LOS ANGELES SOUTHWEST COLLEGE

A Report on Fiscal Recovery
And
Long-Term Sustainability

Spring 2020
Cambridge West Partnership, LLC

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Executive Summary and Recommendations

Executive Summary

The Los Angeles Community College District (LACCD) contracted with Cambridge West Partnership, LLC (CWP) to provide an independent review of fiscal challenges at Los Angeles Southwest College (LASC). More specifically, CWP was asked to:

1. Identify and analyze the structural deficit of the College;
2. Analyze the ability of the College to increase enrollment and other sources of revenue to be able to achieve self-sufficiency; and
3. Assess the program and staffing levels and recommend the appropriate structure of these that would support self-sufficiency.

A large amount of data was subsequently reviewed by CWP. Additionally, an open forum was held with LASC faculty, staff, students and administration, and a 16-question survey was also utilized to elicit additional information.

Los Angeles Southwest College (LASC) is an accredited, full-service, community college located in south Los Angeles that awards Associate's Degrees in more than 30 fields and occupational certificates in more than 45 disciplines. It also houses a Middle College High School and Bright Star Charter School. The College is in its 52nd year of providing postsecondary education to its community.

Unfortunately, LASC has encountered difficulty in moving forward. It has operated with debt for over twenty (20) consecutive years. LACCD has covered the deficits during that time period, and the debt burden has now reached approximately $15 million. According to current policy, the debt must be repaid to the District.

Further, the College faces a difficult enrollment picture. It reported approximately 4,500 FTES for FY '19. However, it believes that it must generate at least 6,000 FTES to be self-sustaining, though enrollment has never reached this level. The College estimates a $2 million structural deficit if it continues to operate at the current levels of FTES, staffing and programming. Following are our major findings:

1. The College lacks a consistent campus identity and has little institutional capacity for moving forward.
2. LASC has done reasonably well in planning, but there has been inconsistency in follow through.
3. There is a long-standing structural budget deficit, driven by compensation which absorbs nearly all of its budget allocation from the District. This leaves little room for other expenses, such as insurance, utilities, classroom supplies and building maintenance.
4. A serious fiscal threat looms with the implementation of the SCFF funding model in terms of both FTES enrollment and the student success and equity metrics.

5. The College's budget allocation is reasonable given funding for similar institutions in the California Community Colleges (CCC).
6. There is no easy or fast resolution for resolving the structural budget deficit. It will take hard work, difficult decisions and time.
7. There is significant growth potential. On average, approximately 15,000 students in the College's effective service area attend neighboring community colleges. Projections also indicate that the 18-year-old and older population will increase by 2.9% over the next five years.
8. Enrollment management and marketing plans are not functional at present nor is a class scheduling and management system. The latter has a direct bearing on the compensation issue cited above.
9. The College has excess facilities.
10. IT/MIS systems seem underdeveloped.
11. Staff seem to operate in silos, a situation which creates inefficiency.

It is our opinion that the College must engage in significant, bold and sustainable institutional change by focusing on building institutional capacity. LASC should set its sights on becoming a very good, small college with high capacity before it contemplates significant expansion. This will take time, as there is no easy fix for problems so deep and structural. We have outlined a path for doing so, as can be observed in our report and in our recommendations noted below. We believe the College should develop a 5-year action plan, including measurable goals, timelines and staffing assignments. We have provided a Work Plan Template at the end of our report to assist the College in this regard. We further recommend that the action plan be submitted to the District for review and approval no later than May 15, 2020.

Recommendations for a Sustainable Fiscal Recovery

Institutional Capacity Recommendations

1.1 The College should review the current planning processes, evaluate the College's culture, include student and community voices, and review and assess data in preparation for the next steps.

1.2 The College should conduct a Strategic Planning Retreat, or a similar process, to revise and update, the College Mission, Vision, and Values.

-The College should contract with a skilled facilitator to assist the college in this process.

- The Vision statement will yield a picture of the College's future that motivates and inspires others to act.

- The Mission will define what the college will do and not do; who it will serve: and how will they be served.

-All constituents of the college, including students, should be involved throughout this process and future planning processes.

1.3 Create strategic goals and objectives with defined timelines that support the Mission, Vision and Values.

1.4 Create and assign action activities to accomplish the strategic objectives.

1.5 Ensure the Institutional Capacity Recommendations align with ACCJC Accreditation Standards.

Financial Capacity Recommendations

2.1 The College should update the 2016-17 Financial Recovery Plan (FRP) for the next five fiscal years with definitive and measurable targets, actions steps, accountability, timelines and staffing assignments.

2.2 Incorporate all College funds into the College's planning and budgeting process.

2.3 Develop and submit a proposal for IEPI-PRT assistance.

2.4 Identify and establish partnerships with local business and industry.

2.5 Identify economic development and revenue generation opportunities.

2.6 Evaluate the effectiveness of the Foundation and seek additional contribution sources.

2.7 Formulate a plan to reduce costs of employee benefits.

2.8 Complete an analysis of release/reassignment time for faculty.

2.9 Seek and secure a grant writer to identify extramural resources.

2.10 Ensure the Financial Capacity Recommendations align with ACCJC Accreditation Standards.

Human Resources Capacity Recommendations

3.1 Review the College's organizational structure, its staffing patterns and position descriptions with an eye to what the College will need prospectively and to improve efficiencies.

3.2 Identify College needs for systems upgrades so that data are available when and where needed and that operating policies and procedures are in line therewith.

3.3 Establish a target for the percentage of the unrestricted fund budget dedicated to compensation and incorporate in the FRP.

3.4 Establish a target for WSCH/FTEF that is based on program and course offerings and facilities availability vis-a-vis the State standard (condensed calendar) of 595; develop a plan for reaching that target; then incorporate into the FRP.

3.5 Develop a human resources development plan—recruitment and hiring procedures, College orientation, onboarding, performance evaluation, and ongoing training.

3.6 Explore the possibility of offering a local Early Retirement Incentive.

3.7 Ensure the Human Resources Capacity Recommendations align with ACCJC Accreditation Standards.

Facilities Capacity Recommendations

4.1 The Facilities Plan should be reviewed, revised and followed.

4.2 The plan should include procedures to delete unused space from the inventory to save utility, maintenance and custodial costs.

4.3 Review M&O staffing and management with an eye towards increased efficiencies.

4.4 Continue to seek appropriate lease agreements for unused college facilities.

4.5 Develop a facilities stewardship plan relative to improving student engagement, facilities maintenance, community image and standards of care.

4.6 Explore which facilities can be taken off-line to eliminate maintenance costs and inefficiencies.

4.7 Ensure the Facilities Capacity Recommendations align with ACCJC Accreditation Standards.

Constituency Capacity Recommendations

5.1 Explore the expansion of athletics programs, such as women and men's soccer and women's softball, to attract and recruit students to the campus to bolster the student life experience.

5.2 Assess the community use of facilities and determine ways to expand the community's presence on the campus.

5.3 Consider the establishment of a College Advancement Office.

5.4 Assess involvement of faculty, staff, and students in community organizations and activities as well as Statewide community college-related organizations.

5.5 Conduct student forums to gain insights relative to their needs, interests, and concerns regarding the advancement of the College.

IT/MIS Capacity Recommendations

6.1 Review and revise the Technology Plan to ensure the currency of IT/MIS systems vis-à-vis the College's internal and external data reporting.

6.2 Develop the reporting systems necessary for class scheduling and events management.

6.3 Provide ongoing employee and student technology training.

Enrollment Management Capacity Recommendations

7.1 Complete and implement the Educational Master Plan.

7.2 Assure that decision makers have access to dynamic enrollment data so decisions regarding class cancellations and additions are data-driven based on student needs and interests.

