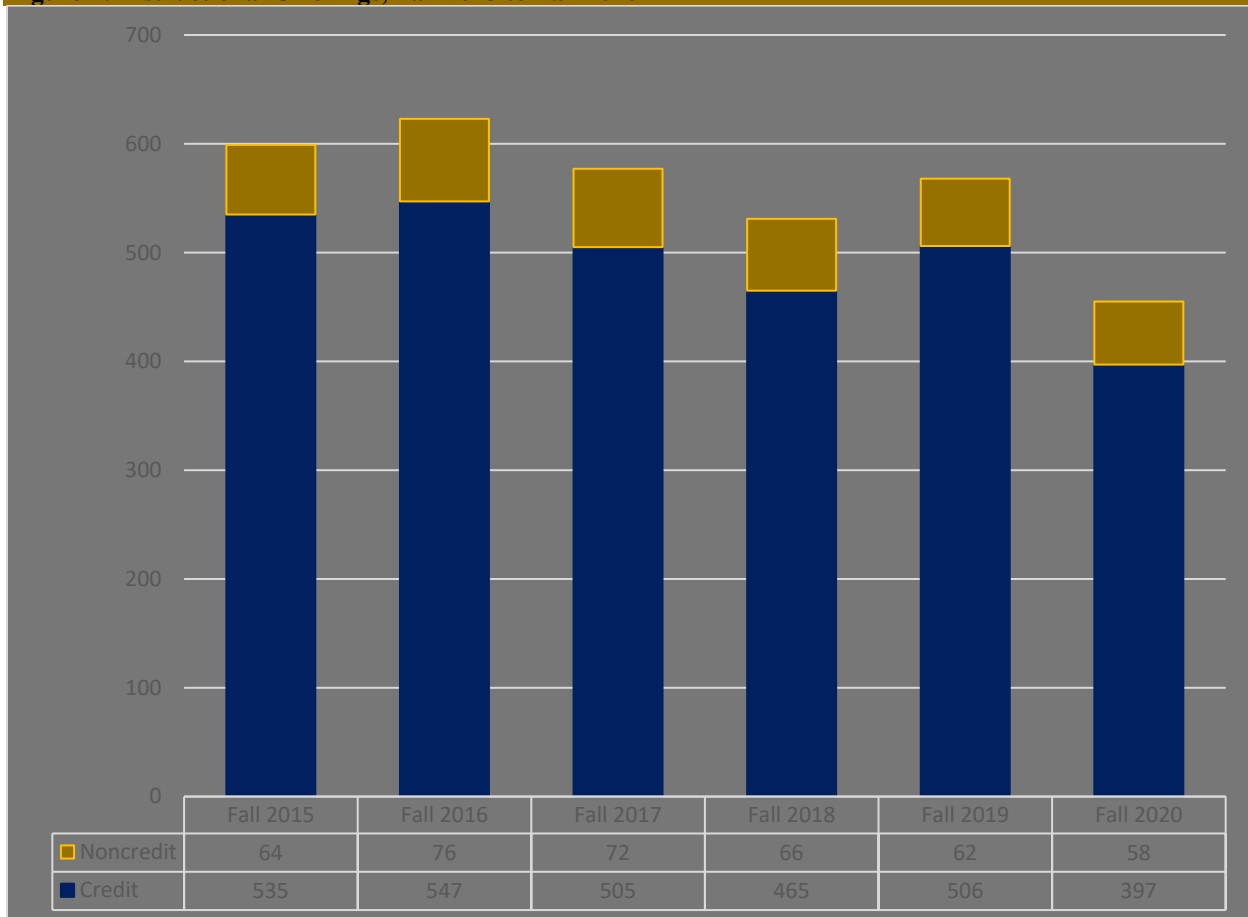


Source: LASC PS Enrollment Database (ISER)

From fall 2015 to fall 2019 instructional class offerings decreased by roughly 5% (see Figure 2); however, the onset of the Covid-19 pandemic led to a greater reduction of class offerings from fall 2019 to fall 2020. While noncredit classes experienced a moderate reduction in class offerings, credit classes decreased by nearly 22% and the overall number of classes was reduced by about 20% during that time period.

The Pandemic also influenced the modality of scheduled classes. Until fall 2019 all noncredit classes were offered in-person. In fall 2020, nearly 25% of noncredit classes were scheduled online. Further, from fall 2015 to fall 2019 credit classes were mainly scheduled in-person (>75% in fall 2019). However, in fall 2020 in-person classes accounted for roughly 57% of all credit classes. Five years prior, hybrid and online classes accounted for almost 12% of all scheduled credit classes (see Table 1).

Figure 2: Instructional Offerings, Fall 2015 to Fall 2020



Source: LASC PS Classes FTES Database (ISER)

Table 1: Credit Class Offerings by Distance Education Status

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	535	89.3%	547	87.8%	505	87.5%	465	87.6%	506	89.1%	397	87.3%
Distance Education Status												
In-Person	472	78.8%	473	75.9%	406	70.4%	362	68.2%	382	67.3%	226	49.7%
Online	50	8.3%	66	10.6%	75	13.0%	86	16.2%	102	18.0%	171	37.6%
Hybrid	13	2.2%	8	1.3%	24	4.2%	17	3.2%	22	3.9%		0.0%

Source: LASC PS Classes FTES Database (ISER)

Prior to the onset of the Pandemic, students primarily enrolled in morning classes, followed by afternoon and then evening classes. However, partly due to the increased number of classes scheduled remotely (online and/or hybrid), in fall 2020 most students that enrolled in credit classes did so online.



Table 2: Credit Enrollments by Time of Day and Mode of Instruction, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	16,819	100.0%	16,187	100.0%	14,393	100.0%	13,901	100.0%	14,219	100.0%	9,993	100.0%
Time of Day												
Morning	8,121	48.3%	8,227	50.8%	6,801	47.4%	6,820	49.1%	6,211	43.7%	3,237	32.4%
Afternoon	3,271	19.4%	2,840	17.5%	2,500	17.4%	2,063	14.9%	2,514	17.7%	965	9.7%
Evening	2,514	14.9%	2,224	13.7%	1,700	11.8%	1,476	10.6%	1,384	9.7%	821	8.2%
Weekend	707	4.2%	522	3.2%	605	4.2%	515	3.7%	615	4.3%	313	3.1%
Online	2,115	12.6%	2,113	13.1%	2,488	17.3%	2,711	19.5%	3,310	23.3%	4,625	46.3%
TBA	91	0.5%	261	1.6%	253	1.8%	304	2.2%	185	1.3%	32	0.3%
Distance Education Status												
In-Person	14,440	85.9%	13,805	85.3%	11,164	77.8%	10,659	76.7%	10,343	72.7%	5,368	53.7%
Online	2,379	14.1%	2,382	14.7%	2,488	17.3%	2,711	19.5%	3,310	23.3%	4,625	46.3%
Hybrid	0	0.0%	0	0.0%	695	4.8%	519	3.7%	566	4.0%	0	0.0%

Source: LASC PS Enrollment Database (ISER)

Demographic Data

Los Angeles Southwest College is a Minority Serving Institution. Nearly 90% of credit enrolled students attending LASC since fall 2015 are either African American/Black or Hispanic/Latino. The data also show that the number of African American/Black students attending LASC has sharply decreased since fall 2015, while the number of Hispanic/Latino students steadily increased from fall 2015 to fall 2019 and then suddenly decreased by 24% at the onset of the Pandemic (see Table 3). African American/Black students experienced an even more dramatic decrease in attendance, about 31%, from fall 2019 to fall 2020.

Students enrolled in noncredit classes are largely Hispanic/Latino (see Table 4). The student body is mainly female, about 70%, in both credit and noncredit programs. One major difference between students in credit and noncredit programs is age. Students enrolled in credit classes tend to be younger than students enrolled in noncredit classes. In fall 2019, 71% of credit students were under the age of 30 and 81% of noncredit students were 30 years of age or older (see Tables 3 and 4).

Table 3: Demographics of Credit Students, Fall 2015 to Fall 2020

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	6,844	100.0%	6,701	100.0%	6,354	100.0%	6,123	100.0%	6,518	100.0%	5,236	100.0%
Ethnicity												
African American/Black	3,881	56.7%	3,643	54.4%	3,106	48.9%	2,741	44.8%	2,651	40.7%	1,842	35.2%
Asian/Pacific Islander	152	2.2%	140	2.1%	133	2.1%	124	2.0%	120	1.8%	173	3.3%
Caucasian/White	98	1.4%	120	1.8%	146	2.3%	143	2.3%	183	2.8%	254	4.9%
Hispanic/Latino	2,328	34.0%	2,436	36.4%	2,583	40.7%	2,768	45.2%	3,120	47.9%	2,624	50.1%
Multi-Ethnic	212	3.1%	204	3.0%	191	3.0%	190	3.1%	210	3.2%	177	3.4%
Native American	18	0.3%	15	0.2%	9	0.1%	7	0.1%	6	0.1%	9	0.2%



Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	155	2.3%	143	2.1%	186	2.9%	150	2.4%	228	3.5%	157	3.0%
Gender												
Female	4,712	68.8%	4,669	69.7%	4,429	69.7%	4,253	69.5%	4,437	68.1%	3,726	71.2%
Male	2,132	31.2%	2,032	30.3%	1,915	30.1%	1,864	30.4%	2,070	31.8%	1,502	28.7%
Non-Binary	---	N/A	---	N/A	2	0.0%	1	0.0%	2	0.0%	1	0.0%
Unknown	0	0.0%	0	0.0%	8	0.1%	5	0.1%	9	0.1%	7	0.1%
Age												
19 or less	1,120	16.4%	1,002	15.0%	1,418	22.3%	1,563	25.5%	1,915	29.4%	1,198	22.9%
20-24	2,112	30.9%	2,053	30.6%	1,805	28.4%	1,654	27.0%	1,717	26.3%	1,499	28.6%
25-29	1,223	17.9%	1,224	18.3%	1,049	16.5%	986	16.1%	1,004	15.4%	896	17.1%
30-34	704	10.3%	745	11.1%	629	9.9%	596	9.7%	643	9.9%	603	11.5%
35-39	466	6.8%	497	7.4%	427	6.7%	396	6.5%	406	6.2%	358	6.8%
40-49	624	9.1%	609	9.1%	552	8.7%	516	8.4%	470	7.2%	418	8.0%
50+	595	8.7%	571	8.5%	474	7.5%	412	6.7%	363	5.6%	264	5.0%

Source: LASC PS Headcount Database (ISER)

Table 4: Demographics of Noncredit Students, Fall 2015 to Fall 2020

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	1,900	100.0%	1,928	100.0%	2,006	100.0%	1,638	100.0%	1,455	100.0%	837	100.0%
Ethnicity												
African American/Black	31	1.6%	52	2.7%	36	1.8%	57	3.5%	80	5.5%	47	5.6%
Asian/Pacific Islander	13	0.7%	16	0.8%	14	0.7%	11	0.7%	8	0.5%	4	0.5%
Caucasian/White	2	0.1%	7	0.4%	11	0.5%	10	0.6%	10	0.7%	10	1.2%
Hispanic/Latino	1,833	96.5%	1,818	94.3%	1,855	92.5%	1,489	90.9%	1,314	90.3%	740	88.4%
Multi-Ethnic	3	0.2%	5	0.3%	2	0.1%	3	0.2%	1	0.1%	6	0.7%
Native American	1	0.1%	0	0.0%	0	0.0%	1	0.1%	1	0.1%	1	0.1%
Unknown	17	0.9%	30	1.6%	88	4.4%	67	4.1%	41	2.8%	29	3.5%
Gender												
Female	1,332	70.1%	1,352	70.1%	1,368	68.2%	1,123	68.6%	951	65.4%	610	72.9%
Male	568	29.9%	576	29.9%	638	31.8%	504	30.8%	481	33.1%	210	25.1%
Non-Binary	---	N/A	---	N/A	0	0.0%	0	0.0%	1	0.1%	0	0.0%
Unknown	0	0.0%	0	0.0%	0	0.0%	11	0.7%	22	1.5%	17	2.0%
Age												
19 or less	36	1.9%	35	1.8%	42	2.1%	46	2.8%	41	2.8%	12	1.4%
20-24	124	6.5%	139	7.2%	166	8.3%	138	8.4%	123	8.5%	52	6.2%
25-29	190	10.0%	167	8.7%	169	8.4%	121	7.4%	116	8.0%	71	8.5%
30-34	286	15.1%	255	13.2%	239	11.9%	182	11.1%	166	11.4%	108	12.9%
35-39	243	12.8%	280	14.5%	261	13.0%	186	11.4%	163	11.2%	109	13.0%



Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
40-49	457	24.1%	466	24.2%	485	24.2%	386	23.6%	313	21.5%	213	25.4%
50+	564	29.7%	586	30.4%	644	32.1%	579	35.3%	533	36.6%	272	32.5%

Source: LASC PS Headcount Database (ISER)

Educational Characteristics

The majority of credit students attending LASC are continuing and returning students and at the onset of the Pandemic that student group decreased least, about 5%. Attendance of concurrent high school, first-time, and transfer student groups was significantly impacted from fall 2019 to fall 2020. Attendance in those groups decreased by 29%, 54%, and 46%, respectively. First-time, full-time, credit students saw the largest decrease in attendance between fall 2019 and fall 2020, about 67%. Also, while the share of all part-time students has steadily increased over the years, part-time students accounted for nearly 87% of all students attending the college in fall 2020 (see Table 5).

More than half of all credit students attending LASC intend to transfer, followed by students looking to complete a general education, and students intending to develop skills for employment. Since fall 2015, however, a large number of students (approximately 13%) are undecided about their educational goal. In addition to serving a culturally diverse student body, the college also serves a great number of students receiving financial aid and first-generation students. Categorical programs also help support special populations of students (see Table 5).

Table 5: Educational Characteristics of Credit Students, Fall 2015 to Fall 2020

	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	6,844	100.0%	6,701	100.0%	6,354	100.0%	6,123	100.0%	6,518	100.0%	5,236	100.0%
Enrollment Status												
Concurrent High School Students	476	7.0%	384	5.7%	703	11.1%	772	12.6%	1,103	16.9%	765	14.6%
First-time Students	792	11.6%	741	11.1%	942	14.8%	907	14.8%	895	13.7%	405	7.7%
Transfer Students	917	13.4%	888	13.3%	715	11.3%	526	8.6%	585	9.0%	335	6.4%
Continuing + Returning student	4,658	68.1%	4,688	70.0%	3,994	62.9%	3,918	64.0%	3,935	60.4%	3,731	71.3%
Full-Time / Part-Time												
FIRST-TIME STUDENTS												
All												
Full-Time	318	40.1%	335	45.2%	407	43.2%	478	52.7%	413	46.1%	132	32.6%
Part-Time	474	59.9%	407	54.8%	535	56.8%	430	47.3%	482	53.9%	273	67.4%
ALL STUDENTS												
Full-Time	1,813	26.5%	1,737	25.9%	1,421	22.4%	1,355	22.1%	1,274	19.5%	700	13.4%
Part-Time	5,031	73.5%	4,964	74.1%	4,933	77.6%	4,768	77.9%	5,244	80.5%	4,536	86.6%
Unit Load												
Less than 6 units	2,367	35%	2,395	36%	2,569	40%	2,483	41%	2,975	46%	2,717	52%
6 - 11.5 units	2,728	40%	2,604	39%	2,360	37%	2,279	37%	2,269	35%	1,819	35%
12 units or more	1,748	26%	1,702	25%	1,425	22%	1,361	22%	1,274	20%	700	13%



	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Educational Goal												
Occupational	1,215	18%	1,167	17%	919	14%	836	14%	815	13%	602	11%
Transfer	3,515	51%	3,517	52%	3,248	51%	3,170	52%	3,440	53%	2,848	54%
General Education	1,262	18%	1,170	17%	1,090	17%	1,024	17%	1,089	17%	901	17%
Transitional (Basic Skills/HS/GED)	183	3%	169	3%	200	3%	226	4%	263	4%	171	3%
Undecided	669	10%	678	10%	898	14%	867	14%	911	14%	714	14%
Financial Aid												
Promise Grant (Former BOG)	4,583	67%	4,452	66%	4,317	68%	3,858	63%	3,860	59%	2,986	57%
Pell	---	N/A	---	N/A	1,827	29%	1,649	27%	1,808	28%	1,153	22%
Special Populations												
AB540	136	2.0%	132	2.0%	141	2.2%	152	2.5%	181	2.8%	147	2.8%
CAFYES	N/A	N/A	34	0.5%	23	0.4%	39	0.6%	49	0.8%	26	0.5%
CalWORKs	337	4.9%	276	4.1%	261	4.1%	270	4.4%	239	3.7%	133	2.5%
CARE	22	0.3%	20	0.3%	32	0.5%	18	0.3%	36	0.6%	13	0.2%
DSPS	287	4.2%	285	4.3%	215	3.4%	224	3.7%	198	3.0%	77	1.5%
EOPS	485	7.1%	565	8.4%	467	7.3%	278	4.5%	329	5.0%	195	3.7%
First Generation	4,149	60.6%	4,843	72.3%	1,739	27.4%	3,549	58.0%	3,623	55.6%	2,633	50.3%
Foster Youth	286	4.2%	289	4.3%	159	2.5%	131	2.1%	146	2.2%	114	2.2%
Promise	---	N/A	---	N/A	229	3.6%	312	5.1%	275	4.2%	79	1.5%
Special Admit	415	6.1%	373	5.6%	326	5.1%	756	12.3%	1,053	16.2%	764	14.6%
Veteran	121	1.8%	393	5.9%	293	4.6%	193	3.2%	180	2.8%	97	1.9%

Sources: LASC PS Headcount Database (ISER), Institutional Research Data System (IRDS), CCCC Data Mart

Employee Demographic Data

Los Angeles Southwest College employed 381 people in fall 2020, nearly 15% less than in fall 2019. The decrease in workforce can, in part, be attributed to Supplemental Retirement Programs enacted by the LACCD. Other contributing factors included the college's participation in assessment of its organizational structure aimed at long-term financial stability and the Pandemic's impact on people's reassessment of work-life priorities. In fall 2020, classified employees made up the largest group of permanent employees as they accounted for over one-third of all employees; the academic temporary employees group experienced the greatest workforce reduction, about 22% from fall 2019 to fall 2020.