7.3 Ensure the entire class schedule is coordinated with all academic and student service divisions to ensure so that classes do not overlap in time slots and start times.

7.4 Complete an analysis of degree/certificate patterns; schedule classes that allow students the ability to complete the degree/certificate on site rather than transferring to a neighboring college.

7.5 Provide a seamless path for degree/certificate completion with strong advisement and success monitoring.

7.6 Expand Career Tech programs that offer job placement for students in accordance with the College's Mission and the needs of the community.

7.7 Increase concurrent enrollment by improving outreach to high school students and modifying the college schedule to accommodate their needs. As previously mentioned, the college currently hosts a LAUSD Middle College High School and a Charter School on campus.

7.8 Additional evening and weekend classes could be offered to reach the working adult student.

7.9 More online and hybrid classes could be added but only after students are trained to navigate the process and faculty are trained to teach online.

7.10 High school and middle school outreach efforts should be evaluated and expanded. High school and middle school students should be invited to campus for programs and events.

7.11 High school counselors should become ambassadors for the College through programs, such as counselor to counselor conferences and special gatherings for high school counselors in the LASC service area.

7.12 Strengthen the Associated Students Organization and provide gathering spaces for students and student clubs.

7.13 Assess financial aid services to determine if data are properly captured and that students are assisted in completing the process.

7.14 Investigate whether the hours provided for student support services actually meet the needs of students.

Introduction

In the fall of 2019, the Los Angeles Community College District (LACCD) began discussions with Cambridge West Partnership, LLC (CWP) regarding fiscal challenges at Los Angeles Southwest College (LASC). During those discussions, it was determined that LASC could benefit from the assistance of an external "strike team" with fiscal and educational programming expertise. CWP has been providing comprehensive educational, facilities, fiscal and technology resource planning to California Community Colleges for the past 14 years. The firm includes over 300 years of California Community College leadership experience. The CWP Team member biographies are found in Appendix A. In November of 2019, after conversations with the LASC President, LACCD contracted with CWP to conduct the following:

1. Identify and analyze the structural deficit of the College;
2. Analyze the ability of the College to increase enrollment and other sources of revenue to be able to achieve self-sufficiency; and
3. Assess the program and staffing levels and recommend the appropriate structure of these that would support self-sufficiency.

This report includes recommendations that, once implemented, will produce a fiscal recovery plan which identifies the steps the College should take to achieve self-sufficiency within 5 years. This report includes background information and CWP's findings, conclusions and recommendations. Individual areas of focus include fiscal management, organization and staffing, enrollment management, programs of study, student engagement, marketing and institutional planning.

A large amount of data was reviewed prior to writing this report. CWP is most appreciative of the timely and helpful assistance of the President, Vice Presidents and administrative staff who assisted us in our review. We also thank the faculty, staff, and students who participated in the open forum that was held. The turnout was remarkable, and we gained great insights from everyone's comments. Likewise, we thank all those who participated in the survey that was conducted. There were 46 pages of responses to the 16 questions in the survey. The list of survey questions has been included in this report as Appendix B. We believe that both the forum and the survey responses indicate that LASC is a college that is ready to move forward in doing its important work, that of changing lives and creating the future.

Background

Los Angeles Southwest College (LASC) is an accredited, full-service, community college located in south Los Angeles that awards Associate's Degrees in more than 30 fields and occupational certificates in more than 45 disciplines. It also houses a Middle College High School and Bright Star Charter School. The College is in its 52nd year of providing postsecondary education to its community. It is also one of nine community colleges in the Los Angeles Community College District.

The **mission** of the college is as follows:

> "In honor of its founding history, Los Angeles Southwest College provides a student-centered learning environment committed to empowering students and the community to achieve their academic and career goals through the attainment of certificates and associate degrees leading to transfer and workforce preparation."

Its stated **vision** is, "We strive to inspire, enrich, and transform our students to become active participants in shaping our local community and the changing global world."

To fulfill its mission and vision, the College is guided by the **core values** of accountability, integrity, collegiality, excellence and innovation, student learning and success, and civic engagement. In the pursuit thereof, it has also established the following **strategic goals**:

1. Access and Preparation for Success: Improve equitable access to a high-quality education that promotes student success.
2. Success: Increase student success and academic excellence with a focus on student-centered instruction and support services.
3. Institutional Effectiveness and Accountability: Enhance institutional effectiveness and accountability through data-driven decision making, as well as planning, evaluation, and improvement of college programs, professional development opportunities, and governance structures.
4. Resources: Optimize human, physical, technological, and financial resources to ensure quality services for our students.
5. Collaboration and Partnerships: Maximize collaboration within the college while cultivating and strengthening partnerships with industry, community and other educational institutions.

However, LASC has encountered difficulty in moving forward. It has operated with debt for over twenty (20) consecutive years. LACCD has covered the deficits during that time period, and the debt burden has now reached approximately $15 million. According to current policy, the debt must be repaid to the District pursuant to provisions specified in the District Budget Allocation Model. Debt repayments on top of resolving deficit spending poses a significant fiscal constraint confronting the College in moving forward.

Further, the College is confronting a difficult enrollment picture. The College reported approximately 4,500 FTES for FY '19. It believes that it must generate at least 6,000 FTES to be self-sustaining, even though LASC enrollments have never reached this level. Further, the College estimates a $2 million structural deficit if it continues to operate at the current level of FTES, staffing and programming.

Hence, the reader can understand the concerns of the LASC President and the LACCD referenced above. Given the duration of deficits and the size of the debt, the need for an external "strike team" to provide an objective assessment of the LASC fiscal situation and the identification of a path or paths forward for resolving same is evident.

Findings

Our findings are based on materials we've reviewed, comments from faculty, staff, and students as well as conversations with College leadership.

As noted in the preceding section, LASC estimates that it will have a $2m structural deficit if it continues to operate at current levels of enrollment, staffing and programming. This estimate is on top of some twenty years of deficit spending, with an accumulated debt burden that has risen to a level that can best be described as staggering. Such a scenario indeed suggests the existence of a structural deficit, and one in need of urgent attention.

Before proceeding further, we have one caveat that merits comment. As most are aware, the employer share of pension contributions in the California Community Colleges (CCC) have increased dramatically and are projected to continue to do so for the next several years. As a result, many believe that, absent significant reform and/or funding increases, the CCC will confront major fiscal difficulties in the near future.

Increasing employer pension costs are already pushing total compensation costs upward, in some cases to 90% or more of revenue. For FY 2018-19, LASC compensation was 98% of its budget allocation. This leaves little if any room for coverage of the relatively fixed costs of utilities, insurance, etcetera, let alone needed supplies, operating and maintenance expenses and new and replacement equipment. We do not know at the time of this writing how the matter of pension obligations will be resolved. It is a Statewide issue which will be decided in Sacramento. We shall therefore only address this matter in terms of the College's general ability to deal with fiscal issues.

Concerning enrollment and its effect on the College's fiscal situation, it is clear there has been a connection, albeit a mixed one. The major driver in the SB 361 funding model is FTES enrollment. Even with the advent of the SCFF funding model, which has yet to be fully deployed, FTES will continue to be the main driver of funding with its weighting factor of 70% in the formula. The College is therefore rightly concerned about its enrollment.

However, two matters must be noted. First, LASC is worried about competition from ELAC's South Gate Campus. That is to some extent understandable, as South Gate is closer to LASC than to ELAC and because South Gate apparently was once affiliated with LASC. However, that location has been under the purview of ELAC for some thirty years, and presumably LACCD will ensure that there is no unnecessary duplication between the two. Thus, this is not a matter that should be considered further.