Nearly a quarter of the workforce at the college did not identify their race/ethnicity in fall 2020. Of the employees that made known their race/ethnicity in that term, 36% are African American/Black, followed by Hispanic/Latino at nearly 18%, and Caucasian/White at almost 16%. Since fall 2015, female employees, on average, accounted for 52% of the college workforce. Further, classified employees tend to be younger in age than other employee groups, in fall 2020 nearly 44% of classified employees were under the age of 45 (see Table 6).



Table 6: Employee Demographics, Fall 2015 to Fall 2020

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
All	435	100.0%	468	100.0%	426	100.0%	432	100.0%	446	100.0%	381	100.0%
Educational Administrator	7	1.6%	7	1.5%	10	2.3%	9	2.1%	8	1.8%	11	2.9%
Academic, Tenured/Tenure Track	79	18.2%	88	18.8%	80	18.8%	83	19.2%	83	18.6%	76	19.9%
Academic Temporary	222	51.0%	239	51.1%	211	49.5%	205	47.5%	213	47.8%	166	43.6%
Classified	127	29.2%	134	28.6%	125	29.3%	135	31.3%	142	31.8%	128	33.6%
Ethnicity												
EDUCATIONAL ADMINISTRATOR												
African American/Black	5	71.4%	3	42.9%	2	20.0%	4	44.4%	3	37.5%	4	36.4%
Asian/Pacific Islander	0	0.0%	0	0.0%	0	0.0%	1	11.1%	1	12.5%	1	9.1%
Caucasian/White	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%
Hispanic/Latino	0	0.0%	1	14.3%	1	10.0%	1	11.1%	1	12.5%	1	9.1%
Multi-Ethnic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	2	28.6%	3	42.9%	7	70.0%	3	33.3%	3	37.5%	4	36.4%
ACADEMIC, TENURED/TENURE TRACK												
African American/Black	37	46.8%	37	42.0%	33	41.3%	36	43.4%	39	47.0%	41	53.9%
Asian/Pacific Islander	5	6.3%	5	5.7%	5	6.3%	5	6.0%	5	6.0%	5	6.6%
Caucasian/White	13	16.5%	18	20.5%	17	21.3%	19	22.9%	18	21.7%	12	15.8%
Hispanic/Latino	13	16.5%	13	14.8%	12	15.0%	13	15.7%	12	14.5%	8	10.5%
Multi-Ethnic	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	11	13.9%	15	17.0%	13	16.3%	10	12.0%	9	10.8%	10	13.2%
ACADEMIC, TEMPORARY												
African American/Black	62	27.9%	47	19.7%	43	20.4%	68	33.2%	73	34.3%	47	28.3%
Asian/Pacific Islander	11	5.0%	12	5.0%	8	3.8%	12	5.9%	12	5.6%	7	4.2%
Caucasian/White	35	15.8%	33	13.8%	30	14.2%	44	21.5%	43	20.2%	38	22.9%
Hispanic/Latino	24	10.8%	31	13.0%	23	10.9%	26	12.7%	25	11.7%	27	16.3%
Multi-Ethnic	1	0.5%	1	0.4%	1	0.5%	2	1.0%	1	0.5%	2	1.2%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	89	40.1%	115	48.1%	106	50.2%	53	25.9%	59	27.7%	45	27.1%
CLASSIFIED												
African American/Black	52	40.9%	54	40.3%	43	34.4%	52	38.5%	51	35.9%	46	35.9%
Asian/Pacific Islander	11	8.7%	9	6.7%	5	4.0%	7	5.2%	7	4.9%	4	3.1%
Caucasian/White	9	7.1%	10	7.5%	9	7.2%	10	7.4%	9	6.3%	8	6.3%
Hispanic/Latino	24	18.9%	26	19.4%	33	26.4%	35	25.9%	33	23.2%	31	24.2%



Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
Multi-Ethnic	0	0.0%	0	0.0%	1	0.8%	1	0.7%	1	0.7%	1	0.8%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.7%	1	0.8%
Unknown	31	24.4%	35	26.1%	34	27.2%	30	22.2%	40	28.2%	37	28.9%
Gender												
EDUCATIONAL ADMINISTRATOR												
Female	4	57.1%	3	42.9%	4	40.0%	4	44.4%	4	50.0%	5	45.5%
Male	3	42.9%	4	57.1%	6	60.0%	5	55.6%	4	50.0%	6	54.5%
ACADEMIC, TENURED/TENURE TRACK												
Female	44	55.7%	51	58.0%	49	61.3%	52	62.7%	51	61.4%	48	63.2%
Male	35	44.3%	37	42.0%	31	38.8%	31	37.3%	32	38.6%	28	36.8%
ACADEMIC, TEMPORARY												
Female	107	48.2%	125	52.3%	105	49.8%	105	51.2%	109	51.2%	88	53.0%
Male	115	51.8%	114	47.7%	106	50.2%	100	48.8%	104	48.8%	77	46.4%
Non-Binary	---	N/A	---	N/A	0	0.0%	0	0.0%	0	0.0%	1	0.6%
CLASSIFIED												
Female	59	46.5%	65	48.5%	63	50.4%	62	45.9%	67	47.2%	61	47.7%
Male	68	53.5%	69	51.5%	62	49.6%	73	54.1%	75	52.8%	67	52.3%
Non-Binary	---	N/A	---	N/A	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Age												
EDUCATIONAL ADMINISTRATOR												
18-34	0	0.0%	0	0.0%	1	0.2%	1	11.1%	1	12.5%	1	9.1%
35-39	0	0.0%	0	0.0%	1	0.2%	1	11.1%	0	0.0%	1	9.1%
40-44	0	0.0%	1	14.3%	2	0.5%	1	11.1%	2	25.0%	2	18.2%
45-49	2	28.6%	1	14.3%	0	0.0%	1	11.1%	1	12.5%	1	9.1%
50-54	2	28.6%	2	28.6%	2	0.5%	1	11.1%	1	12.5%	2	18.2%
55-59	0	0.0%	1	14.3%	2	0.5%	2	22.2%	2	25.0%	1	9.1%
60-64	3	42.9%	2	28.6%	2	0.5%	2	22.2%	1	12.5%	2	18.2%
65-69	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	9.1%
70+	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
ACADEMIC, TENURED/TENURE TRACK												
18-34	2	2.5%	1	1.1%	2	2.5%	1	1.2%	1	1.2%	1	1.3%
35-39	7	8.9%	9	10.2%	6	7.5%	3	3.6%	3	3.6%	1	1.3%
40-44	15	19.0%	11	12.5%	9	11.3%	13	15.7%	10	12.0%	8	10.5%
45-49	14	17.7%	19	21.6%	19	23.8%	17	20.5%	16	19.3%	16	21.1%
50-54	5	6.3%	10	11.4%	10	12.5%	13	15.7%	16	19.3%	15	19.7%
55-59	11	13.9%	10	11.4%	10	12.5%	11	13.3%	9	10.8%	10	13.2%
60-64	12	15.2%	15	17.0%	11	13.8%	9	10.8%	11	13.3%	12	15.8%
65-69	8	10.1%	8	9.1%	6	7.5%	8	9.6%	9	10.8%	8	10.5%
70+	5	6.3%	5	5.7%	7	8.8%	8	9.6%	8	9.6%	5	6.6%

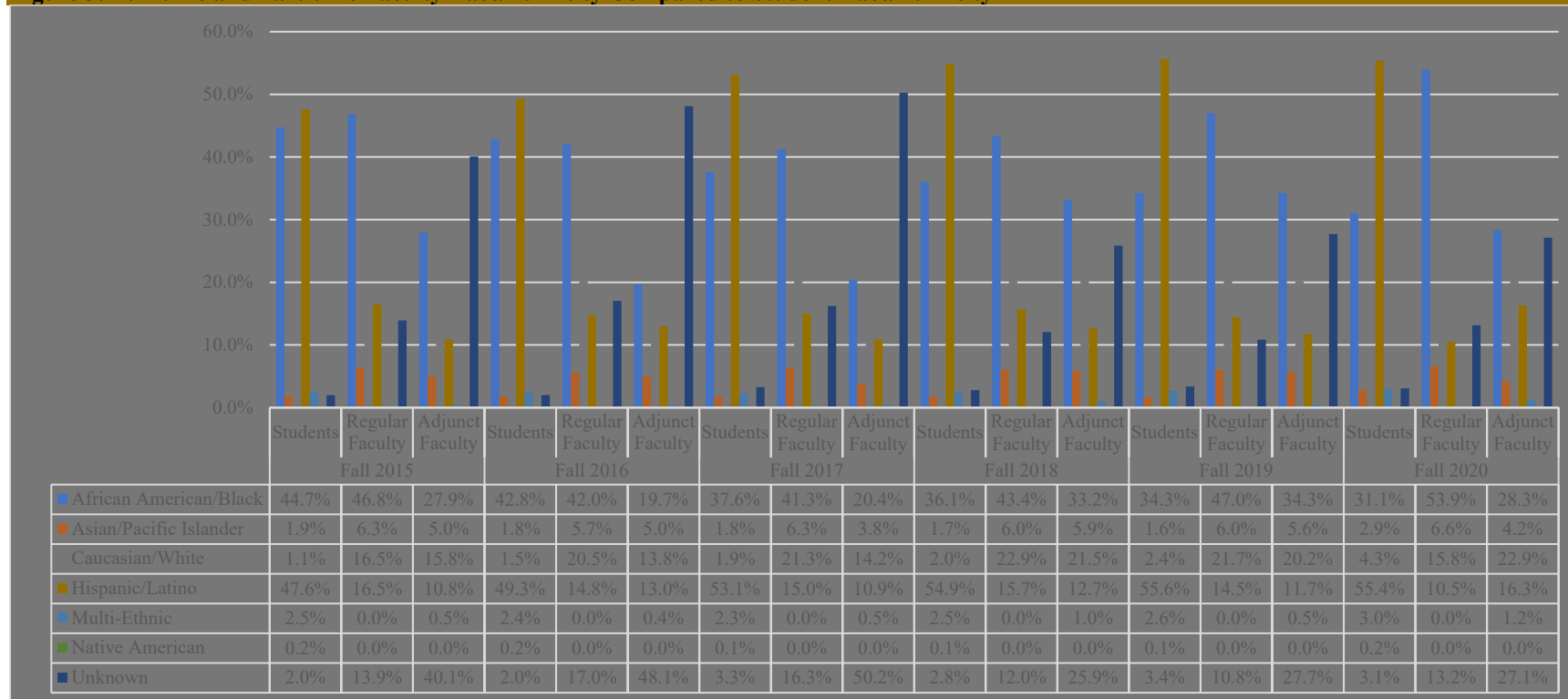


Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	%	N	%	N	%	N	%	N	%	N	%
ACADEMIC, TEMPORARY												
18-34	26	11.7%	29	12.1%	26	12.3%	23	11.2%	19	8.9%	17	10.2%
35-39	27	12.2%	41	17.2%	29	13.7%	33	16.1%	27	12.7%	17	10.2%
40-44	27	12.2%	30	12.6%	27	12.8%	24	11.7%	27	12.7%	31	18.7%
45-49	32	14.4%	31	13.0%	28	13.3%	30	14.6%	32	15.0%	19	11.4%
50-54	24	10.8%	25	10.5%	21	10.0%	22	10.7%	26	12.2%	26	15.7%
55-59	30	13.5%	29	12.1%	27	12.8%	20	9.8%	23	10.8%	14	8.4%
60-64	20	9.0%	24	10.0%	22	10.4%	20	9.8%	17	8.0%	11	6.6%
65-69	20	9.0%	16	6.7%	17	8.1%	17	8.3%	21	9.9%	18	10.8%
70+	16	7.2%	14	5.9%	14	6.6%	16	7.8%	21	9.9%	13	7.8%
CLASSIFIED												
18-34	15	11.8%	16	11.9%	24	19.2%	29	21.5%	28	19.7%	24	18.8%
35-39	14	11.0%	15	11.2%	15	12.0%	15	11.1%	22	15.5%	17	13.3%
40-44	15	11.8%	19	14.2%	12	9.6%	16	11.9%	14	9.9%	15	11.7%
45-49	23	18.1%	14	10.4%	16	12.8%	13	9.6%	16	11.3%	15	11.7%
50-54	16	12.6%	22	16.4%	23	18.4%	21	15.6%	18	12.7%	16	12.5%
55-59	22	17.3%	22	16.4%	14	11.2%	15	11.1%	17	12.0%	18	14.1%
60-64	14	11.0%	19	14.2%	16	12.8%	21	15.6%	20	14.1%	18	14.1%
65-69	5	3.9%	4	3.0%	4	3.2%	4	3.0%	5	3.5%	4	3.1%
70+	3	2.4%	3	2.2%	1	0.8%	1	0.7%	2	1.4%	1	0.8%

Source: LASC PS Headcount Database (ISER); CCCCO Data Mart

Figure 3 shows race/ethnicity composition of all students (credit and noncredit) and compares it to the race/ethnicity composition of tenured (full-time, regular) and temporary (part-time, adjunct) faculty. The data show that the proportion of Hispanic/Latino students is greater than the percentage of Hispanic/Latino faculty employed at LASC. As previously noted, the number of African American/Black students attending LASC has decreased since fall 2017, while the number of Hispanic/Latino students steadily increased until the onset of the Pandemic. Over that period of time, the number of tenured and temporary Hispanic/Latino faculty has remained about the same (averaging 38 employees per year). The number of tenured African American/Black faculty averaged 36 per year from fall 2015 to fall 2018, and that employee group increased by 8% (from fall 2018 to fall 2019) and 5% (from fall 2019 to fall 2020).

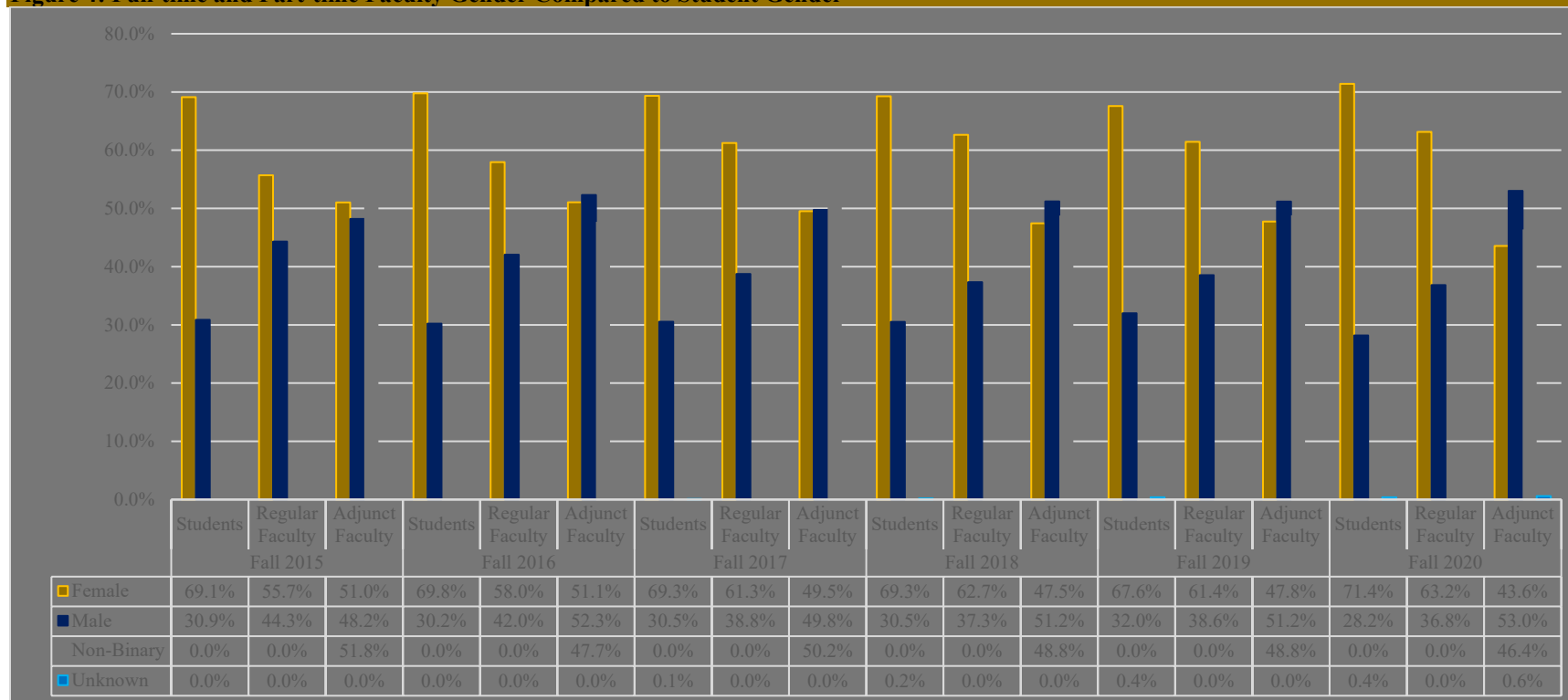
Figure 3: Full-time and Part-time Faculty Race/Ethnicity Compared to Student Race/Ethnicity



Source: LASC PS Headcount Database (ISER); CCCC Data Mart

The student body at LASC is predominantly female, about 70%, a trend observed since fall 2015. Also observed since fall 2015, the proportion of tenured female faculty increased by nearly eight percentage points; also, the percentage of adjunct female faculty decreased by nearly eight percentage points during that time. In fall 2020, almost 56% of all employed faculty were female (see Figure 4).