Second, in terms of recent history, LASC enrollment declined from 5,703 FTES in fiscal '16 to 4,508 FTES in FY 2018-19. Whereas this is indeed a significant decline, it must be recognized that the former was the highest FTES enrollment in the past decade, and the latter was the lowest, with most years being in the low 5,000s. Distinct headcounts and enrollments also dropped during this same period.

Distinct Annual Student Headcounts

College	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
LA Southwest	15,814	14,181	12,968	12,352	11,873	13,961	12,282	12,959
Annual 5 Change		*-10.3%*	*-8.6%*	*-4.8%*	*-3.9%*	*17.6%*	*-12.0%*	*5.5%*

	2016-17	2017-18	2018-19	2008 to 2018 Average	2008-09 vs 2018-19 Nbr Change	% Chanage	Annual % Chanage
LA Southwest	12,803	12,047	11,389	12,966	-4,425	-28.0%	-2.80%
Annual % Change	12,803	12,047	11,389				

Source: California Community Colleges, Chancellor's Office, *Data Mart Query;* analysis by Cambridge West Partnership, LLC

Fall Term LASC Course Enrollments (Seat Counts)											**2009 vs 2018**		
	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Aver-age	Nbr. Change	% Change
Credit	19,571	18,829	15,518	14,521	17,183	15,495	16,294	15,625	13,614	13,325	15,998	-6,246	-31.9%
NonCredit	2,981	2,983	3,440	3,686	3,102	2,670	3,195	3,365	3,315	1,865	3,060	-1,116	-37.4%
Total	*22,552*	*21,812*	*18,958*	*18,207*	*20,285*	*18,165*	*19,489*	*18,990*	*16,929*	*15,190*	*19,058*	*-7,362*	*-32.6%*
Annual % Change		*-3.3%*	*-13.1%*	*-4.0%*	*11.4%*	*-10.5%*	*7.3%*	*-2.6%*	*-10.9%*	*-10.3%*			

Source: California Community Colleges, Chancellor's Office, *Data Mart Query;* analysis by Cambridge West Partnership, LLC

The College actually pushed enrollment growth in both FY 2014-15 and 2015-16. FTES enrollment did in fact grow by10.8% during that two-year period, and the College's allocation increase by 18.6%. However, expenditures increased by 24%.

Drilling a little deeper, total compensation increased by 22.5%, and actually exceeded the College's budget allocation by $2.3m. Certificated teaching salaries went up by 24%. As a result, the College's quest for growth actually had a negative fiscal impact, and substantial deficits ensued.

LASC projects 5,369 FTES for the current fiscal year. In sum, setting aside fiscal years 2016 and 2019, it would seem that the College may actually be an institution of relatively stable enrollments, with FTES enrollments in the low 5,000s. It has not been a growth institution, at least not in a cost-effective way. Whether it could enroll more students than it has, though, is a different question, and that will be addressed a bit later in this narrative.

When it comes to the College's budget, and specifically the Unrestricted General Fund, it received allocations of $21.7m in FY 2010-11 and $31.1m for FY 2019-20, a 43.3% increase. The total allocation for all LACCD colleges increased by 23.3%, so the College has fared relatively well over the course of the decade.

However, LASC's allocation has barely increased since FY 2016-17 when it received $30.4m. Thus, it is understandable that the College could be feeling rather pinched. But, is the College reasonably funded compared to similar colleges in the California Community College system?

Using the SB 361 funding model, a single college district of 5,250 FTES would receive $31.2m in apportionment funding. At 5,500 FTES, it would receive $32.6m. LASC is funded at $32.1m

for 5,369 FTES in the current fiscal year and does not have the overhead costs that must be incurred in a single college district. Thus, LASC seems reasonably funded given the FTES it generates.

Another fiscal issue also merits comment. The College is concerned that it must absorb compensation increases without an associated adjustment to its budget allocation. There is an alternative, and that is for the LACCD to fund the costs of compensation increases prior to determining college allocations. However, in doing so, the amount available for college allocations would then be less than under the current allocation model. Either way, a college will have basically the same amount available for funding non-personnel costs.

Given all that, then why does LASC have a funding problem? A second question is whether enrollment growth would be a panacea. Answering the second question first, enrollment growth would not at this point be a panacea. The College must first align its expenditures with its revenues. Enrollment growth invariably comes with additional costs unless it is just growth around the margins. Thus, growth should only be pursued once the College has its fiscal and operational base in order.

The major issue for LASC is spending. Spending has been exceeding revenue for years. During the past decade, the lowest deficit was $1.1m, with the high at about $3.5m. Compensation has continued to run close to the level of LASC budget allocations, which leaves little room for other expenses. The College's "Financial Recovery Plan (FRP), 2016-17" pointed to the major concerns:

> "Despite an 8.0% growth in enrollment in FY 2014-15, LASC's deficit
> increased from $163,380 to $2,191,687." (p. 3)

A similar scenario played out in fiscal '16, with the deficit increasing to $3.5m. Causal factors noted in the FRP included increased labor costs, declining teaching productivity, lower average class sizes, and increased utility and housekeeping costs.

Though not specifically mentioned in the FRP, the structural budget problem confronting LASC appears to have been known at the time it was written…that is, labor costs were too high given the size of the institution. Further, it was recognized that a major component thereof was teaching productivity. As noted in the FRP, productivity had fallen from 535 to 513 in fiscal '15 and to 498 in the following year. By fall 2016, it had dropped even further to 470. This is 9.3% below the District's productivity average of 518, below what might be termed the District's standard of 510…and well below the State standard of 595 for a college following a condensed academic calendar.

This is a significant matter, in part because the College added faculty positions as enrollment declined. Looking at Fall 2018 in the District's report entitled "WSCH TRENDS AND STAFFING PATTERNS BY College," it is reported that LASC had total FTEF of 120.2 and 54,066 WSCH Equivalent. This compares to 106.2 FTEF and 56,827 WSCH Equivalent in Fall 2012. WSCH/FTEF were 450 and 535 respectively. Thus, the College produced more WSCH in 2012 with 14 fewer FTEF. If you look at years 2009 and 2010, College WSCH/FTEF were 639

and 644 respectively, so the College has shown an ability to exceed the State standard in the past. Given Fall 2018 WSCH, had the College achieved 535 WSCH/FTEF, it would have needed 19 fewer FTEF and if it had realized the State standard of 595, 29 fewer FTEF would have been required. Either way, substantial savings could have ensued.

It should be noted, here, though significant, it isn't just teaching productivity that is at play. With total compensation consuming most of the College's resources, careful scrutiny must be applied to all operational areas. The College needs to rethink its entire organizational structure and its processes and consider such tools as early retirement incentives. Each of these matters must be addressed.

Alternative revenue sources should also be considered. The College has entered into a lease agreement with Bright Star, a charter school that is housed in campus facilities. This seems a worthy initiative given the fact that the College has excess space. Another endeavor, events, is also meritorious, especially given the College's proximity to the entertainment industry. There is a ready market when it comes to activities such as film shoots, although there is competition from other colleges.

It also seems that the College Foundation is underperforming. It too can be helpful to LASC and its students. The same goes with grants which are especially helpful when it comes to new initiatives and augmentations of a one-time or short-term duration.

As a final word about finance, the College's 2016-17 FRP is a fundamentally sound document if used as a guide for decision making. However, it also contained a cautionary statement relative to risk:

> "The greater risk associated with the key strategies and action steps outlined for FY 2017-18 through FY 2020-21 is that the plans to grow revenues and contain costs may not be followed or adhered to. This was the case with LASC's Financial Accountability Report completed in August 2015." (p.16)

Some progress has been made since that writing, especially in the area of utilities and alternative revenues. However, where the FRP fell short was in stating staffing assignments and timelines for action. Thus, when it comes to compensation, the College is still not in a good financial position when it comes to budget issues such as the SCFF, institutional advancement and pension costs. Given that the spending problem is largely a compensation problem and given that compensation is an expenditure category that is not easily reduced, the College must be prepared to confront a difficult and time consuming budget reduction process.

Enrollment is obviously important to an educational institution, as it has tended to be the major driver of funding. Such is the case with LASC, as it is rightly concerned about its enrollment, given the recent decline in FTES as well as the cost it incurred in trying to grow in the middle of the past decade. In trying to assess the feasibility of growth, we have looked at a number of variables.

First, we looked at LASC's "effective service area," which was defined by inspecting student headcounts grouped by zip code and college where the students were enrolled in fall terms 2014 to 2019. A collection of zip codes defined the "effective service area" because they contained, on average, at least 100 students enrolled at LASC over those fall terms and represent 80% of the students attending the College. The map of LASC's "effective service area" is presented below. A detailed table of zip codes analyzed is attached to the report as Appendix C.
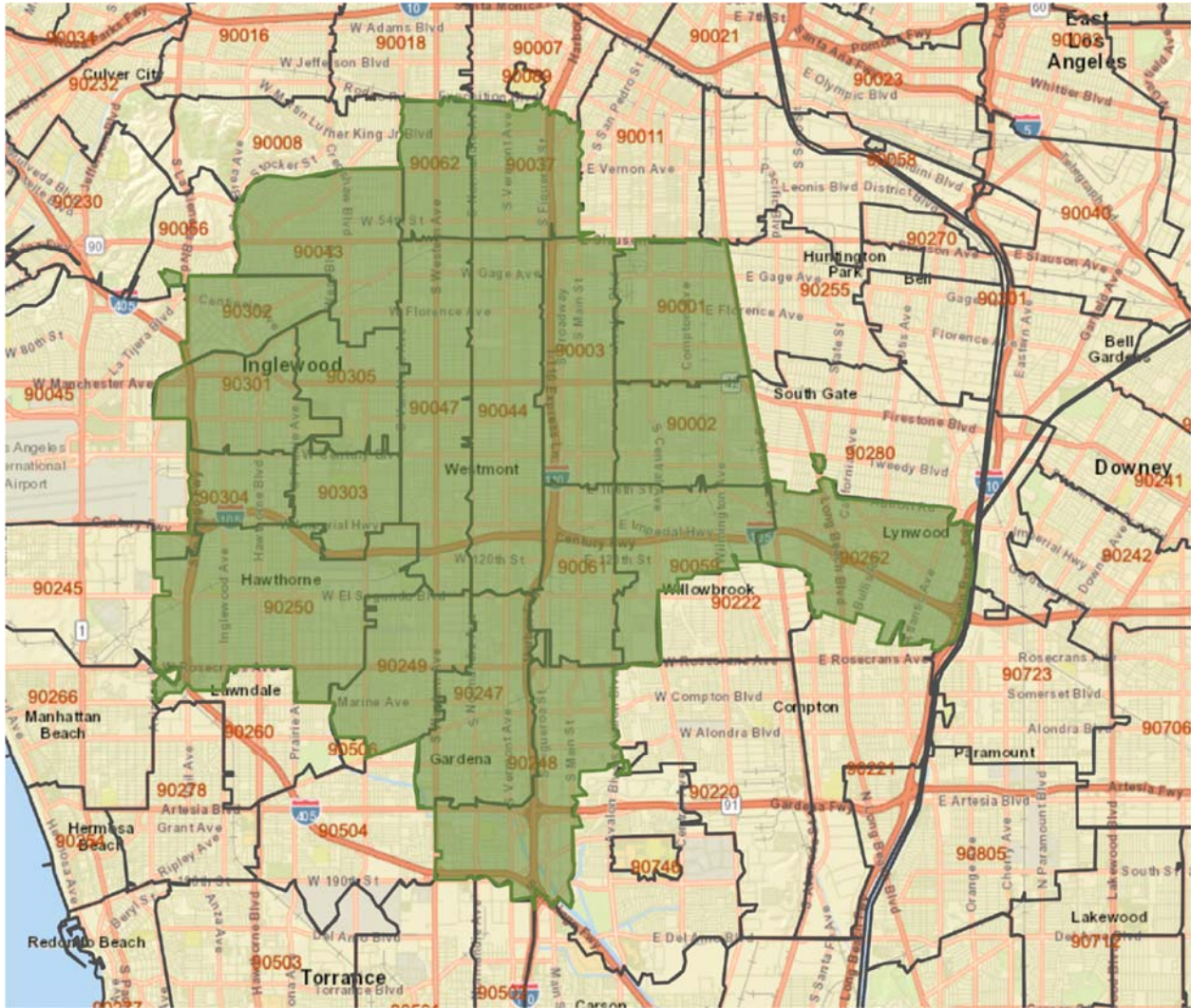
Source: Chancellor's Office, Research Unit. *Student Headcount by College and Zip Files*; Environmental Systems Research Institute (ESRI). *Business Analyst;* analysis by Cambridge West Partnership, LLC

Those zip codes were compared to the headcount totals of Compton, El Camino, and East Los Angeles colleges. On average, approximately 14,000 students whose residential zip codes were in LASC's "effective service area" were found enrolled at El Camino or East Los Angeles colleges. From fall 2014 to fall 2019, the number of LASC residents enrolled at these neighboring colleges grew by 1,900 students.

Specifically, the following number of students living in the LA Southwest "effective service area" zip codes were found in these two neighboring colleges during the *fall 2014 to fall 2019* terms:

- El Camino College…an average of approximately 10,000 students per term
- East Los Angeles College…an average of approximately 3,600 students enrolled per term

Students living in the LA Southwest "effective service area" zip codes were found enrolled at Compton College during the *fall 2014 to fall 2017* terms:

- Compton College…an average of 1,600 students per term

# of LASC Zips	Fall Term Headcounts						2014 to 2019 Grand Total	Average	2014 vs. 2019 Nbr. Change	% Change	College
	2014	2015	2016	2017	2018	2019					
20	10,085	10,189	10,122	10,134	10,503	10,437	61,470	10,245	352	3.5%	El Camino
8	2,772	3,156	3,562	3,554	4,426	4,359	21,829	3,638	1,587	57.3%	East LA
	12,857	*13,345*	*13,684*	*13,688*	*14,929*	*14,796*	*83,299*	*13,883*	*1,939*	*15.1%*	*Grand Total*

# of LASC Zips	Fall Term Headcounts						2014 to 2017 Grand Total	Average	2014 vs. 2017 Nbr. Change	% Change	College
	2014	2015	2016	2017	2018	2019					
7	1,515	1,602	1,649	1,632			6,398	1,600	117	7.7%	Compton *
20	10,085	10,189	10,122	10,134			40,530	10,133	49	0.5%	El Camino
8	2,772	3,156	3,562	3,554			13,044	3,261	782	28.2%	East LA
	14,372	*14,947*	*15,333*	*15,320*	*0*	*0*	*59,972*	*14,993*	*948*	*6.6%*	*Grand Total*

*fall 2018 and 2019 data is not available

Source: California Community Colleges, Chancellor's Office, Research Unit. *Student Headcount by College and Zip Files;* analysis by Cambridge West Partnership, LLC

It should be noted, here, that recent Compton College data is not available. Second, it would be helpful to know what time of day these students are attending college and in what programs. That kind of data was not available to us. Nonetheless, the data we have strongly suggests that there is a substantial market of potential students that LASC could serve who are now going elsewhere. This matter requires the attention of the College.