Figure 4: Full-time and Part-time Faculty Gender Compared to Student Gender

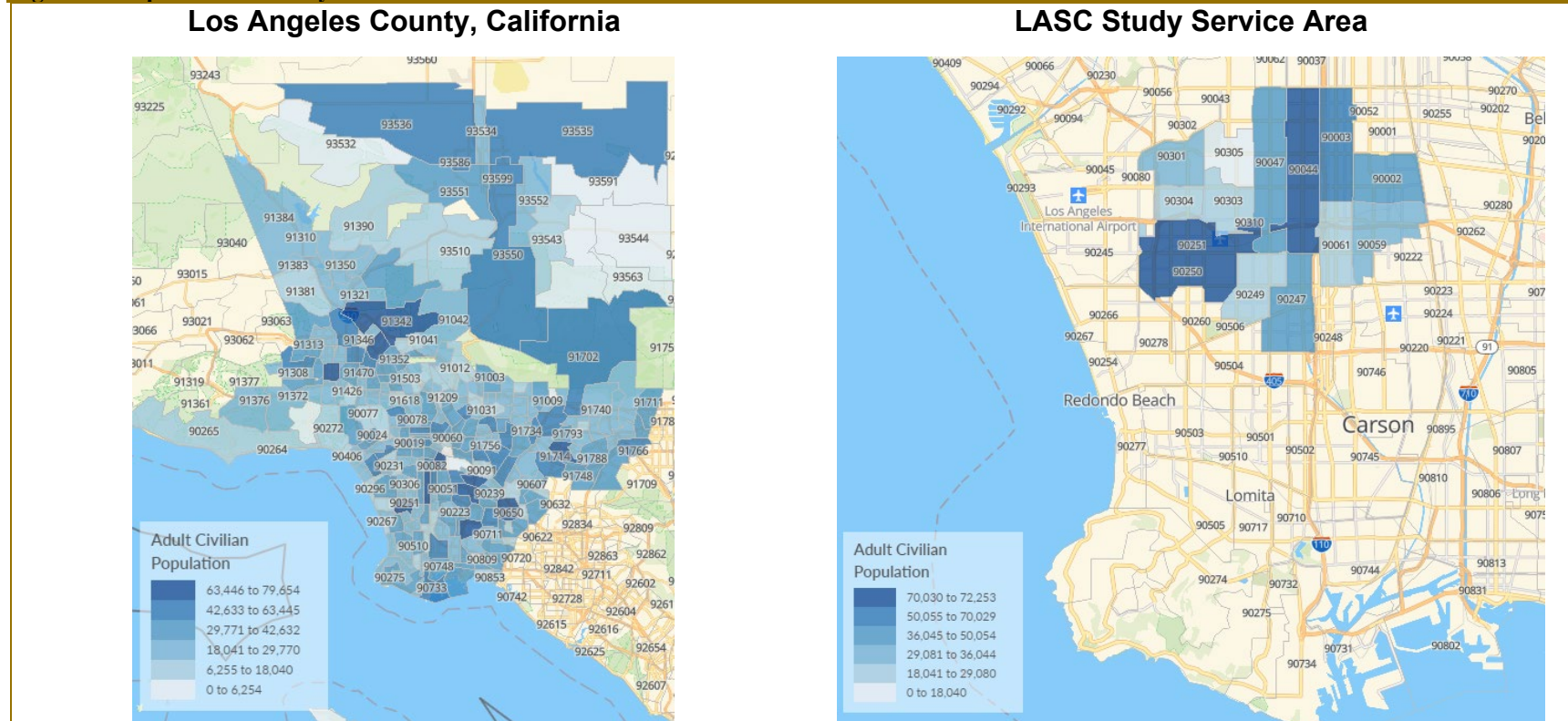


Source: LASC PS Headcount Database (ISER); CCCC Data Mart

College Service Area Population and Student Comparison

LASC serves a socioeconomically and ethnically diverse community in Los Angeles County (L.A. County). In addition to South Los Angeles, our service area includes the communities of Gardena, Hawthorne, Inglewood, Compton, and Lynwood. The maps below depict the boundaries of L.A. County and the college’s district defined Study Service Area (SSA). The SSA encompasses 13 primary zip codes at the heart of South Los Angeles: 90002, 90003, 90044, 90047, 90059, 90061, 90247, 90249, 90250, 90301, 90303, 90304, and 90305 (see Figure 5).

Figure 5: Maps of L.A. County and LASC SSA

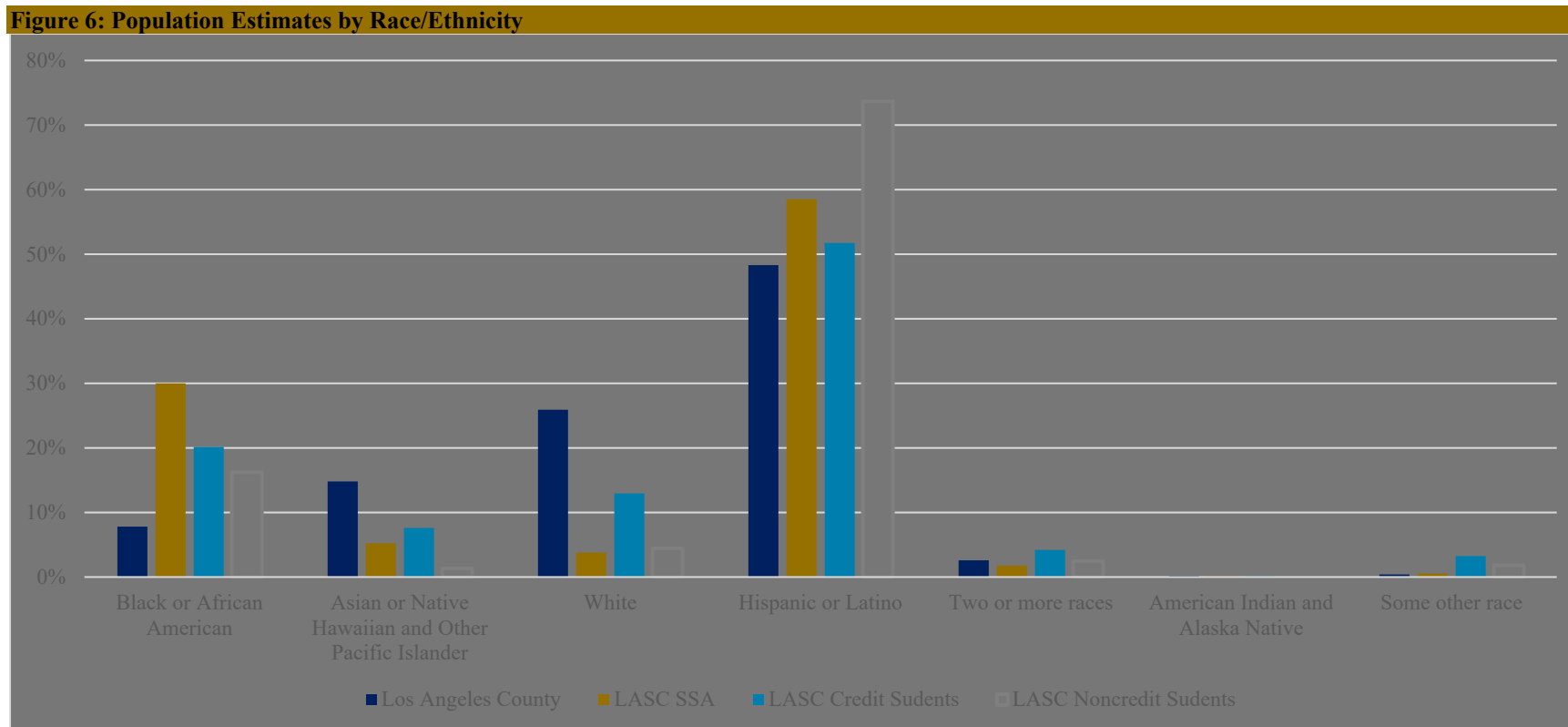


Source: EMSI Q1 2022 Data Set

The estimates by race/ethnicity for L.A. County, LASC SSA, and the LASC credit and noncredit student populations are shown in Figure 6. The data show that there is a greater representation of African American residents in the LASC SSA population than in L.A. County population (+22.2%). The percentage of Hispanic/Latino residents represented in the LASC SSA is also greater than in L.A. County (+10.2%). The student headcount by race/ethnicity reveals a stark difference in the composition of the LASC student population and the surrounding community. African American/Black students enrolled in credit classes make up a greater proportion of the LASC population than any other race/ethnic group, and they are represented to a greater extent on campus than in the SSA or L.A. County. Hispanic/Latino students enrolled in noncredit classes, on the other hand, constitute a greater percentage of the LASC population when compared to other race/ethnic groups on campus taking noncredit classes, and they too are notably represented on campus contrasted



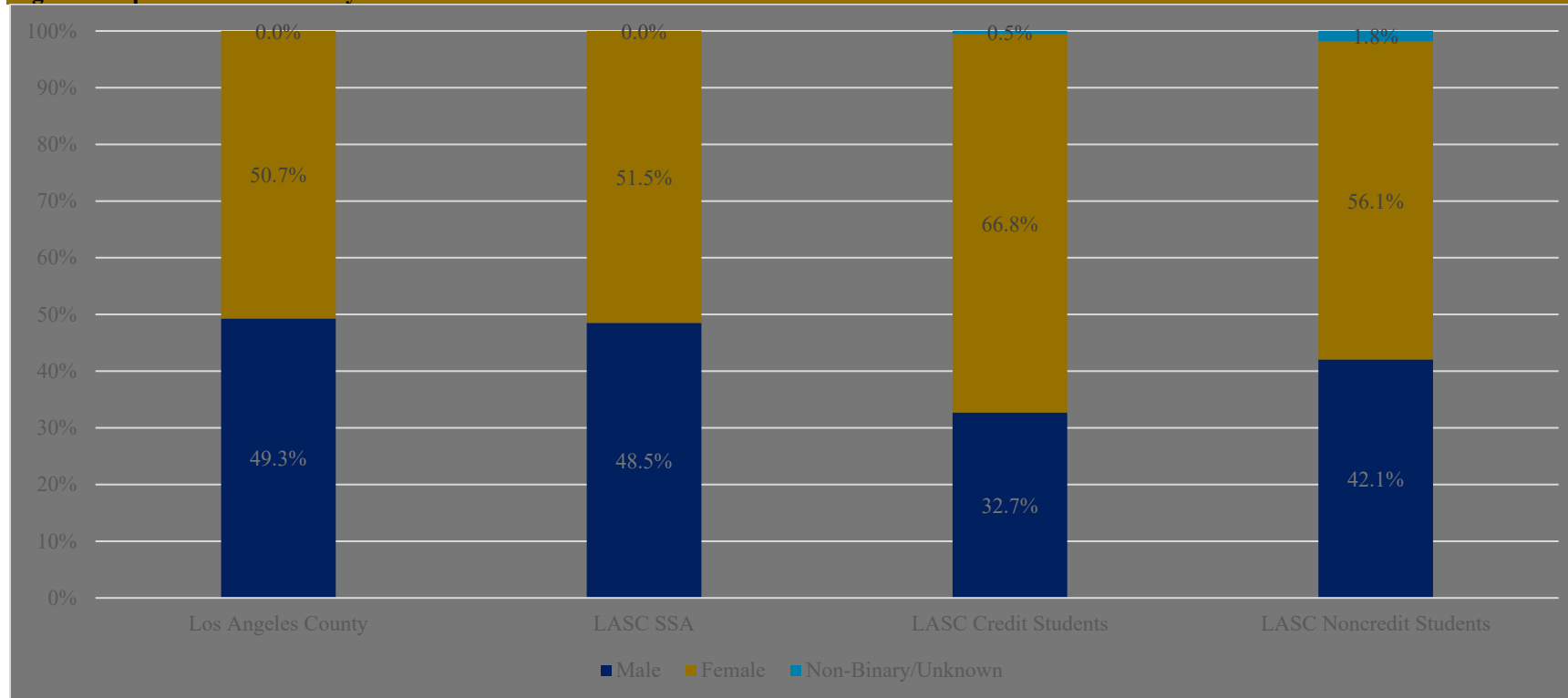
with the SSA or L.A. County. Collectively, 38.2% of credit and noncredit students are African American/Black and 52.4% are Hispanic/Latino.



Source: LASC PS Headcount Database (ISER); U.S. Census Bureau, 2016-2020 ACS 5-Year Estimates Data Profiles (Table ID: DP05)

Estimates by gender for L.A. County, LASC SSA, and LASC student populations are presented in Figure 7. The percentage of female residents in the LASC SSA is slightly greater than in L.A. County, but not considerably (<1.0%). In contrast, LASC female students' make up a greater proportion of the population on campus than in the LASC SSA or L.A. County, or their male counterparts. When comparing the student headcount by gender of credit and noncredit enrolled students, results show that female students make up a greater percentage of the student body (67% and 56%, respectively).

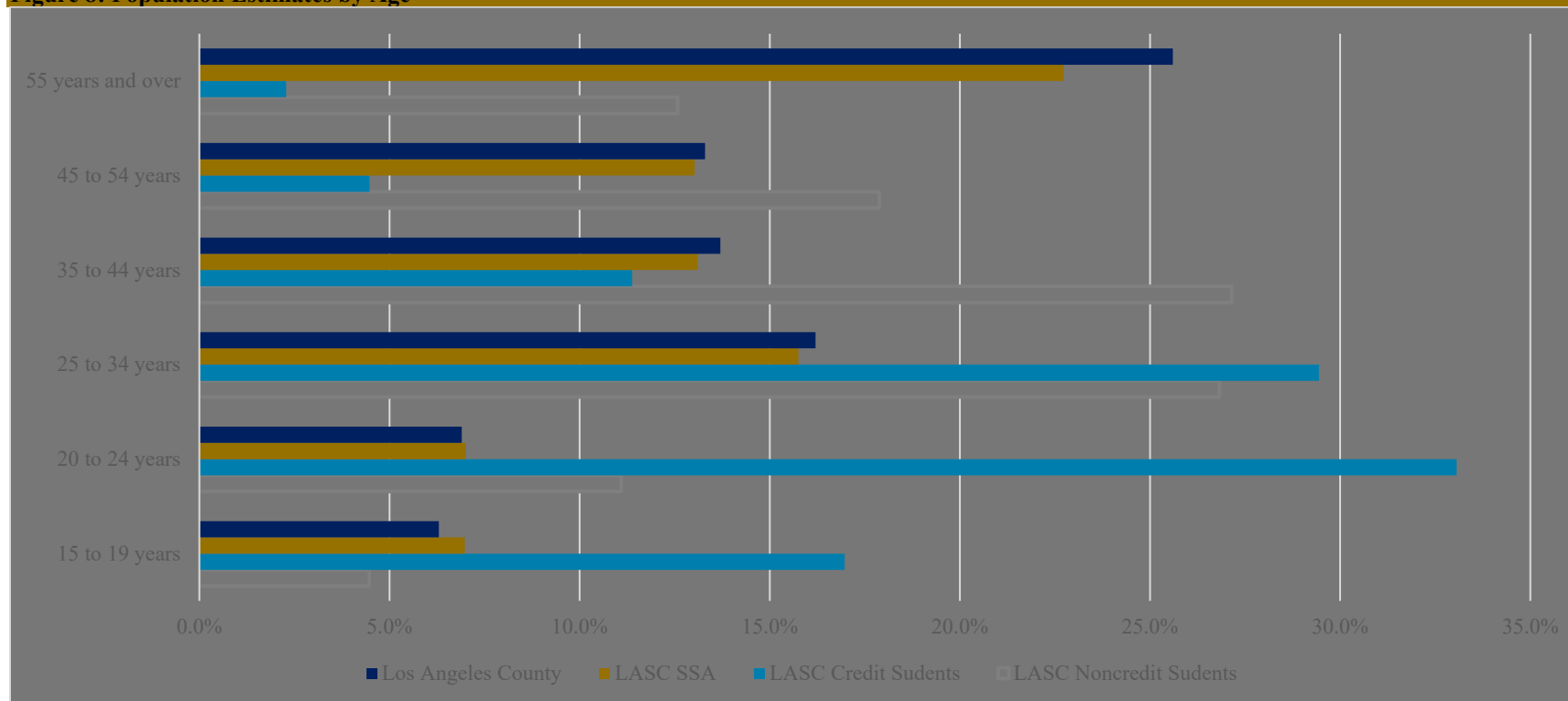
Figure 7: Population Estimates by Gender



Source: LASC PS Headcount Database (ISER); U.S. Census Bureau, 2016-2020 ACS 5-Year Estimates Data Profiles (Table ID: DP05)

Estimates by age for L.A. County and LASC SSA populations are presented in Figure 8, along with the comparative ages of credit enrolled and noncredit enrolled students. The age ranges of L.A. County residents are very much like the age ranges of the population living in the LASC SSA, with one exception being that there are slightly more people aged 55 years and over in L.A. County. Credit students, on the other hand, tend to be younger than that of LASC SSA and L.A. County residents. The noncredit student population, as previously noted, is older than students enrolled in credit classes. Further evaluation of the population age estimates shows that nearly 49% of LASC SSA population and nearly 53% of the L.A. County residents are 35 years of age or older; in contrast, nearly 58% of noncredit students are 35 years of age or older.