Additionally, the environment may be right for LASC to strengthen its evening program. Neighboring colleges have seen declines in their evening programs, so this may be a time to think about growing evening enrollments. Clearly more research and development of an action plan are critical, but it's an area that requires strengthening anyway, and it perhaps could become a strength. Work should also continue relative to dual enrollment and online and hybrid offerings.

| | **Fall Term Evening Class Student Headcounts as a Percentage of All Students at That College** | | | | | | | | | | | **2009 vs. 2018** |
College Name	2009	2010	2011	2012	2013	2014	2015	2016	2017	2018	Average	Change in Percent
Compton	25.63%	24.44%	23.81%	22.44%	21.53%	20.94%	18.89%	17.87%	18.24%	16.75%	21.05%	-9%
East LA	21.59%	19.49%	17.25%	15.01%	14.20%	17.88%	23.40%	23.30%	20.13%	19.97%	19.22%	-2%
El Camino	20.17%	18.24%	18.61%	16.35%	15.60%	15.21%	14.85%	14.98%	14.76%	14.15%	16.29%	-6%
LA Swest	28.52%	27.40%	26.96%	28.09%	27.46%	29.65%	26.30%	25.22%	24.86%	22.45%	26.69%	-6%
LA Trade	32.75%	30.88%	27.74%	26.87%	27.73%	26.87%	26.37%	28.40%	27.51%	27.61%	28.27%	-5%

Source: California Community Colleges, Chancellor's Office, *Data Mart Query;* analysis by Cambridge West Partnership, LLC

Furthermore, as can be seen in the following table, the number of residents 18 years or older varies somewhat among the components of the College's effective service area. The projected change for all components of 3.0% is comparable to the change expected throughout Los Angeles County. This suggests that LASC will continue to see growth in the potential college-going resident population.

| | **Number of Residents 18 yrs. Or Older** | | | | **2019 vs 2024** | |
City	2000	2010	2019	2024	Nbr. Change	% Change
City of LA 10 zips	306,739	353,434	382,639	394,063	11,424	3.0%
Gardena (3 zips)	61,541	63,671	67,138	68,846	1,708	2.5%
Hawthorne (1 zip)	63,812	68,382	73,884	76,368	2,484	3.4%
Inglewood (5 zips)	94,297	99,024	104,980	107,789	2,809	2.7%
Lynwood (1 zip)	43,003	26,301	49,963	51,447	1,484	3.0%
Service Area 20 zips	*569,574*	*610,813*	*678,603*	*698,512*	*19,909*	*2.9%*
Los Angeles County	6,853,777	7,413,047	7,968,307	8,214,840	246,532	3.1%

Sources: Environmental Systems Research Institute (ESRI). *Market Profiles;* U. S. Department of Commerce, Census Bureau. *American Fact Finder;* analysis by Cambridge West Partnership, LLC

Finally, we also looked at race/ethnicity. As indicated in the following table, in the 2010 census, a little more than one-third identified as "Some other race," 27% identified as white and 31% identified as Black. Projections for 2024 indicate that there will be a small decline in those identifying as Black. Residents of Hispanic origin are distributed throughout each of the racial categories.

In 2010 sixty-one percent of the residents claimed Hispanic ethnic origins. By 2024 those residents of Hispanic ethnic origins will increase to 64.4%.

				2010 vs 2019	2019 vs. 2024
20 Zip Code Service Area for LASC				**%**	**%**
Race	**2010**	**2019**	**2024**	**Change**	**Change**
White	26.8%	27.1%	27.8%	0.3%	0.7%
Black	31.0%	29.0%	27.8%	-2.0%	-1.2%
American Indian	0.7%	0.7%	0.7%	0.0%	0.0%
Asian	3.4%	3.7%	3.9%	0.3%	0.2%
Pacific Islander	0.3%	0.3%	0.3%	0.0%	0.0%
Some Other Race	33.7%	34.9%	35.2%	1.2%	0.3%
Two or More Races	4.0%	4.3%	4.3%	0.3%	0.0%
Ethnicity					
Hispanic Origin	61.3%	63.2%	64.4%	1.9%	1.2%

Source: Environmental Systems Research Institute (ESRI). *Market Profiles;* analysis by Cambridge West Partnership, LLC

To reach prospective students, LASC needs to move on several fronts.

1. Research is needed for sound decision making practices.
2. A strong enrollment management system which focuses on every step in the process, from inquiry generation to course and program completion.
3. Class schedule management.
4. Fourth, a strategic marketing plan is critical. Programs have to be marketable.
5. Fifth is student engagement, which requires a thorough assessment of the College's strengths and weaknesses in this regard, a focus on student life, scheduling for the benefit of students, welcoming customer service, etcetera.

Although these five fronts are mentioned individually, they are interrelated, and the strings that hold them together are the instructional programs offered by the College. None of the rest will work without strong programming, and it is not clear that program development and review processes are yielding results. In fact, given the College's ongoing deficit struggle and the need for debt repayment, it is hard to see how program development and review could be tied to the budget in any meaningful way.

Especially wanting in this regard is the CTE area, where data suggest that the College does not have much programming beyond Nursing, Child Development, and Alcohol and Controlled Substances. We have also heard that students cannot get classes to complete their programs and leave to attend neighboring colleges to complete them. This is a problem for Marketing and the SCFF funding model…and if true and fairly widespread, it is a major issue for the College. Additional information concerning this matter will be presented later in this report.

In our review, we found that the College developed an enrollment management plan for fiscal years '15-'17. However, it apparently was never adopted, and most have either forgotten about it or were not aware of its existence. The College is now working on a new plan.

Similarly, the College is now working on a marketing plan, but it too is not ready for implementation. Class schedule management was also noted in the FRP as an important initiative, but it is not clear at the time of this writing that there has been significant improvement. In fact, the data discussed above showed a drop from 470WSCH/FTEF noted in the 2016-17 FRO to 428 in the following year, though it edged up to 450 in 2018. As for student engagement, there is an apparent awareness of this issue, but at present, there does not seem to be a substantive plan for improvement.

Given the "work in progress" status relative to the five fronts noted above, as well as with the FRP as mentioned earlier, and given the fact that the College has had similar plans in the past that were either not completed or implemented, it seems clear that the College has been reasonably good at planning but has been seriously lacking in follow through. This was the greatest risk identified in the 2016-17 FRP, and it is past time for eliminating this risk. Based on what we've heard, this may be due, at least in part, to the College operating in silos, and it may reflect some staff turnover. This is not necessarily unusual, but to eliminate risk, all areas of the College and all faculty, staff and administrators must be moving in the same direction. Plans, strategies and processes must be institutionalized. Only in this way can the College achieve its mission, vision and strategic goals. Strong and accountable leadership will be required.

Summary and Recommendation Details

Los Angeles Southwest College has come a long way since its beginning, in part because of its rich tradition. The College was twenty years in the making. Through the hard work, vision and perseverance of its principal founder, Odessa B. Cox, and a small group of community members, the College finally opened its doors on September 11, 1967, with 600 students and 22 full-time faculty members. The College today faces new challenges, but by building on its rich history, it can meet those challenges just as its founders did many years ago. It won't be easy, and it will take time, but it can be done.

Based on our assessment, we believe LASC must focus on strengthening institutional capacity, and that it must do so posthaste. This process involves thinking strategically about the College's current condition and what that condition should look like going forward if the College is to be successful. For example, does the College want to be a really good, small college or does it have other aspirations? Whatever it wishes to be, we believe that it must first strive to be that really good, small college. To do so will involve not just planning and research, but also action steps with measurable outcomes, timeframes and staffing assignments. It will also require purposeful decision making throughout the College going forward.

The capacity building process would begin with a review and articulation of the College's vision, mission and strategic goals, last done in 2017. The landscape is changing rapidly and significantly. LASC has a new President. CCC enrollments are stable at best, especially in the coastal colleges. Technological change continues at an ever increasing rate, especially as that affects information, teaching, learning and job skills. Students are more demanding than ever before, and many come with issues that colleges have been ill-prepared to address. A new

funding model (SCFF) is moving forward towards implementation, a model which at the moment could have a detrimental effect on the College's financial picture.