Figure 8: Population Estimates by Age



Source: LASC PS Headcount Database (ISER); U.S. Census Bureau, 2016-2020 ACS 5-Year Estimates Data Profiles (Table ID: DP05)

Although the LASC SSA defines the college’s primary service area, many students from outside the 13 main zip codes enroll at the college and take classes online or in-person. Table 7 shows the top 10 zip codes from where credit and noncredit students originate. In fall 2020, nearly 48% of the credit students that attend LASC resided within the top 10 zip codes listed under the Credit section of the table; the top 10 zip codes listed under the Noncredit section of Table 7 accounted for nearly 60% of the noncredit students enrolled at LASC. Approximately 45% of the student body at LASC come from the top zip codes shown below.



Table 7: Student Headcount by Top 10 Zip Codes

	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Credit	6,354	6,123	6,518	5,236
90044	900	938	1,035	656
90047	583	509	533	366
90003	489	489	494	330
90250	408	350	304	257
90061	272	275	291	188
90059	242	249	255	175
90043	180	182	209	154
90002	247	253	243	144
90247	187	187	192	133
90001	177	183	201	115
Other Zip Codes	2,669	2,508	2,761	2,718

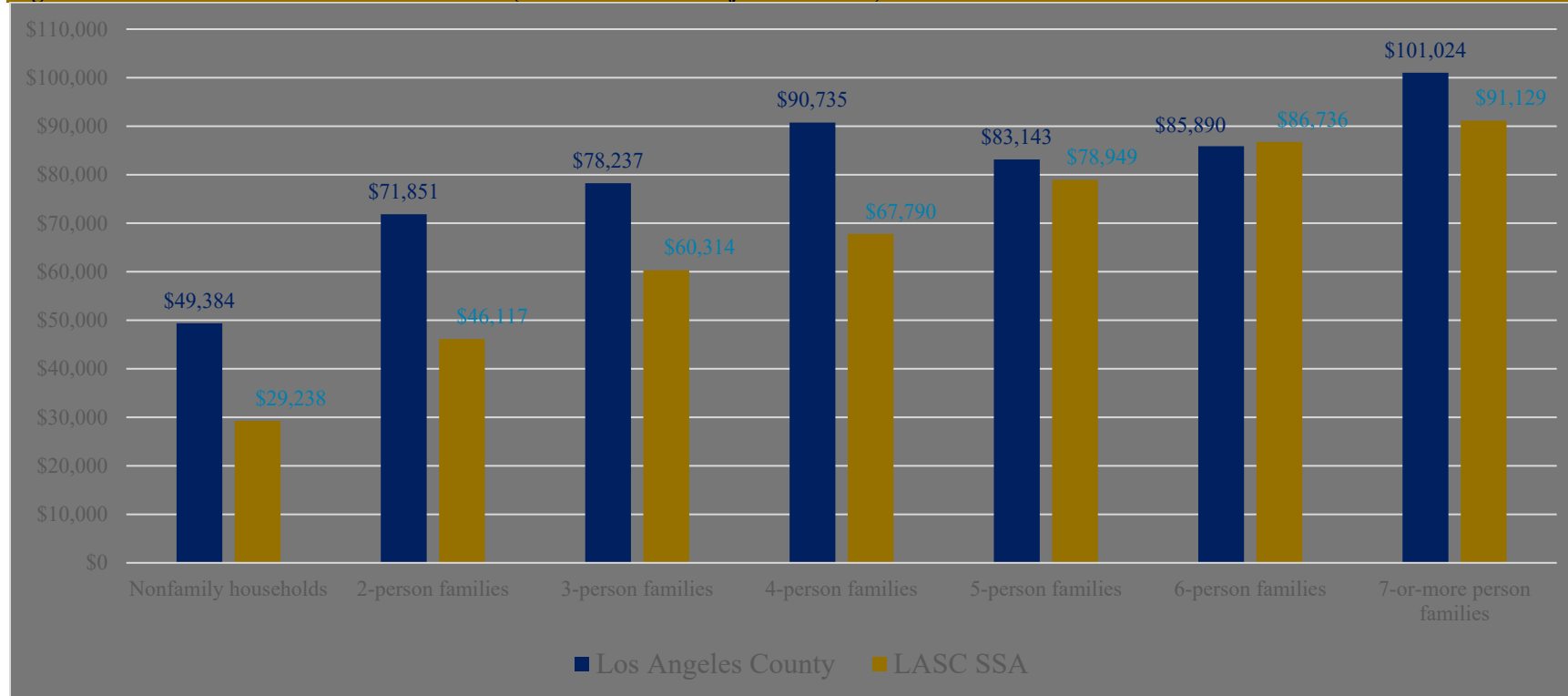
	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Noncredit	2,006	1,638	1,455	837
90044	341	291	264	110
90250	235	178	145	73
90047	170	126	125	56
90303	139	120	90	51
90304	162	102	101	50
90003	96	80	74	47
90061	92	73	52	39
90301	79	63	50	31
90247	113	79	65	21
90037	44	44	38	21
Other Zip Codes	535	482	451	338

Source: LASC PS Headcount Database (ISER)

Socio-economic Data

Median income data for L.A. County and LASC SSA are presented in Figure 9. The LASC SSA has a lower median household income and a higher rate of poverty than L.A. County. For nonfamily households, where individuals can be living alone or communally with others, the difference in median income was \$20,146. That difference increases for two-person families (\$25,734), but as family households increase in number the median income gap decreases.

Figure 9: Median Income in the Past 12 Months (in 2020 Inflation-Adjusted Dollars)

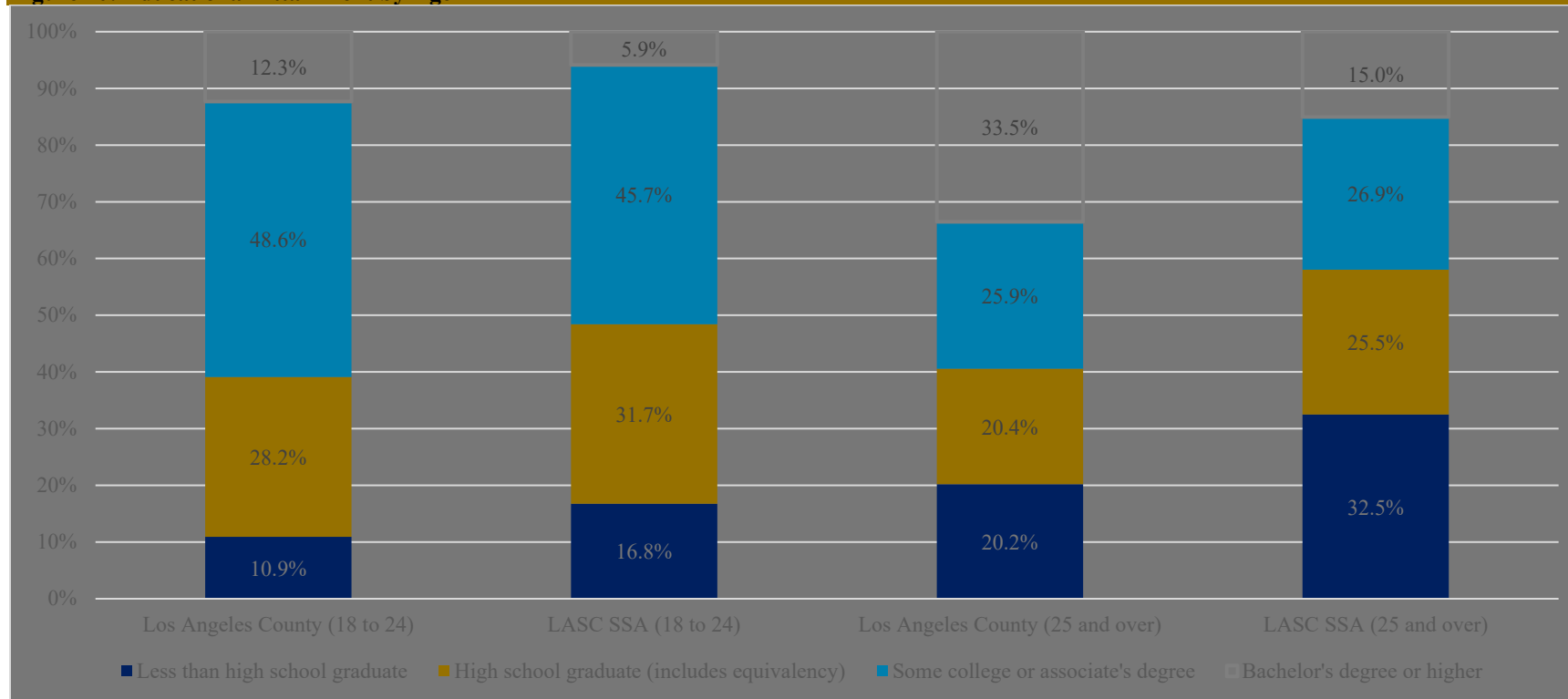


Source: U.S. Census Bureau, 2016-2020 ACS 5-Year Estimates Data Profiles (Table ID: S1903)

Figure 10 shows educational attainment by residents between the ages of 18 to 24 and 25 or older. A greater percentage of residents in the study service area, ages 18 to 24, did not graduate high school and fewer obtain a Bachelor’s degree or higher than L.A. County residents. Additionally, a greater percentage of the LASC SSA population between the ages of 18 to 24 obtain a high school diploma (or its equivalent) while most in the study service area, about 46%, complete some college or associate’s degree and that percentage is comparable to the percentage of L.A. County residents, ages 18 to 24, that complete some college or associate’s degree (about 49%).

L.A. County residents over the age of 25 attain a Bachelor’s degree or higher at a greater rate than people over the age of 35 living within the LASC SSA. Also, while a larger percentage of LASC SSA residents do not complete a high school diploma, a greater proportion of those residents attain a high school diploma or complete some college or associate’s degree than the population of L.A. County (see Figure 10).

Figure 10: Educational Attainment by Age



Source: U.S. Census Bureau, 2016-2020 ACS 5-Year Estimates Data Profiles (Table ID: S1501)

Labor Market Data

Los Angeles Southwest College is situated within the Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area (MSA). The top 10 in-demand occupations (professions or careers in the workforce), based on projected number of jobs available in 2027, requiring an Associate’s Degree are shown in Table 8. The median annual earning for those occupations ranges from \$32,706 to \$110,148.



Table 8: Top 10 In-Demand Occupations Requiring an Associate's Degree in Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area

Description	2021 Jobs	2027 Jobs	2021 - 2027 % Change	Median Hourly Earnings	Median Annual Earnings
Paralegals and Legal Assistants	14,979	16,565	11%	\$28.19	\$58,625.13
Preschool Teachers, Except Special Education	13,244	13,601	3%	\$15.72	\$32,706.20
Web Developers and Digital Interface Designers	7,244	7,526	4%	\$37.98	\$78,994.90
Respiratory Therapists	6,027	6,735	12%	\$39.48	\$82,115.33
Dental Hygienists	5,486	5,888	7%	\$52.96	\$110,148.32
Radiologic Technologists and Technicians	5,305	5,792	9%	\$43.54	\$90,560.09
Computer Network Support Specialists	5,075	5,150	1%	\$32.31	\$67,211.81
Electrical and Electronic Engineering Technologists and Technicians	5,340	5,056	(5%)	\$30.90	\$64,278.58
Architectural and Civil Drafters	4,023	3,960	(2%)	\$30.42	\$63,283.85
Human Resources Assistants, Except Payroll and Timekeeping	4,022	3,901	(3%)	\$22.04	\$45,839.39

Source: EMSI Q1 2022 Data Set, 2022.1 – QCEW Employees

Table 9 lists the top 10 occupations calling for a post-secondary certificate. Median annual earnings for those occupations range from \$29,716 to \$90,840. Among professions or careers with post-secondary certificate requirements, occupations in medical and health services fields are projected to be one of the fastest growing sectors in the economy, with the greatest number of projected jobs available in the next six years.

Table 9: Top 10 In-Demand Occupations Requiring a Post-Secondary Certificate in Los Angeles-Long Beach-Anaheim Metropolitan Statistical Area

Description	2021 Jobs	2027 Jobs	2021 - 2027 % Change	Median Hourly Earnings	Median Annual Earnings
Heavy and Tractor-Trailer Truck Drivers	42,100	44,445	6%	\$23.70	\$49,299.75
Nursing Assistants	38,043	43,188	14%	\$17.80	\$37,034.38
Medical Assistants	30,043	32,630	9%	\$17.82	\$37,069.19
Licensed Practical and Licensed Vocational Nurses	28,116	31,357	12%	\$29.41	\$61,162.41
Dental Assistants	18,420	19,355	5%	\$19.25	\$40,035.20
Automotive Service Technicians and Mechanics	16,043	15,192	(5%)	\$23.93	\$49,772.34
Medical Dosimetrists, Medical Records Specialists, and Health Technologists and Technicians, All Other	13,534	14,891	10%	\$23.47	\$48,809.84
Heating, Air Conditioning, and Refrigeration Mechanics and Installers	10,631	11,033	4%	\$29.52	\$61,398.51
Firefighters	9,615	10,099	5%	\$43.67	\$90,840.34
Hairdressers, Hairstylists, and Cosmetologists	10,035	8,808	(12%)	\$14.29	\$29,716.33



Source: EMSI Q1 2022 Data Set, 2022.1 – QCEW Employees

B. Presentation of Student Achievement Data and Institution-Set Standards

Student Achievement is at the core of Los Angeles Southwest College. We are committed to providing a student-centered and equitable learning environment designed to empower our students and the surrounding community to achieve their academic and career goals. The population served by the college faces numerous challenges. A recent [Key Indicators of Health](#) report informs that in Service Planning Area 6 (SPA 6), LASC is located within this region, nearly 42% of adults have attained less than a high school education; 57% of adults are employed; 34% of the population live in poverty; and 32% of households with incomes <300% below the Federal Poverty Level are food insecure. Other socio-economic factors also impact the community that LASC serves, but a feature that stands above the existing barriers is the resiliency of the surrounding community and the LASC student body.

Successful Course Completion

Successful Course Completion (SCC) is defined as the proportion of students who attempted and passed the course with a C or higher (students auditing classes were excluded from analysis). Since fall 2015 the college has observed tremendous increase in successful course completion. The most dramatic improvement is seen from fall 2019 to fall 2020 where SCC grew by nearly six percent. Taking the average SSC of five years (from fall 2016 to fall 2020) and comparing that to the SSC for fall 2015 reveals that African American/Black, Caucasian/White, and Multi-Ethnic students had positive gains (+4.3%, +9.9%, and +2.5%); successful course completion for Hispanic/Latino students remained relatively unchanged (+0.7%) during that period of time.

Using that same methodology also shows identical positive gains for female and male students (+3.6%); female students retained a slightly higher SSC than male students during the five-year period (+2.9%). The SSC for all student age groups increased since fall 2015. Students 19 years of age or less experienced the smallest growth (+0.4%), while students between the ages of 35-39 experienced the largest increase of SSC at +7.0%. Overall, the SSC for the college increased by 3.6% since fall 2015.

Table 10: Successful Course Completion by Ethnicity/Race, Gender, and Age

Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	% Success	N	% Success	N	% Success	N	% Success	N	% Success	N	% Success
All	16,819	58.7%	16,187	59.7%	14,385	62.1%	13,891	61.9%	14,215	61.0%	9,992	66.7%
Ethnicity												
African American/Black	9,876	55.5%	9,187	57.3%	7,431	59.8%	6,561	60.2%	6,234	59.2%	4,004	62.8%
Asian/Pacific Islander	342	79.5%	287	71.1%	237	72.6%	223	75.3%	211	77.7%	224	80.4%
Caucasian/White	168	68.5%	200	75.5%	220	82.7%	209	78.0%	265	74.3%	317	81.4%



Demographic	Fall 2015		Fall 2016		Fall 2017		Fall 2018		Fall 2019		Fall 2020	
	N	% Success	N	% Success	N	% Success	N	% Success	N	% Success	N	% Success
Hispanic/Latino	5,478	63.3%	5,645	63.6%	5,649	63.4%	6,094	63.1%	6,613	61.6%	4,826	68.3%
Multi-Ethnic	533	54.4%	505	52.1%	415	62.4%	435	51.0%	438	58.2%	320	60.6%
Native American	44	68.2%	38	55.3%	18	50.0%	11	45.5%	20	40.0%	19	47.4%
Unknown	378	55.8%	325	54.5%	415	67.2%	358	69.8%	434	64.3%	282	74.5%
Gender												
Female	11,452	59.6%	11,081	60.4%	9,863	63.2%	9,463	63.4%	9,702	62.0%	7,263	66.9%
Male	5,367	56.7%	5,106	58.2%	4,500	59.7%	4,417	58.7%	4,502	58.9%	2,718	65.9%
Non-Binary	---	N/A	---	N/A	2	50.0%	4	25.0%	2	0.0%	1	100.0%
Unknown	0	N/A	0	N/A	20	50.0%	7	85.7%	9	55.6%	10	70.0%
Age												
19 or less	3,002	58.7%	2,703	59.4%	3,204	59.5%	3,805	59.8%	4,214	55.0%	2,244	61.8%
20-24	5,732	53.7%	5,563	56.2%	4,602	57.7%	4,205	56.6%	4,145	58.9%	3,001	63.7%
25-29	2,801	57.6%	2,687	57.0%	2,214	60.7%	2,083	62.6%	2,103	62.3%	1,631	68.8%
30-34	1,525	63.9%	1,580	64.9%	1,319	65.1%	1,209	67.4%	1,246	65.8%	1,138	70.7%
35-39	1,056	64.6%	1,105	67.2%	919	73.1%	827	73.6%	858	71.1%	704	72.7%
40-49	1,394	67.1%	1,320	67.1%	1,135	70.6%	1,000	70.2%	956	72.2%	801	73.9%
50+	1,309	62.8%	1,229	60.8%	992	69.9%	762	67.7%	693	68.8%	473	70.2%

Source: LASC PS Enrollment Database (ISER)

Fall to Spring and Fall to Fall Retention

Retention is a measure of the percentage of students that enrolled at the college in a primary fall term and later enrolled at the college in subsequent terms within one year’s timeframe. Fall to spring retention has decreased at the college since fall 2015 and the greatest decrease in retention is observed from fall 2020 to spring 2021. While all ethnic groups experienced a decrease in retention since fall 2015, retention increased by just over 5% for African American/Black students from fall 2020 to spring 2021 (compared to the previous year). Asian/Pacific Islander and Caucasian/White students show the steepest decline in retention; Hispanic/Latino students also exhibit a significant decrease in retention from fall to spring during the depicted period of time in Table 11.

Retention dropped at approximately the same rate for female and male students since fall 2015. Over the last six years the average retention rate for females was 51.8% and for males it was 51.1%; retention from fall 2020 to spring 2021 for male students was nearly



3.5% lower than that of female students. All age groups experienced decreases in retention from fall to spring terms; on average, however, students 19 years of age or less had the highest retention at just over 61% over the depicted time-frame in Table 11.

Table 11: Fall to Spring Retention (Excludes Award Completers)

Demographic	Fall 2015 – Spring 2016		Fall 2016 – Spring 2017		Fall 2017 – Spring 2018		Fall 2018 – Spring 2019		Fall 2019 – Spring 2020		Fall 2020 – Spring 2021	
	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention
All	6,358	54.9%	6,184	53.7%	5,951	51.8%	5,733	52.0%	6,112	49.8%	4,801	45.8%
Ethnicity												
African American/Black	3,603	54.8%	3,343	53.8%	2,880	53.8%	2,532	53.2%	2,446	49.2%	1,657	54.4%
Asian/Pacific Islander	142	47.2%	128	42.2%	126	36.5%	113	36.3%	114	36.0%	173	23.7%
Caucasian/White	95	31.6%	117	29.1%	141	24.1%	137	22.6%	178	21.3%	250	13.6%
Hispanic/Latino	2,168	57.4%	2,257	56.4%	2,441	52.5%	2,631	53.1%	2,958	53.4%	2,402	45.6%
Multi-Ethnic	198	47.5%	191	45.5%	178	43.3%	178	44.9%	197	43.7%	169	40.8%
Native American	18	50.0%	12	41.7%	9	44.4%	7	28.6%	6	83.3%	9	55.6%
Unknown	134	53.0%	136	52.2%	176	50.0%	135	60.0%	213	43.7%	141	38.3%
Gender												
Female	4,338	55.0%	4,286	53.7%	4,118	52.4%	3,960	51.9%	4,118	49.8%	3,393	46.9%
Male	2,020	54.7%	1,898	53.7%	1,823	50.2%	1,767	52.2%	1,984	50.1%	1,400	43.5%
Non-Binary	---	N/A	---	N/A	2	50.0%	1	0.0%	2	0.0%	1	0.0%
Unknown	---	N/A	---	N/A	8	62.5%	5	20.0%	8	25.0%	7	28.6%
Age												
19 or less	1,103	63.0%	969	66.8%	1,402	57.1%	1,535	64.6%	1,880	61.0%	1,145	56.4%
20-24	1,994	55.3%	1,910	52.6%	1,683	52.8%	1,535	47.3%	1,606	48.2%	1,379	40.0%
25-29	1,121	48.3%	1,113	47.7%	979	45.8%	908	47.8%	928	40.2%	816	39.6%
30-34	639	50.1%	673	50.4%	579	46.3%	548	44.2%	592	42.7%	540	41.5%
35-39	421	52.7%	458	52.4%	370	52.7%	363	50.1%	363	43.5%	318	47.5%
40-49	556	56.1%	545	52.7%	502	49.6%	469	48.6%	410	48.0%	375	52.5%
50+	524	56.9%	516	52.5%	436	52.8%	375	46.7%	333	43.2%	228	47.4%

Source: LASC Persistence Data (ISER)



Students are retained at a lower rate from fall to fall than from fall to spring. On average, since fall 2015, student retention is at about 37% from fall to fall whereas persistence, on average, from fall to spring is 51%. Like retention from fall to spring, fall to fall retention has decreased sharply. Moreover, observed fall to fall retention trends by ethnic group mimic those observed for fall to spring retention; including the increase in retention for African American/Black students from fall 2020 to fall 2021.

Retention of female students from fall to fall is greater than that of male students. On average, over the time period depicted in Table 12, retention of female students is 38% while retention of male students is around 35%. Fall to fall retention decreased for all age groups since fall 2015; however, the data show that students age 19 or less experienced an upsurge in retention from fall 2020 to fall 2021 (see Table 12).

Table 12: Fall to Fall Retention (Excludes Award Completers)

Demographic	Fall 2015 – Fall 2016		Fall 2016 – Fall 2017		Fall 2017 – Fall 2018		Fall 2018 – Fall 2019		Fall 2019 – Fall 2020		Fall 2020 – Fall 2021	
	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention
All	6,358	41.3%	6,184	39.9%	5,951	38.2%	5,733	38.6%	6,112	31.9%	4,801	31.4%
Ethnicity												
African American/Black	3,603	40.7%	3,343	39.0%	2,880	39.8%	2,532	39.8%	2,446	32.5%	1,657	38.3%
Asian/Pacific Islander	142	35.9%	128	27.3%	126	25.4%	113	21.2%	114	17.5%	173	19.1%
Caucasian/White	95	20.0%	117	15.4%	141	12.1%	137	10.9%	178	10.7%	250	7.6%
Hispanic/Latino	2,168	44.7%	2,257	43.6%	2,441	39.3%	2,631	39.5%	2,958	33.5%	2,402	30.6%
Multi-Ethnic	198	31.3%	191	38.2%	178	29.2%	178	34.8%	197	26.9%	169	23.7%
Native American	18	38.9%	12	33.3%	9	33.3%	7	28.6%	6	66.7%	9	44.4%
Unknown	134	38.1%	136	35.3%	176	37.5%	135	45.2%	213	30.0%	141	29.8%
Gender												
Female	4,338	42.3%	4,286	40.5%	4,118	39.0%	3,960	39.8%	4,118	33.6%	3,393	31.7%
Male	2,020	39.1%	1,898	38.4%	1,823	36.8%	1,767	35.8%	1,984	28.5%	1,400	30.7%
Non-Binary	---	N/A	---	N/A	2	0.0%	1	100.0%	2	0.0%	1	100.0%
Unknown	---	N/A	---	N/A	8	12.5%	5	20.0%	8	0.0%	7	28.6%
Age												
19 or less	1,103	47.3%	969	51.5%	1,402	42.1%	1,535	43.9%	1,880	34.7%	1,145	40.6%
20-24	1,994	40.7%	1,910	40.1%	1,683	37.4%	1,535	38.4%	1,606	30.6%	1,379	27.8%
25-29	1,121	34.5%	1,113	32.3%	979	35.2%	908	35.8%	928	31.0%	816	26.0%



Demographic	Fall 2015 – Fall 2016		Fall 2016 – Fall 2017		Fall 2017 – Fall 2018		Fall 2018 – Fall 2019		Fall 2019 – Fall 2020		Fall 2020 – Fall 2021	
	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention	N	% Retention
30-34	639	40.4%	673	36.3%	579	32.3%	548	35.0%	592	29.4%	540	29.1%
35-39	421	45.1%	458	38.0%	370	38.4%	363	40.5%	363	32.5%	318	28.3%
40-49	556	42.8%	545	40.7%	502	41.6%	469	37.3%	410	34.1%	375	34.4%
50+	524	41.8%	516	39.0%	436	39.4%	375	29.1%	333	24.9%	228	31.1%

Source: LASC Persistence Data (ISER)

Degrees and Certificates Completers

The number of Certificates of Achievement conferred since 2015-2016 has increased markedly. When comparing the number of Certificates of Achievement awarded in 2020-2021 and 2015-2016, the data show that both African American/Black and Hispanic/Latino students have experienced significant increases on that achievement (+70% and +153%, respectively). Additionally, the number of female and male students that attained Certificates of Achievement increased by 128% and 72%, respectively, from 2015-2016 to 2020-2021. The completion of Certificates of Achievement also increased drastically for all student age groups. When comparing the results of 2015-2016 to 2020-2021 the data (see Table 13) show that the largest growth was experienced by students under the age of 20 (+507%), followed by students between the ages of 20 to 24 (+108%), and students aged 35 to 54 (+102%).

Table 13: Certificates of Achievement Completers

Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
All	215	100.0%	304	100.0%	275	100.0%	309	100.0%	362	100.0%	451	100.0%
Ethnicity												
African American/Black	107	49.8%	147	48.4%	140	50.9%	145	46.9%	170	47.0%	182	40.4%
Asian/Pacific Islander	5	2.3%	7	2.3%	4	1.5%	8	2.6%	6	1.7%	1	0.2%
Caucasian/White	0	0.0%	1	0.3%	1	0.4%	6	1.9%	4	1.1%	4	0.9%
Hispanic/Latino	94	43.7%	134	44.1%	114	41.5%	125	40.5%	163	45.0%	238	52.8%
Multi-Ethnic	3	1.4%	7	2.3%	7	2.5%	9	2.9%	9	2.5%	9	2.0%
Native American	0	0.0%	3	1.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
Unknown	6	2.8%	5	1.6%	9	3.3%	16	5.2%	10	2.8%	17	3.8%
Gender												
Female	149	69.3%	209	68.8%	206	74.9%	215	69.6%	258	71.3%	339	75.2%



Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	65	30.2%	95	31.3%	69	25.1%	94	30.4%	101	27.9%	112	24.8%
Unknown	1	0.5%	0	0.0%	0	0.0%	0	0.0%	3	0.8%	0	0.0%
Age												
Under 20	14	6.5%	32	10.5%	18	6.5%	38	12.3%	55	15.2%	85	18.8%
20 - 24	62	28.8%	93	30.6%	97	35.3%	96	31.1%	105	29.0%	129	28.6%
25 - 34	71	33.0%	103	33.9%	81	29.5%	94	30.4%	111	30.7%	131	29.0%
35 - 54	45	20.9%	68	22.4%	65	23.6%	59	19.1%	77	21.3%	91	20.2%
55 and over	12	5.6%	8	2.6%	14	5.1%	22	7.1%	14	3.9%	15	3.3%
Unknown	11	5.1%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Sources: Institutional Research Data System (IRDS)

The college averaged 738 Associate Degrees completers from fall 2016 to fall 2021, nearly 70 more than in 2015-2016. Again, the number of African American/Black and Hispanic/Latino students attaining Associate Degrees increased during the time-frame shown in Table 14. Also, the number of female and male students achieving Associate Degrees increased over that time. Comparing the number of completers from 2015-2016 to 2020-2021 reveals that the number of Associate Degrees conferred to females and males increased by nearly 26%. Once again, students of all age groups attained more Associate Degrees over time, with students under the age of 20 showing the greatest gains.

Table 14: Associate Degrees Completers

Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
All	671	100.0%	769	100.0%	662	100.0%	690	100.0%	726	100.0%	843	100.0%
Ethnicity												
African American/Black	392	58.4%	415	54.0%	381	57.6%	393	57.0%	389	53.6%	402	47.7%
Asian/Pacific Islander	11	1.6%	14	1.8%	13	2.0%	13	1.9%	8	1.1%	3	0.4%
Caucasian/White	4	0.6%	4	0.5%	6	0.9%	7	1.0%	4	0.6%	9	1.1%
Hispanic/Latino	229	34.1%	294	38.2%	214	32.3%	229	33.2%	282	38.8%	394	46.7%
Multi-Ethnic	16	2.4%	21	2.7%	26	3.9%	23	3.3%	25	3.4%	8	0.9%
Native American	1	0.1%	4	0.5%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	18	2.7%	17	2.2%	22	3.3%	25	3.6%	18	2.5%	27	3.2%
Gender												
Female	521	77.6%	558	72.6%	513	77.5%	523	75.8%	550	75.8%	655	77.7%
Male	149	22.2%	211	27.4%	149	22.5%	167	24.2%	173	23.8%	188	22.3%
Unknown	1	0.1%	0	0.0%	0	0.0%	0	0.0%	3	0.4%	0	0.0%
Age												
Under 20	30	4.5%	56	7.3%	39	5.9%	52	7.5%	82	11.3%	114	13.5%
20 - 24	175	26.1%	211	27.4%	187	28.2%	199	28.8%	161	22.2%	203	24.1%
25 - 34	224	33.4%	274	35.6%	203	30.7%	219	31.7%	236	32.5%	307	36.4%
35 - 54	187	27.9%	192	25.0%	199	30.1%	192	27.8%	217	29.9%	193	22.9%
55 and over	20	3.0%	36	4.7%	34	5.1%	28	4.1%	30	4.1%	26	3.1%
Unknown	35	5.2%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Sources: Institutional Research Data System (IRDS)

As with the other award achievements, the number of students completing Transfer Associate Degrees has risen tremendously since 2015-2016, peaking in 2020-2021 at 226. The number of Transfer Associate Degrees attained proliferated for just about every student demographic group since 2015-2016 (see Table 15).

Table 15: Transfer Associate Degrees Completers

Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
All	38	100.0%	79	100.0%	94	100.0%	108	100.0%	172	100.0%	226	100.0%
Ethnicity												
African American/Black	18	47.4%	37	46.8%	38	40.4%	52	48.1%	72	41.9%	86	38.1%
Asian/Pacific Islander	0	0.0%	1	1.3%	0	0.0%	1	0.9%	1	0.6%	0	0.0%
Caucasian/White	0	0.0%	0	0.0%	0	0.0%	2	1.9%	1	0.6%	2	0.9%
Hispanic/Latino	18	47.4%	38	48.1%	50	53.2%	42	38.9%	87	50.6%	124	54.9%
Multi-Ethnic	0	0.0%	1	1.3%	3	3.2%	4	3.7%	5	2.9%	2	0.9%
Native American	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%



Demographic	2015 – 2016		2016 – 2017		2017 – 2018		2018 – 2019		2019 – 2020		2020 – 2021	
	N	%	N	%	N	%	N	%	N	%	N	%
Unknown	2	5.3%	2	2.5%	3	3.2%	7	6.5%	6	3.5%	12	5.3%
Gender												
Female	24	63.2%	54	68.4%	74	78.7%	69	63.9%	120	69.8%	172	76.1%
Male	14	36.8%	25	31.6%	20	21.3%	39	36.1%	51	29.7%	54	23.9%
Unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	1	0.6%	0	0.0%
Age												
Under 20	0	0.0%	3	3.8%	2	2.1%	3	2.8%	14	8.1%	21	9.3%
20 - 24	14	36.8%	26	32.9%	44	46.8%	37	34.3%	61	35.5%	76	33.6%
25 - 34	15	39.5%	37	46.8%	26	27.7%	35	32.4%	53	30.8%	72	31.9%
35 - 54	7	18.4%	11	13.9%	18	19.1%	24	22.2%	37	21.5%	47	20.8%
55 and over	1	2.6%	2	2.5%	4	4.3%	9	8.3%	7	4.1%	10	4.4%
Unknown	1	2.6%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%

Sources: Institutional Research Data System (IRDS)

Institution-Set Standards

Table 16 presents the revised Institution-Set Standards and Stretch Goals adopted by LASC in 2019, along with the college’s measure outcomes for the most recent year or term. With the exception of transfer, the student body at LASC met or exceeded the institution-set standards and in many cases stretch goals were achieved. At the time of this writing, the college was addressing the transfer outcome.