Once this process has been done, the following capacity categories must be addressed. It should be noted, however, that addressing them sequentially will not work. Many efforts overlap and will have overlapping timelines. An overall project map and work plan will be required and must be monitored to ensure that the College is meeting its deadlines.

Financial Capacity

At present, the College has little, if any, financial capacity. By definition, ongoing deficits over two decades simply have not allowed the College to position itself for the challenges and needs of today let alone making the investments necessary for sustainability in the longer term. As mentioned earlier, the College's "Financial Recovery Plan, FY 2016-17" was well-constructed. While that Plan has been followed to some extent, much more needs to be done.

The FRP should be updated to reflect a five-year recovery period. LASC is staring at another deficit for the current fiscal year, which will only add to its debt burden. The College simply cannot turn on a dime and make its current financial plight disappear. It will take time. Recent action by LACCD to reduce annual debt repayments by two-thirds will provide significant relief. However, the debt remains and will continue to grow without immediate action. If the College can demonstrate over the next five years that it can follow through on its updated FRP and meet its financial targets, then it might revisit its debt obligation with the District…but results are imperative. At the present time, debt forgiveness is not an option.

The FRP should also include a look at all funds of the College. Prospectively, institutions likely will need to get much better at coordinating resources from different funds to move forward with a strategic initiative. An example would be seeking assistance from an IEPI team and IEPI grant funds to assist with development of an enrollment management plan. Grants, the Foundation, economic development, partnerships, etcetera, are all ways in which to build the College's financial capacity.

Human Resources Capacity

Capacity building is needed here as well. A review of the College's organizational structure is imperative, as is a review of staffing patterns and job descriptions…again, with an eye to what's needed prospectively, and to determine ways to streamline the structure as well as organizational processes. The College simply must get more efficient.

Compensation cannot continue to approach or exceed, the College's budget allocation. Some work has already begun in the area of Categorical Programs, but much more needs to be done throughout the College. An overall target should be established for the share of the College's unrestricted general fund budget dedicated to compensation. The current percentage of salary and benefits for LASC is 98% of income. Ideally, that would be on the order of 85%, which would then allow the College a reasonable degree of budget flexibility to best serve students. However, the College will have to determine what works best for it. What is most important is

that this matter be discussed, and some target established, and progress monitored. Additionally, the College should identify tools, such as early retirement incentives, that can facilitate its efforts to become more efficient and reduce compensation's share of the budget.

A significant factor in this regard is the issue of teaching productivity. The funding system is essentially predicated on achieving 595 WSCH per FTEF for colleges using the compressed calendar. If a College falls below that figure, it is losing efficiency which effectively manifests itself in the shift of the budget away from other operations of the College.

Teaching productivity is a complex factor involving considerations of class size, classrooms, class scheduling, curriculum and much more. Moving forward, the College has in the past achieved 644 WSCH, but it has been less efficient each year thereafter. Just getting back to the 535 WSCH level would have a significant positive effect on the College's budget. Release/reassigned/ time and stipends should also be evaluated for efficacy on a regular basis. Getting to 595, or even 644, unless there has been some form of programmatic change that would prohibit it, could save $1.5-3.0 million or perhaps more.

As we discuss educating students, but we must not forget our faculty and staff. They are affected by changing technologies, changes in expectations and changing needs of students, etcetera. A College must focus on performance excellence by setting high standards, but it must also provide faculty and staff with the wherewithal to meet those standards. A college is a human organization and will rise or fall on the effectiveness of its human resources. This goes to hiring, onboarding new staff, orientation to the College and the duties of the specific position, ongoing staff development and performance evaluations. Resources must be found to continually work on strengthening the institution's human resources.

Finally, through a review of the entire organization, the focus must be on creating synergies, avoiding duplication of effort, and eliminating silos. This is a dynamic process, and success will depend on the culture created within the College, a culture which is purposeful and promotes innovation. It will also require monitoring and evaluating performance of all organizational units of the College on a defined and regular basis.

Facilities Capacity

The College is currently overbuilt with over 2 times the classroom space it needs and is needing to explore alternative uses of excess space, such as has occurred with *Bright Star*. There is a plan for adding and deleting space going forward. This plan should be reviewed, revised if necessary, and then made an ongoing part of institutional conversations. And adherence to the plan is critical. Too often colleges fail to delete space as planned, and as a result, the college and university landscape is filled with buildings still being used that were intended as temporary facilities when they were built.

The importance of adherence is also tied to finance. If a facility exists, so then does a utility bill, maintenance and custodial work, costs which were essentially unplanned and at some earlier point considered unnecessary. Further, facilities O&M costs are often the target when budgets must be reduced or reallocated.

LASC must ensure that it takes stewardship of its physical assets seriously. This is not only a budget matter; it is also a matter of student engagement and accountability. If facilities and grounds are not well maintained, that will work against efforts to improve student engagement and the College's image in the community. Even though the College utilizes the APPA standards used Districtwide for determining O&M staffing, the College might want to develop its own standards to ensure proper, cost-effective care of its buildings and grounds.

Constituency Capacity

A college has many constituencies, both internal and external. Athletics bring fans and alums. Each community a college serves has a number of governmental, nonprofit and private sector groups, all or most of which could (or should) be tied in some way to the College. There are also various Statewide organizations. The College should assess its level of engagement with these external parties. Who is or should be a member of the various organization? Are College presentations being made?

There are also the internal constituencies, such as faculty, staff, employee organizations and most importantly, students (who later become alumni). Here, College culture is important. All must be brought together to move the College forward, as well as to continue its progress into the future. There must be buy in. It must be a culture in which students want to participate and where faculty and staff want to work. Forums should be held for students to gain their insights as to what works at the College and what doesn't and to enlist their support and assistance in moving the College forward. Such forums should begin in the spring semester and become an ongoing feature of the College environment to ensure College awareness of student needs and aspirations.

Thus, there are a variety of ways for strengthening the College's capacity through working with the various constituencies. The Foundation is a player here too, but so are faculty, staff and leadership. The College should consider the concept of "college advancement" whereby the College's efforts with the Foundation would be aligned in some way with a grants office, economic development efforts, human resources development activities, and marketing.

IT/MIS Capacity

The College needs to continually determine where it sits in regard to its technological capacity. It simply cannot afford to fall behind. This involves looking at and adhering to equipment replacement schedules. It also involves keeping current with emerging technologies, assessing their implications for instruction and management. Students must be prepared on up to date equipment. The College must also be working with up to date management tools and processes to ensure efficient operations.

The College should also assess its policies and procedures to ensure that they align their MIS systems. There should also be an assessment of data reporting requirements throughout the College, and an action plan for closing any gaps should be established.

Enrollment Management Capacity

As discussed earlier, over 14,000 students in LASC's effective service area are attending neighboring colleges. Realistically, the College will never be able to attract all of those students. It simply cannot offer all the programs that the other institutions collectively provide. There will also be other good and valid reasons why students decide to enroll at a neighboring institution. Nonetheless, there is a large number of prospective students that LASC is not presently serving. However, it is important to observe, that the College, if it wishes to grow, must grow intelligently. Following are some recommendations in that regard:

1. Assure that decision makers have access to dynamic enrollment data so decisions regarding class cancellations and additions are data-driven based on student needs and interests.
2. The entire class schedule should follow a block schedule, be coordinated with all academic divisions to ensure that the classes do not overlap in time slot, etcetera.
3. Increase concurrent enrollment by improving outreach to high school students and modifying the College schedule to accommodate their needs. As noted earlier, the College currently hosts a LAUSD Middle College High School and Bright Star charter school on campus.
4. Additional evening and weekend classes could be offered to reach the working student. More online and hybrid classes could be added but only after students and faculty are trained to navigate the process.
5. The enrollment management plan should be completed, and recommendations implemented. The same holds with the marketing plan, which is an important element of enrollment management.