Table 16: Institution-Set Standards

Measure	Definition	Institution-Set Standard	Stretch Goal	Most Recent Performance
Course Completion Rates	Percentage of students enrolled at census who received a grade of A, B, C, or P	61.0%	66.0%	66.7%
Certificates Completion	Number of transfer studies, CTE, and skills certificates conferred in an academic year (July 1 through June 30)	361	380	451
Degrees Completion	Number of associate and transfer degrees conferred in an academic year (July 1 through June 30)	647	700	1,069
Number of Transfers	Number of students transferring to a four-year UC or CSU institution within an academic year (July 1 through June 30)	378	400	303
Licensure Examination Pass Rates				
Nursing	Examination pass rates for last three years in programs for which students must pass a licensure examination in order to work in their field of study	85.0%	95.0%	85.5%
Employment Rates for Career and Technical Education Students				
Business and Management	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data	65.0%	100.0%	78.9%
Health		75.0%	100.0%	95.0%
Family and Consumer Sciences		65.0%	100.0%	82.5%
Public and Protective Services		65.0%	100.0%	67.4%



C. Organization of the Self-Evaluation Process

To initiate the self-evaluation process, beginning with Fall 2020 an Accreditation Steering Committee was formed consisting of the College President, the Vice-President of Academic Affairs, the Dean of Institutional Effectiveness, and a Faculty Coordinator. Through the Office of the Vice President of Academic Affairs requests were made to the campus community for participation in developing the College’s Institutional Self-Evaluation Report (ISER). Four Standard Teams were formed consisting of Administrators, Faculty, and Classified Professionals. For each Standard Team tri-chairs were also assigned, a dean of academic affairs, a faculty member, and a classified professional. The goal for the Steering Committee and Standard Teams was to begin the accreditation work to be completed for this report and to sustain ongoing accreditation efforts and processes beyond the current report. Tri-chairs were charged with organizing their respective writing teams, writing responses to the standards, and collecting relevant evidence. To assist with the self-evaluation process, the steering committee hosted several training sessions and regular meetings to review the accreditation process and protocols for the writing and gathering of evidence. Below is a depiction of the timeline used by the college, followed by a listing of the individuals who were involved in the completion of the ISER.

Fall 2020	Formation of Accreditation Steering Committee and Standard Team Tri-Chairs and Workgroups, training with Accrediting Commission for Community and Junior Colleges (ACCJC) with ACCJC liaison, develop timeline.
Spring 2021	Continue training on accreditation process, writing and evidence naming conventions, writing teams begin working on Institutional Self-Evaluation Report (ISER), collection of evidence, identification of gaps,
Fall 2021	Continue drafting ISER, distribution and vetting of ISER.
Spring 2022	Finalize ISER, Finalize Quality Focus Essay (QFE), obtain college constituency approvals for ISER and QFE.
Summer 2022	District Board of Trustees approval, submit ISER to ACCJC by August 1, 2022.
Fall 2022	ISER team Review
Spring 2022	ISER Team Visit

LASC ACCJC Accreditation Standard Teams 2020-2023

Standard I Tri Chairs:

Dean Dr. Jamail Carter (Standard Lead, BSS, CD, Counseling)

Joni F. Johnson (Faculty Tri-Chair, English)

Safir Larios Ramierz (Classified Tri-Chair, Natural Sciences, Health, and Kinesiology [NSHK])

Standard I Workgroup Members:

Darren Cifarelli (English)

Brandy Robinson (Counseling)

JP Evans (Theater)

Dr. Allison Moore (Business Chair)

Benjamin Demers (PR Manager)

Dean R Hodge (CTE)

Ruben Villanueva (Classified, NSHK)



Standard II Tri-Chairs:

Dean Laura Perez (Standard Lead, NACES)
Dr. Parisa Samaie (Faculty Tri-Chair, Library Chair)
Kevin Casey (Classified Tri-Chair, Library)

Standard II Workgroup Members

Dr. Howard Irvin (VP, Student Services)
Dr. Ralph Davis (Dean of Student Services)
Dr. Katrin Wilson (Counseling Chair)
Norma Drepaul (Library)
Dr. Travis Dubry (Distance Education Coordinator and Anthropology)
Dr. Sabrena Turner Odom (Student Success Center)
LaShawn Brinson (Child Development)
Lauren Evans (Art)
Rhea Pitrie (Counseling)
Naja ElKhoury (Computer Science)

Standard III Tri-Chairs:

Dr. Kristi Blackburn (Standard Lead, Dean EFL, Library, SSC, DE)
Stephanie Burrus (Faculty Tri-Chair, Professional Development Coordinator, Reading)
Rodnette Berger (Classified Tri-Chair, Workforce Development)

Standard III Workgroup Members:

Dr. Dan Hall (VP Administrative Services)
Jason Zhu (Business Office)
Pamela Sanford (Associate VP student Services)
Dr. Erum Syed (Microbiology)
Dr. Sandra Lee (Psychology, AFT Chapter President)
Dr. Parisa Samaie (Library Chair)
Jen Shetland (Events Coordinator)

Standard IV Tri-Chairs:

Dr. Tangelia Alfred (Standard Lead, Dean, NSHK)
Robert Stewart (Faculty Tri-Chair, Biology, AS President)
Damien Danielly (Classified Tri-Chair, Career Center Coordinator)

Standard IV Workgroup Members:

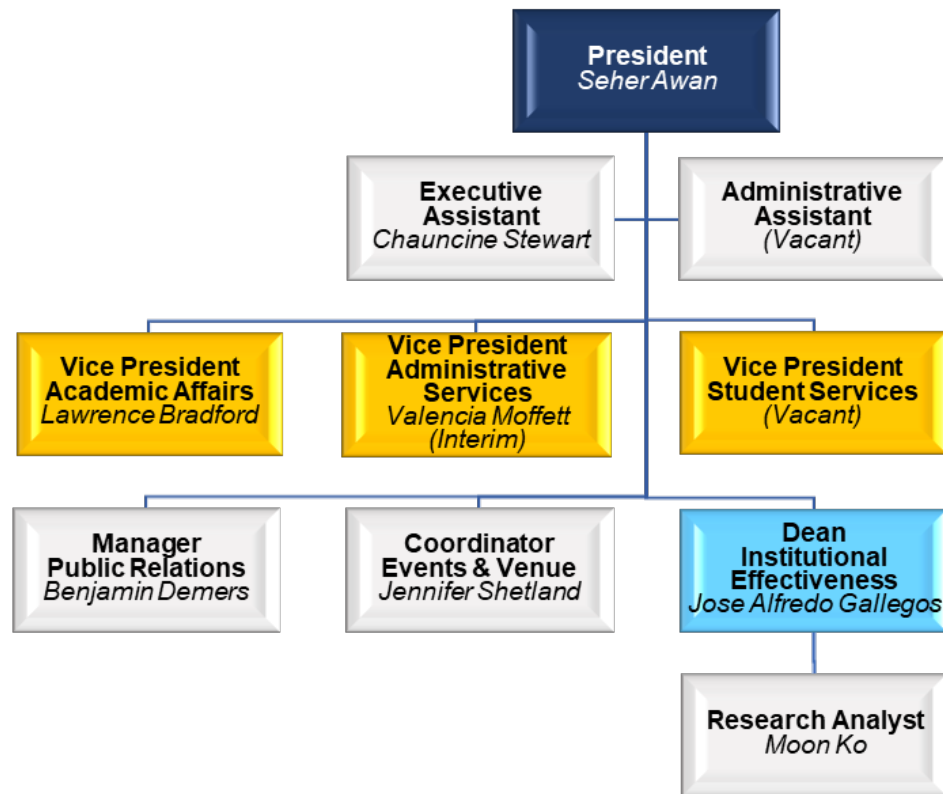
Pamela Sanford (Business)
Dr. Sandra Lee (Psychology, AFT Chapter President)
Cassandra Walker (Academic Affairs and AFT)
Muniece Bruton (Financial Aid Director)
Dr. Lance Robert (Political Science)
Ruben Villanueva (Classified, NSHK)



D. Organizational Information

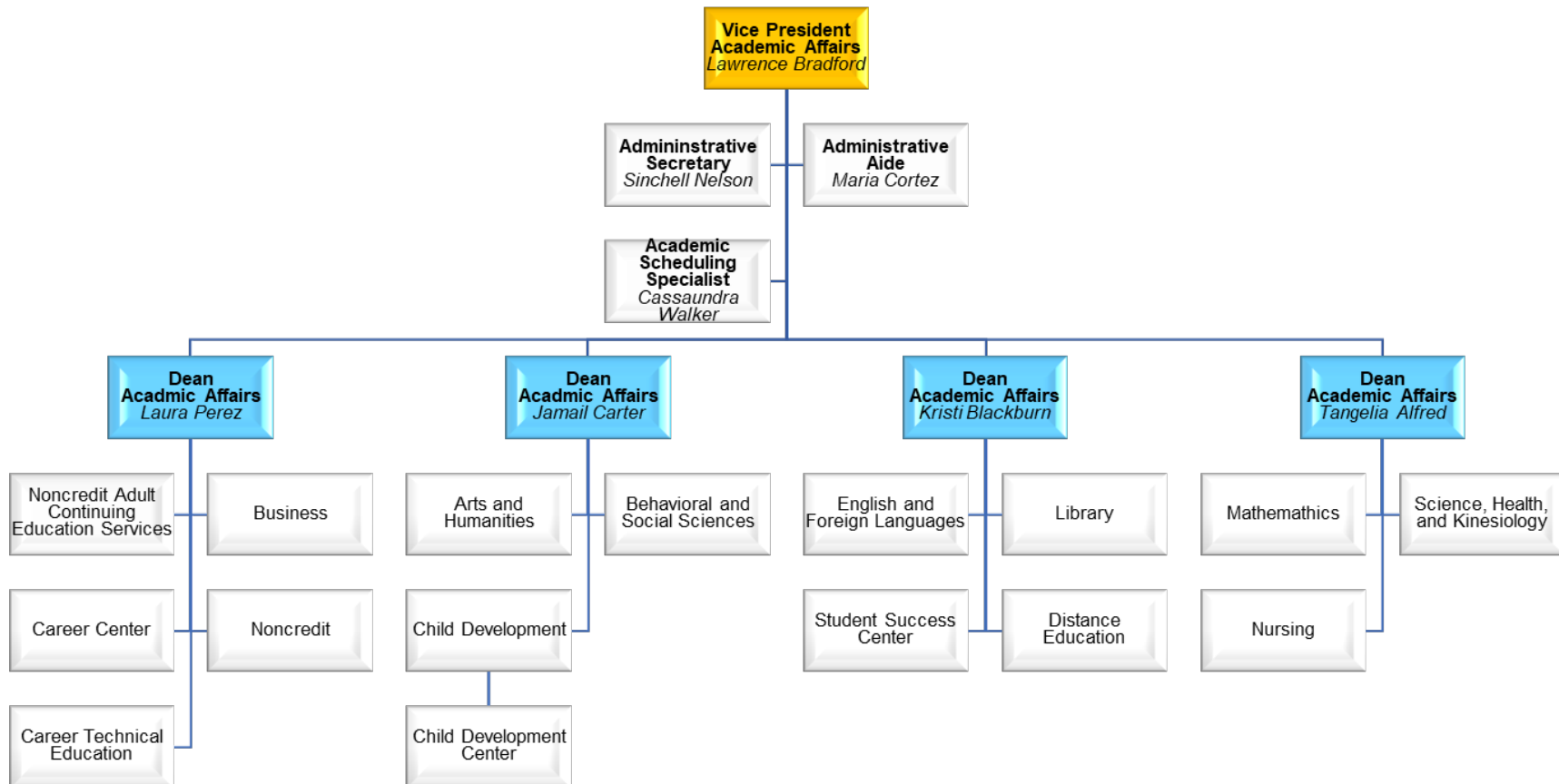
Los Angeles Southwest College is led by the Office of the President and supported by three operational areas: Academic Affairs, Administrative Services, and Student Services. Each area is supervised by a vice president, with deans, directors, coordinators, managers, and supervisors in leadership support roles. These administrative, management, and supervisory positions are supported by classified professionals. Academic and Counseling departments are overseen by faculty department chairs.

OFFICE OF THE PRESIDENT



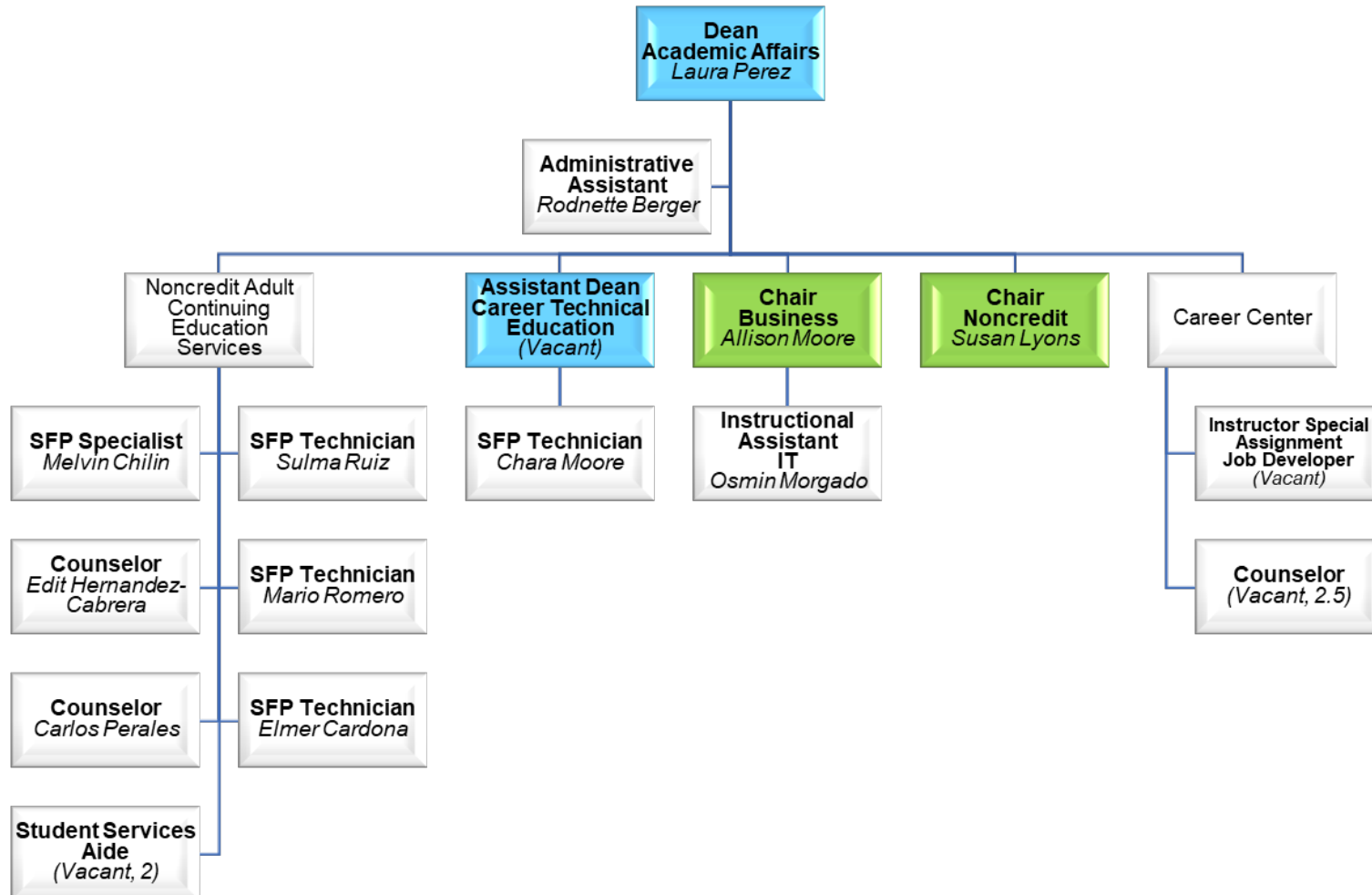


ACADEMIC AFFAIRS – Departments



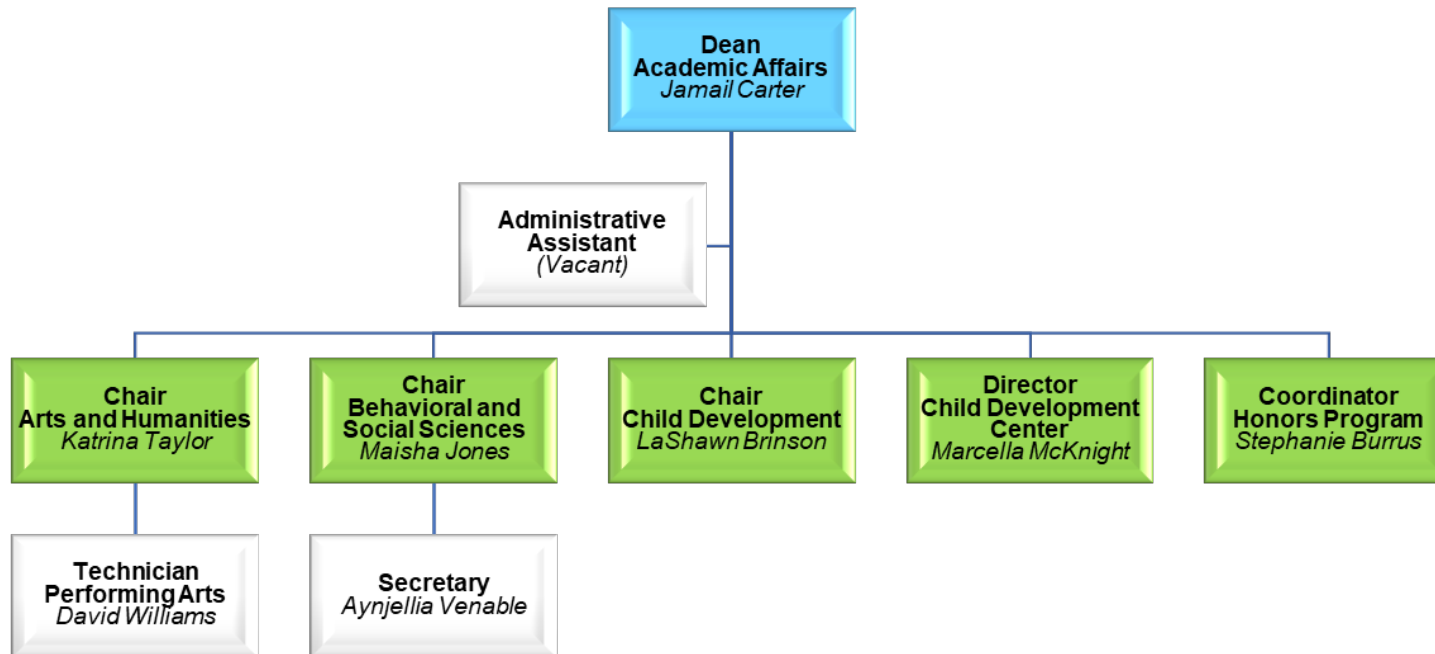


ACADEMIC AFFAIRS – Divisions



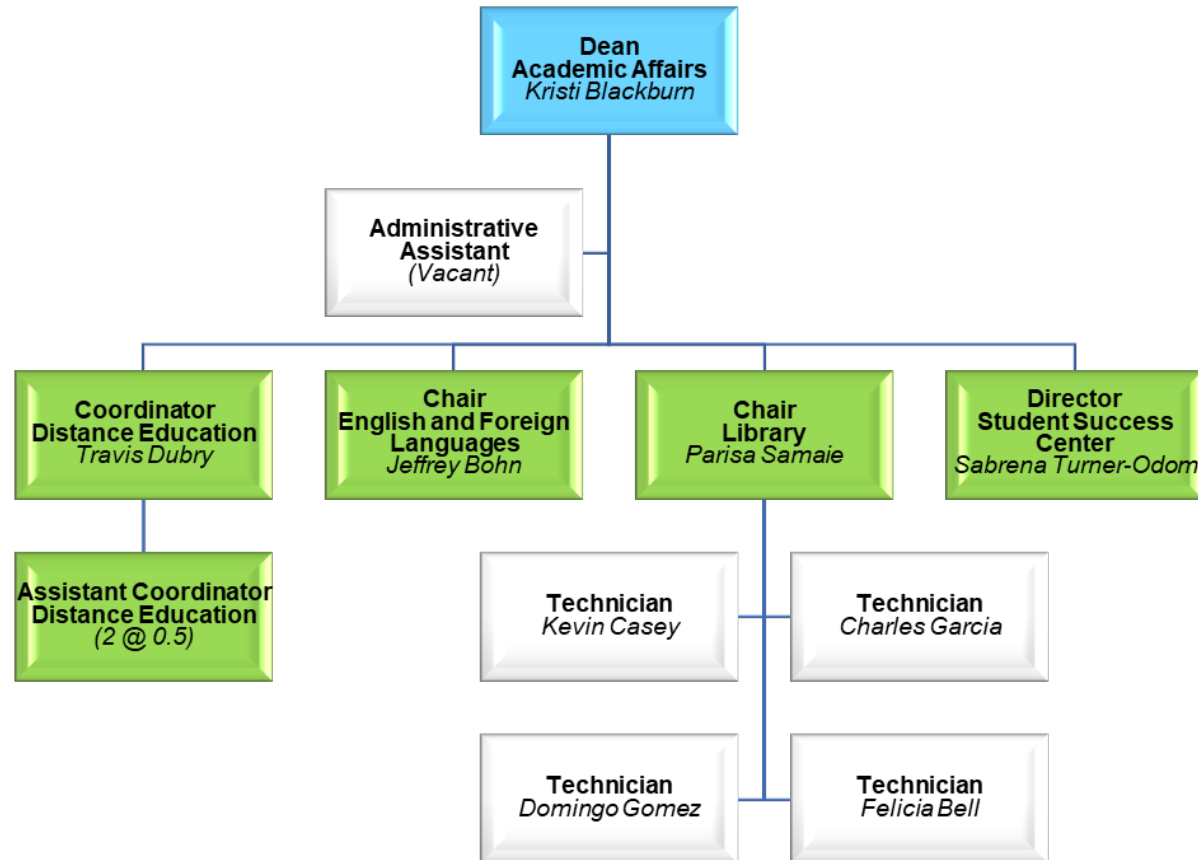


ACADEMIC AFFAIRS – Divisions



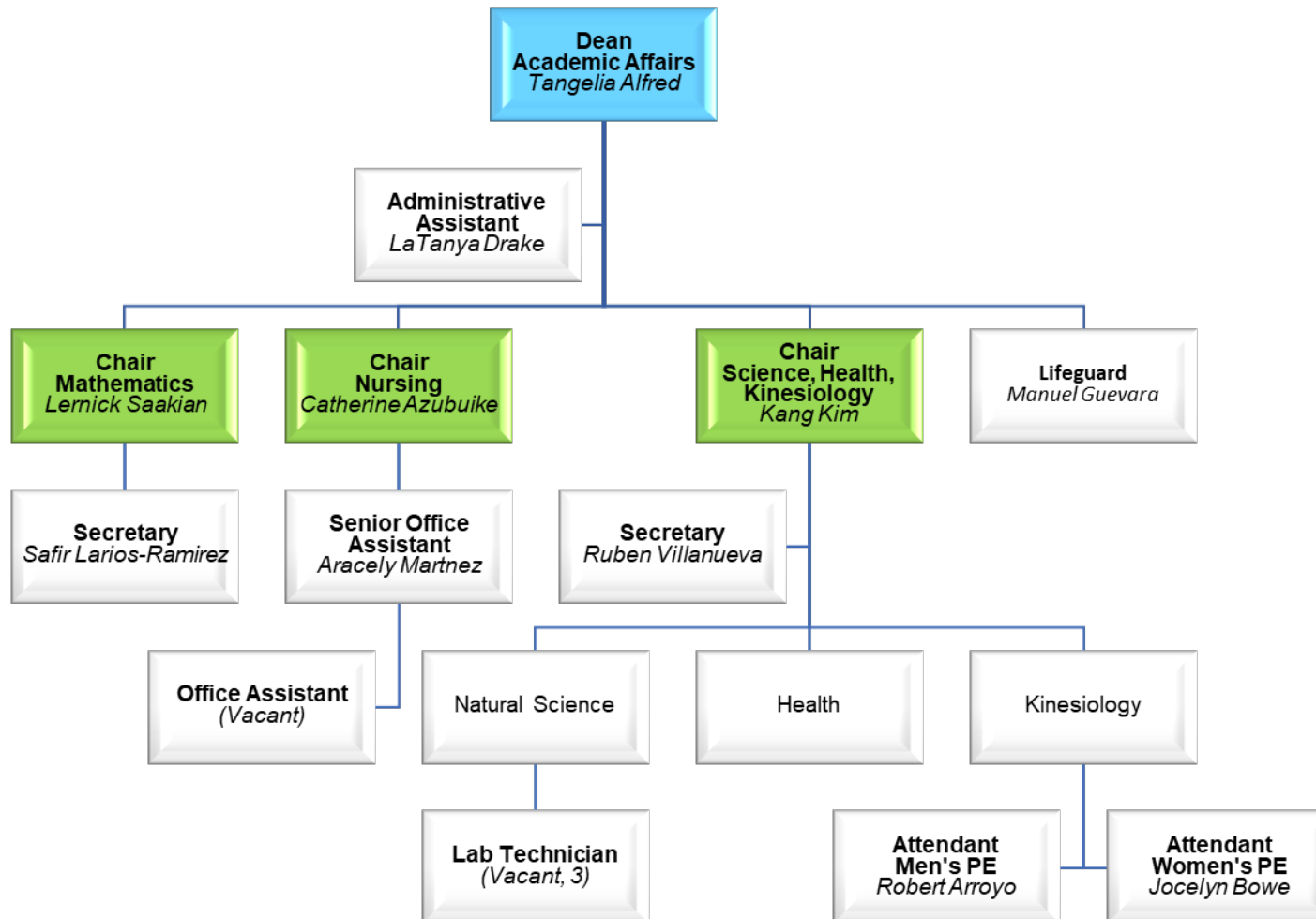


ACADEMIC AFFAIRS – Divisions



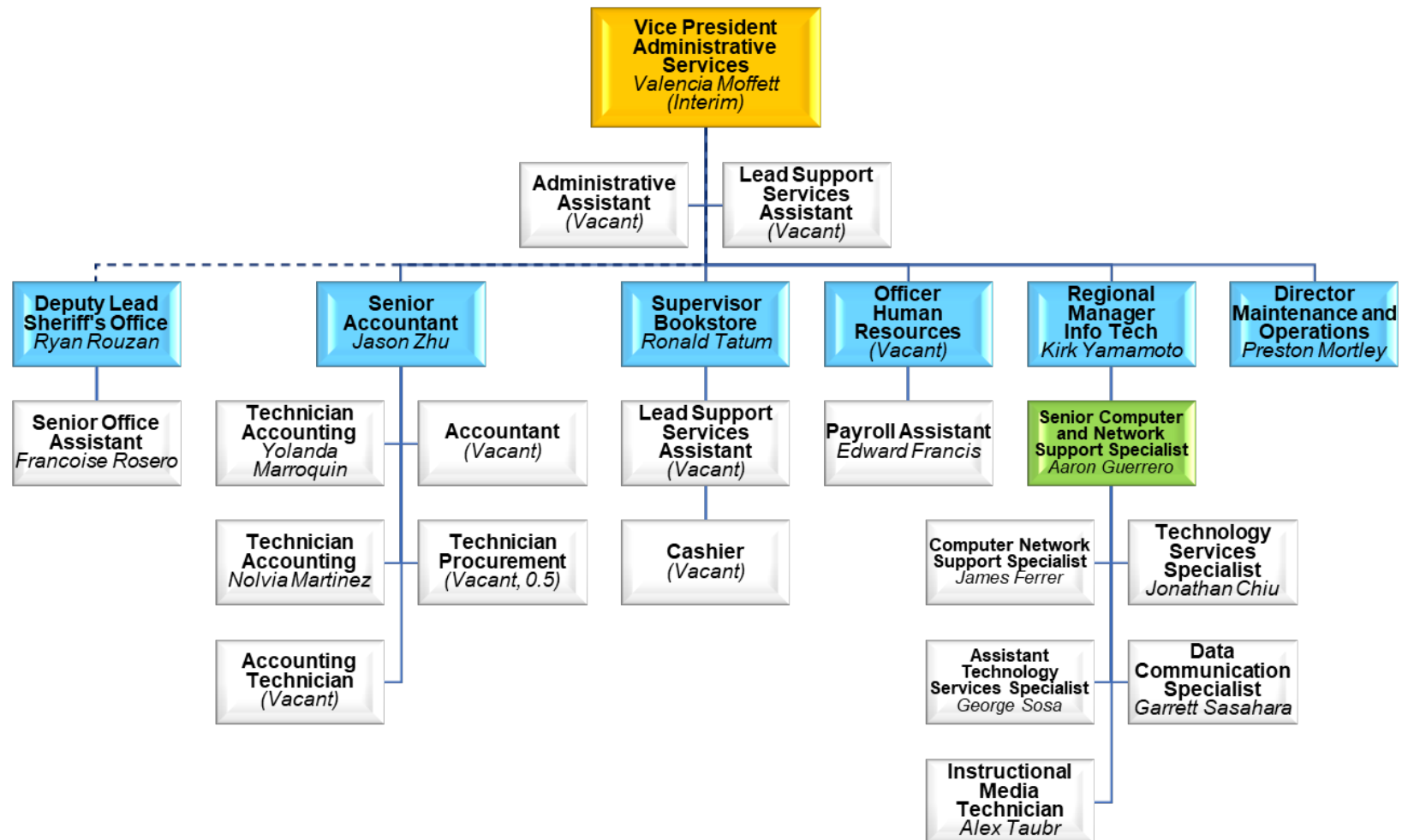


ACADEMIC AFFAIRS – Divisions



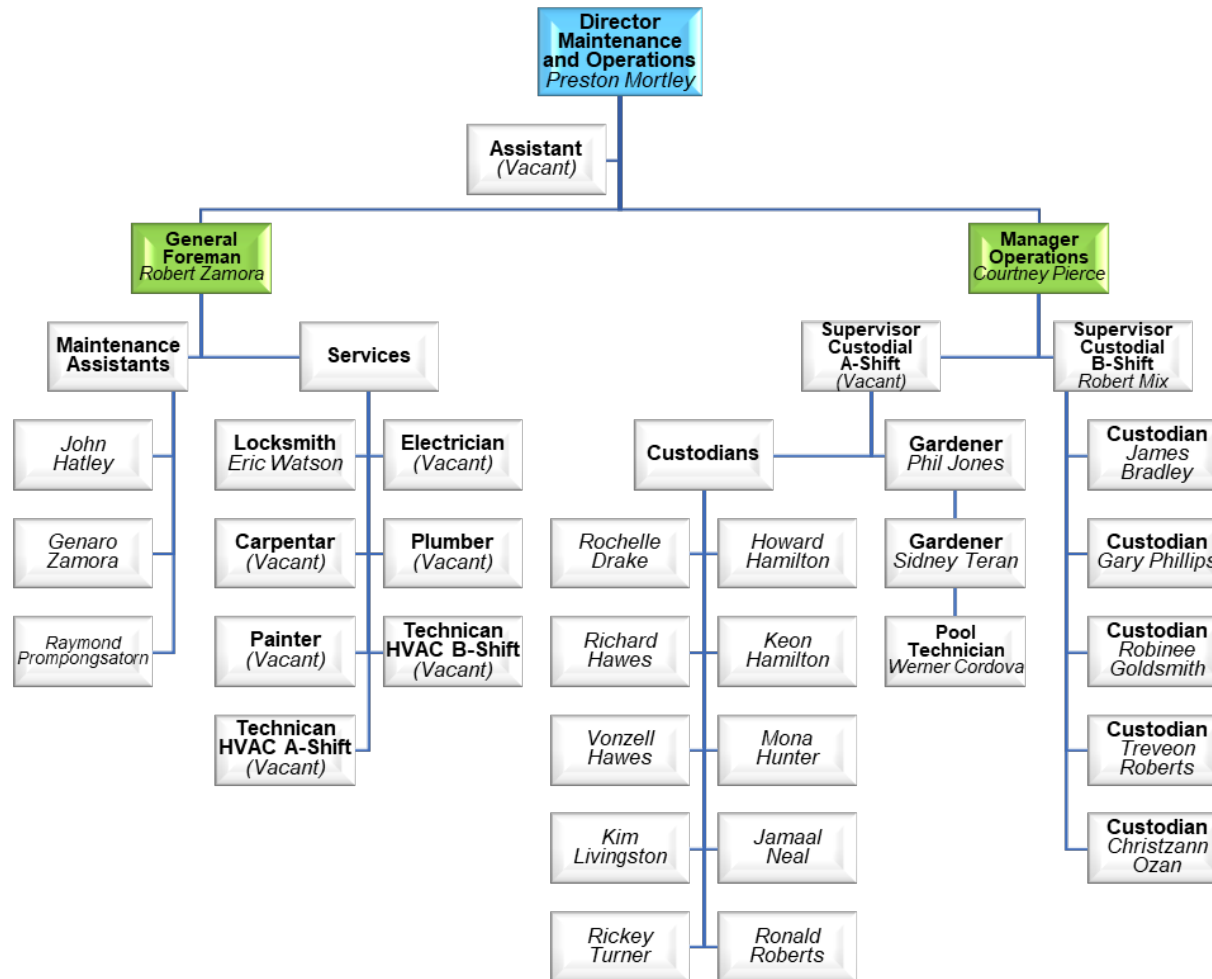


ADMINISTRATIVE SERVICES – Departments



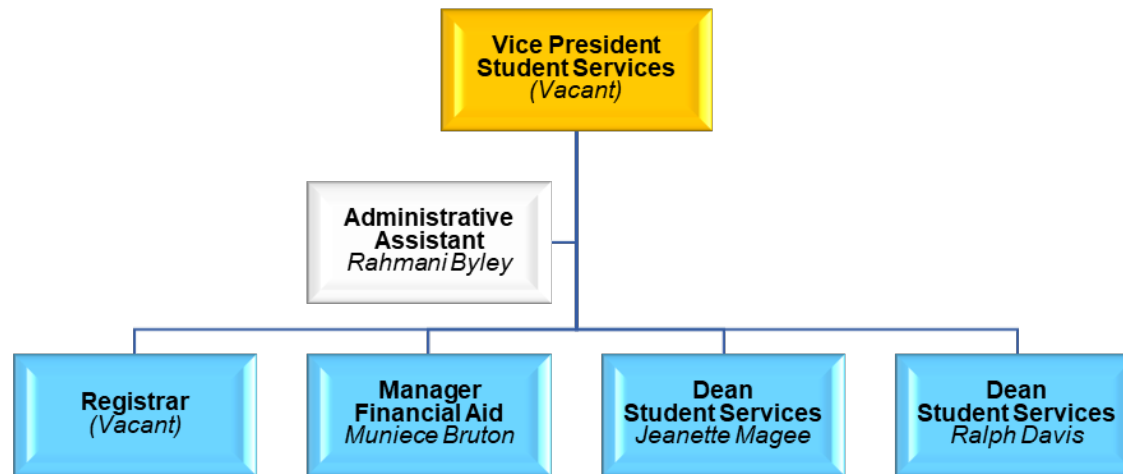


ADMINISTRATIVE SERVICES – Units



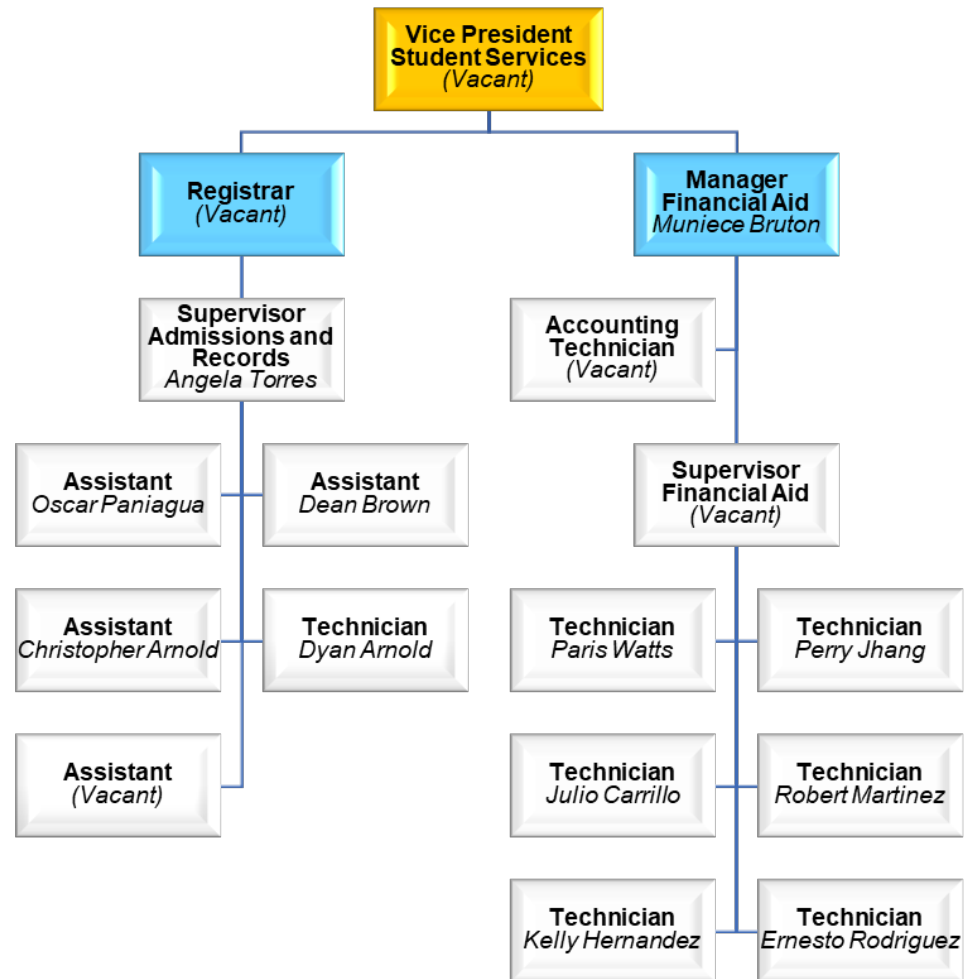


STUDENT SERVICES – Departments



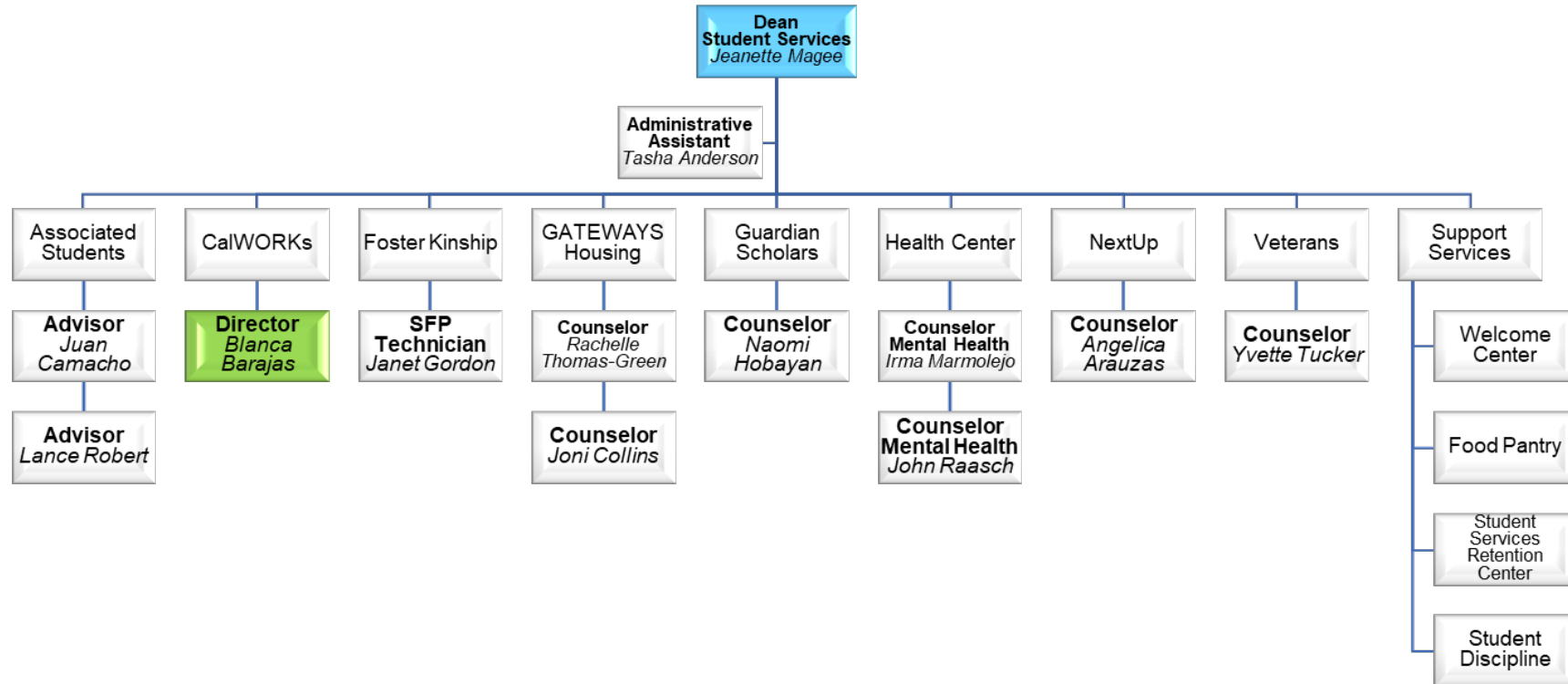


STUDENT SERVICES – Areas



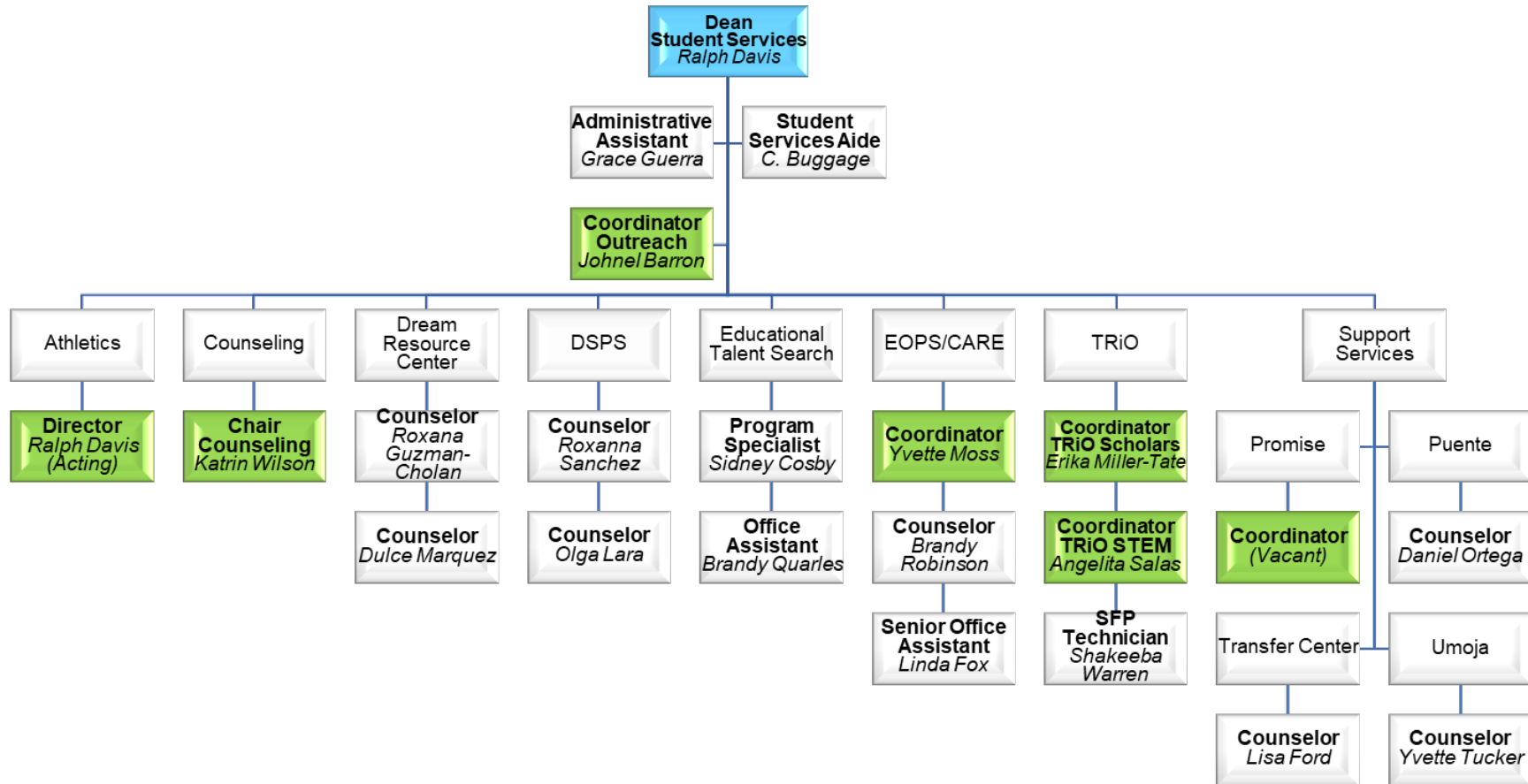


STUDENT SERVICES – Areas





STUDENT SERVICES – Areas





E. Certification of Continued Compliance with Eligibility Requirements

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.

Los Angeles Southwest College (LASC) is a two-year community college operating under the authority of the State of California Education Code, which establishes the California community college system under the leadership and direction of the Board of Governors ([ER1-01](#)).

The Los Angeles Community College District (LACCD) Board of Trustees recognizes LASC as one of the nine colleges operating in the district. Los Angeles Southwest College is currently accredited by the Accrediting Commission for Community and Junior ([ER1-02](#)).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

Los Angeles Southwest College (LASC) has operated continuously since it was established in 1967, offering day, evening, Saturday and online/hybrid classes in a variety of term lengths so that students may complete academic and vocational programs that lead to certificates and associate degrees, transfer to four-year institutions, and employment opportunities ([ER2-02](#)).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

Los Angeles Southwest College offers 49 degree programs that are two years in length and 49 certificate programs, along with the 20 approved Associate Degrees for Transfer (ADT's) that may be found in the college catalog. More than half the students enrolled in the College are enrolled in degree applicable courses ([ER3-01](#)).

All associate degrees consist of courses required for the major or area of emphasis, general education, and degree-applicable elective units to achieve the 60-unit minimum as required by LACCD Board Policy ([ER3-02](#)).

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.



The Chief Executive Officer of the Los Angeles Community College District is the Chancellor, Dr. Francisco C. Rodriguez, who has served in this capacity since June 1, 2014. His full-time responsibility is to oversee the LACCD with its nine colleges in accordance with Board policies and rules. The Chief Executive Officer of Los Angeles Southwest College is Dr. Seher Awan, who commenced her duties and responsibilities on August 4, 2018. As President, Dr. Awan's primary responsibilities are to oversee the operation of the College. Neither Dr. Rodriguez nor Dr. Awan serves as the chair of the governing board. In July 2022, Dr. Anthony Culpepper joined LASC as Interim President. Dr. Culpepper does not serve as chair of the governing board.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

Annual external financial audits are conducted for each college in the Los Angeles Community College District by a certified public accountant. The Board of Trustees reviews these audit reports annually, and the results of the audits are made public ([ER5-01](#), [DIVD3-06](#)). The College's Compliance with Title IV requirements is addressed below in Section F.

Eligibility Requirements six through twenty-one are addressed in the Self-Evaluation Report.



F. Certification of Continued Institutional Compliance with Commission Policies

Los Angeles Southwest College certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third Party Comment

Regulation citation: 602.23(b).

The Los Angeles Southwest College website contains an Accreditation webpage that details when the formative review of the College's Institutional Self-Evaluation Report (ISER) will commence and when the accreditation site visit will be conducted. The formative review of the College's ISER commences on October 4, 2022, with the accreditation site visit to be held from February 27, 2023, to March 6, 2023. The College Accreditation page also includes direct links for both the ACCJC third party comments procedure and student and public processes for complaints against member institutions, and complaints against the commission ([CP-01](#)).

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

Los Angeles Southwest College has established institution-set standards and stretch goals and assesses how well it is achieving those standards in pursuit of continuous quality improvement. The Office of Institutional Effectiveness produces reports to support the College's program review process and publishes those reports on the Program Review webpage ([CP-02](#), [CP-03](#)). Additionally, the College publishes student achievement metric performance as it relates to institution-set standards on its public website and within the Annual Report to the ACCJC which is posted on the College's Accreditation web page ([CP-04](#)).

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