Additionally, student engagement is critical, and its importance is recognized by the College. This is a capacity matter in terms of both facilities and services. It is clear that the more engaged a student is with the College, the more successful the student will be. LASC wants to make sure prospective students see the College as the place to be. Some recommendations here are:

1. High school and middle school outreach efforts should be evaluated and expanded, and concurrent enrollment increased. High school and middle school students should be invited to campus for programs and events.
2. High school counselors should become ambassadors for the College. Ways in which this can occur is to have counselor to counselor conferences, special luncheons for high school counselors and so forth.
3. Strengthen the Associated Students Organization and provide gathering spaces for students.
4. Assess financial aid services to determine if data are properly captured and that students are assisted in completing the process. During our research, we noted a very low number of students were receiving the BOG Waiver (Promise Grant) and the Pell Grants, compared to the number of students who would qualify. The 2018-19 Financial Aid data revealed that the headcount for the College was 11,389, but only 6,700 received the BOG Waiver (Promise Grant) and only 2,100 received the Pell Grant.
5. Determine if the hours provided for student services meet the needs of the students.

6. Expand athletic programs to include men's and women's soccer and women's softball. These are very popular sports, and the athletes must be full-time students.

Finally, the College should assess its program offerings. The College must excel in this arena if it is to successfully compete with neighboring colleges and draw students. It must look at issues of efficacy, viability, supply and demand, etcetera. At present, it appears that the College has focused more on boutique programs which focus on a specific population. Whereas such programs may have some value in terms of publicity and graduates, their efficacy should be assessed. At minimum, one must keep in mind that over 14,000 effective service area students are still not attending LASC, which such suggests that these programs are not drawing the volume of students needed to best serve the community.

LASC Program Awards

The numbers of students who have transferred from the College to a public California four-year institution has steadily increased from 2008-09 to 2018-19, particularly after 2014-15. Transfers to out-of-state institutions have declined from 2008-09 to 2017-18 while transfers to in-state-private colleges has remained relatively constant with an annual average of 35 students.

| | Student Headcount of Annual Transfers | | | | | | | | | | | | | | | Annual |
Institution Name	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Grand Total	Average	Nbr. Change	Change	% Change
CA State University	165	133	104	110	113	122	162	148	161	198	157	1,573	143	-8	-4.8%	-0.5%
University of California	9	7	4	5	4	11	17	13	26	24	23	143	13	14	155.6%	15.6%
Out-of-State*	83	90	80	88	94	92	82	59	47	61		603	78	-22	-26.5%	-2.7%
In-State-Private*	23	46	42	42	34	31	39	32	27	33		280	35	10	43.5%	4.3%
Totals	280	276	230	245	245	256	300	252	261	316	180	2,105	266	36	12.9%	1.3%

*2018-19 data is not available for these transfers

Source: California Community Colleges, Chancellor's Office. *Data Mart Query.* University of California Information Center. *California Community College New Enrollments at UC Dashboard.* California State University, *New Undergraduate Transfers from California Community Colleges Dashboard*; analysis by Cambridge West Partnership, LLC

Over the last 10 years the College has experienced steadily increasing volumes in degree and certificate awards granted from 300 in 2009 to 1,176 in 2019. The greatest increase has been from 2014-15 to the present. Additional details are found in Appendix D.

| | Annual Program Awards | | | | | | | | | | First vs. Last | | | Annual |
Award Type	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Average	Change	% Change	% Change
Associate in Science for Transfer (A.S.-T) Degree				2	4	7	32	59	50	62	31	60	3000.0%	428.6%
Associate in Arts for Transfer (A.A.-T) Degree							6	16	43	46	28	40	666.7%	166.7%
Associate of Science (A.S.) degree	56	75	59	52	64	59	73	77	56	61	63	5	8.9%	0.9%
Associate of Arts (A.A.) degree	155	126	177	255	413	504	641	641	592	629	413	474	305.8%	30.6%
Certificate requiring 30 to < 60 semester units	17	6	8	5	136	173	200	304	265	300	141	283	1664.7%	166.5%
Certificate requiring 18 to < 30 semester units	13	2	5		8	11	9	7	6	6	7	-7	-53.8%	-6.0%
Certificate requiring 12 to < 18 units							2							
Certificate requiring 6 to < 18 semester units	59	33	2		4	93	140	112	96	72	68	13	22.0%	2.4%
Other Credit Award, < 6 semester units					1									
Totals	300	242	251	314	629	848	1,103	1,216	1,108	1,176	719	876	292.0%	29.2%

Source: California Community Colleges, Chancellor's Office. *Data Mart Query;* analysis by Cambridge West Partnership, LLC

While the College has authority to offer degree curriculum in 30 fields and occupational certificates in 45 disciplines, the numbers of students who complete programs of study are concentrated in these identified areas:

- Associate Degree for Transfer
    - Psychology
    - Sociology
    - Business Administration
    - Administration of Justice
- Associate of Arts (most likely to support transfer to a non-CSU institution)
    - Liberal Arts and Sciences, General
    - Liberal Studies
- Associate of Science
    - Registered Nursing
- Certificate Requiring 30 to < 60 Units
    - Transfer Studies
- Certificate Requiring 6 to <18 Units
    - Child Development/Early Care and Education
    - Alcohol and Controlled Substances

In most degree programs of study, the College has had a very low annual average of awards from 2009-10 to 2018-19.

- Two Associate Degrees for Transfer were first granted in 2012-13 but most ADTs started granting awards in 2015-16. Among the approved 15 ADTs, 10 have granted fewer than an annual average of 5 awards. Within that cohort of 10 programs of study,
    - 7 granted an average of 2 annual awards,
    - 2 granted an average of 1 annual award, and
    - 1 program granted an average of 4 annual awards

- Among the 33 Associate Degrees, between 2009-10 and 2018-19
    - 21 granted an average of one or two awards annually,
    - 7 granted an average of 3 to 6 awards annually.

A traditional certificate of achievement program requires 18 or more units concentrated in the program of study and commonly provide the basis for students to secure middle skills, livable wage jobs without further study. From 2009-10 to 2018-19 the College has offered eight of these programs with a ninth program being Transfer Studies. Among the eight certificate of achievement programs in career technical education disciplines

- 2 granted an average of 3 awards annually,
- 2 granted an average of 2 awards annually, and
- 2 granted an average of 1 award annually.

From 2004-05 to 2011-12, 24 graduates received the most commonly awarded certificate of achievement in the field of Alcohol and Controlled Substances. Three years after the award they were earning a median wage of $48,142.

From 2009-10 and 2018-19 the College sponsored 16 certificate awards that required less than 18 units concentrated in the program of study. These locally-approved certificate awards may assist a student to gain entry-level employment, but by themselves the awards seldom translate into livable wage employment.

- Among these certificate programs 13 averaged six or fewer awards annually.

In a service area with extensive poverty and relatively low educational attainment, the College should be serving a larger percentage of the community.