Los Angeles Southwest College adheres to the 60-semester unit requirement set forth in Title 5, Section 55063 of the California Code Regulations and in Los Angeles Community College District (LACCD) Board Policy 4100 and Administrative Procedure 4100 ([ER3-02](#)). This requirement is also included in the 2021-22 College Catalog ([CP-05](#)). All degrees consist of units required for the major or area of emphasis, general education, and degree applicable elective units to reach the 60-unit minimum requirement. The College awards credits based on commonly accepted practices in higher education and consistent with Title 5, Section 55002.5 as outlined in BP/AP 4020, Program, Curriculum, and Course Development, which defines a credit hour and governs the development of curriculum at the District's nine colleges. ([4A4-01](#), [4A4-02](#)).



Los Angeles Southwest College accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, in addition to textbooks and other instructional materials, by providing a “Paying for College” link on the campus home page ([CP-06](#)) and access to an online Net Price Calculator ([CP-07](#)) through the Financial Aid Office ([CP-08](#)).

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

Los Angeles Southwest College follows approved District policies and procedures (BP/AP 4050) to address the transfer of classes to other institutions ([2A10-02](#)). These policies and practices are communicated to students through the Catalog ([CP-09](#)) and the Transfer Center webpage ([CP-10](#)).

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

Los Angeles Southwest College is in full compliance with federal Distance Education requirements for Regular Effective Contact and assesses its Distance Education (DE) courses for assurance of quality, accountability, and effectiveness ([2A2-05](#)). All instructors teaching a course through DE are required to attend training in online delivery and current DE methodologies offered through Distance Education. Currently, 90% of full-time faculty at the college are DE certified, and 76% of part-time faculty at the college are certified ([CP-11](#)).

All online courses are offered through the secure learning management system, Canvas. In accordance with the Higher Education Opportunities Act of 2008, Canvas allows the college to verify the identity of a student who participates in an online class and who receives academic credit by way of a secure username and password issued by the Los Angeles Community College District. Los Angeles Southwest College does not offer correspondence education.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Los Angeles Southwest College has clear policies and procedures for handling student complaints. The college catalog provides detailed information regarding major policies affecting students, including information regarding grievance and complaint procedures and specifically addresses accreditation related complaints on page five of the catalog ([CP-12](#)). The College’s Accreditation webpage ([CP-04](#)) provides a direct link to the ACCJC Complaint Process webpage and Complaint Form, if a college constituent, including students and community members, wishes to file a formal complaint against the College.

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Los Angeles Southwest College 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 through regular review and updating of the college catalog ([1C2-01](#)), publication of class schedules ([CP-13](#)), maintenance of the College’s website ([1C5-01](#)). Los Angeles Southwest College also provides accurate information to students and the public about its accreditation status ([CP-04](#)).

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.



The College complies with all federal regulations and requirements outlined in Title IV of the Higher Education Act (HEA) in offering financial assistance programs. Board Policy 5130 Financial Aid states that “all financial aid programs will adhere to guidelines, procedures and standards issued by the funding agency and will incorporate federal, state and other regulatory requirements” ([CP-14](#)). The College’s Cohort Default Rate (CDR) falls within federal guidelines as Title IV regulations stipulate that an institution may not be considered administratively capable if the College equals or exceeds 25% for the six most recent consecutive fiscal years or if the most recent CDR is greater than 40%. Student loan default rates are monitored annually by Los Angeles Southwest College’s Financial Aid Office. As a result of the pandemic and a temporary pause in federal loan repayments, the Los Angeles Southwest College default rate is at zero percent. In 2019, the year prior to the pandemic, the College’s default rate was 10.2 percent ([CP-15](#)). Currently, Los Angeles Southwest College does not have any non-regionally accredited organization contracts. If the College needs to pursue such a contract in the future, the procurement process would be guided by the contract's procurement checklist process, which provides specific guidelines for engaging these types of organizations. Should the College consider a contract with a non-regionally accredited organization, it would review the impact of such a contract on its accredited status as it moved through the procurement checklist prior to proposing the contract for consideration by the governing board. There have been no negative actions taken by the U.S. Department of Education regarding compliance with Title IV.