2019 Educational Attainment, Age 25 or Older   **Service Area**

	Los Ang 10 Zips	Gardena 3 zips	Hawthorne 1 zip	Inglewood 5 zips	Lynwood 1 zip	20 Zips	LA County
Total Population 25+	320,026	59,542	63,069	89,872	41,433	573,942	6,921,600
< 9th Grade	23.7%	10.5%	12.0%	16.0%	24.9%	19.9%	11.9%
9-12, no diploma	15.0%	8.0%	9.4%	12.0%	18.6%	13.4%	8.3%
HS graduate	25.7%	24.6%	22.3%	20.0%	25.7%	24.3%	19.3%
GED	1.9%	2.0%	2.2%	2.1%	2.6%	2.0%	1.7%
Some College	18.8%	21.8%	23.5%	24.4%	16.4%	20.3%	18.8%
Associate	5.2%	9.3%	7.0%	6.5%	4.5%	6.0%	6.9%
Bachelor's	7.0%	17.7%	17.3%	13.1%	5.7%	10.1%	21.5%
Graduate	2.8%	6.1%	6.4%	5.8%	1.6%	3.9%	11.6%
< HS graduate	38.7%	18.5%	21.4%	28.0%	43.5%	30.0%	20.2%
HS graduate/GED	27.6%	26.6%	24.5%	22.1%	28.3%	25.8%	21.0%
Total	*66.3%*	*45.1%*	*45.9%*	*50.1%*	*71.8%*	*55.8%*	*41.2%*
Some College	18.8%	21.8%	23.5%	24.4%	16.4%	21.0%	18.8%

Sources: Environmental Systems Research Institute (ESRI). *Market Profiles;* U. S. Department of Commerce, Census Bureau. *American Fact Finder;* analysis by Cambridge West Partnership, LLC

The College is also struggling to facilitate living wage employment by offering relatively few career technical education programs of study in middle skills that lead to living-wage jobs. The College may be underserving the community by not producing very many program awards in most of the authorized programs of study. This may be contributing to the large number of students completing coursework at neighboring colleges.

In that regard, the College should:

1. Complete an analysis of degree/certificate patterns; schedule the classes that allow the students the ability to complete the degree/certificate on site rather than transferring to a neighboring college.
2. Provide a seamless path for degree/certificate completion with strong advisement and success monitoring.
3. Expand Career Tech programs that offer job placement for students in accordance with the College's Mission and the needs of the community.
4. Identify and establish partnerships with local business and industry.

Conclusions

LASC has a rich tradition, but it also has a long history of deficit spending. It now confronts a staggering indebtedness to LACCD of about $15m and growing, and its prospects for the future are challenging.

The College needs to find its identity both internally and externally. It needs to become the place to be for students and its community and the place to work for faculty and staff. The only way to do this is to take a long, hard and honest look at itself, at its strengths and weaknesses and opportunities and threats. It must face reality, and that is a reality negatively marked by significant financial issues. It has been unable to make the kinds of investments needed to create a thriving institution of higher learning nor will it be able to do so in the future without substantive change.

LASC must build institutional capacity of which it presently has very little. We have outlined a path for so doing, a path that will take time to follow as there is no easy way out of its fiscal dilemma. As a necessary first step, we recommend that the College develop an action plan. The plan must include a description of the issue being addressed, a goal statement with objectives set forth as needed, measurable outcomes, staffing assignments, and timelines. We recommend that a 5-year time horizon be used. We further recommend that the action plan be submitted to the District no later than May 15, 2020.

The draft workplan template below can be used as a starting point. The information on the template is a snapshot of the findings and recommendations included in the report. The college should expand on the information to develop priorities, timelines, accountability, and measurable goals and outcomes for each item identified.

Template for a Work Plan

	The college should focus on strengthening institutional capacity by strategically deciding what the College should look like. This process should identify the degree/certificates the College should offer.		
	Goal 1– Decide how the college will best serve the surrounding community.		
	Activity	Owners	Timeline
1.1	The College should review the current planning processes, evaluate the College's culture, and review and assess data in preparation for the next steps.		
1.2	The College should conduct a Strategic Planning Retreat, or a similar process, to revise and update, the College Mission, Vision, and Values. -The College should contract with a skilled facilitator to assist the college in this process - The Vison statement will yield a picture of the College's future that motivates and inspires others to act. - The Mission will define what the college will do and not do; who it will serve and not serve; and how will they be served. -All constituents of the college, including students, should be involved throughout this process and future planning processes.		
1.3	Create strategic goals and objectives with defined timelines that support the Mission, Vision and Values.		
1.4	Create and assign action activities to accomplish the strategic objectives.		
1.5	Ensure the Institutional Capacity Recommendations align with ACCJC Accreditation Standards.		

	The College has struggled with years of financial instability; thus, this process has been initiated.		
	Goal 2– The College needs to reach financial stability to ensure that its students and community achieve their academic and career goals.		
	Activity	Owners	Timeline
2.1	The College should update the 2016-17 Financial Recovery Plan for the next five fiscal years with definitive and measurable targets, actions steps, accountability, timelines and staffing assignments.		
2.2	Incorporate all College funds into the College's planning and budgeting process.		
2.3	Develop and submit a proposal for IEPI-PRT assistance.		
2.4	Identify and establish partnerships with local business and industry.		
2.5	Identify economic development and revenue generation opportunities.		
2.6	Evaluate the effectiveness of the Foundation and seek additional contribution sources.		
2.7	Formulate a plan to reduce costs of employee benefits.		
2.8	Complete an analysis of release/reassignment time for faculty.		
2.9	Seek and secure a grant writer which may initially need to be on a contract basis.		
2.10	Ensure the Financial Capacity Recommendations align with ACCJC Accreditation Standards.		

	The College should review its organizational structure.		
	Goal 3– Employee compensation should be reduced.		
	Activity	Owners	Timeline
3.1	Review the College's organizational structure, its staffing patterns and position descriptions with an eye to what the College will need prospectively and to improve efficiencies.		
3.2	Identify College needs for systems upgrades so that data are available when and where needed and that operating policies and procedures are in line therewith.		
3.3	Establish a target for the percentage of the unrestricted fund budget dedicated to compensation and incorporate in the FRP.		
3.4	Establish a target for WSCH/FTEF that is based on program and course offerings and facilities availability vis-a-vis the State standard (condensed calendar) of 595; develop a plan for reaching that target; then incorporate into the FRP.		
3.5	Develop a human resources development plan, recruitment and hiring procedures, College orientation, onboarding, performance evaluation, and ongoing training.		
3.6	Explore the possibility of offering an Early Retirement Incentive.		
3.7	Ensure the Human Resources Capacity Recommendations align with ACCJC Accreditation Standards.		

	The College is currently overbuilt and needs to explore alternative uses of excess space.		
	Goal 4– The Facilities Plan should be reviewed, revised and followed.		
	Activity	Owners	Timeline
4.1	The plan should include procedures to delete unused space from the inventory to save utility, maintenance and custodial costs.		
4.2	Review M&O staffing and management with an eye towards increased efficiencies.		
4.3	Continue to seek appropriate lease agreements for unused college facilities.		
4.4	Develop a facilities stewardship plan relative to improving student engagement, facilities maintenance, community image and standards of care.		

4.5	Ensure the Facilities Capacity Recommendations align with ACCJC Accreditation Standards.		

The College, through a variety of methods, should strengthen the College image and increase community involvement.			
Goal 5– Strengthen the College's constituency capacity.			
	Activity	Owners	Timeline
5.1	Explore the expansion of athletics programs, such as women and men's soccer and women's softball to attract and recruit students to the campus to bolster the student life experience.		
5.2	Assess the community use of facilities and determine ways to expand the community's presence on the campus.		
5.3	Consider the establishment of a College Advancement Office		
5.4	Assess involvement of faculty, staff, and students in community organizations and activities as well as Statewide community college-related organizations.		
5.5	Conduct student forums to gain insights relative to their needs, interests, and concerns regarding the advancement of the College.		

The College needs to evaluate its technology capacity.			
Goal 6– The College will provide a technology infrastructure that supports an effective learning environment.			
	Activity	Owners	Timeline
6.1	Review and revise the Technology Plan to ensure the currency of IT/MIS systems vis-à-vis the College's internal and external data reporting.		
6.2	Develop the reporting systems necessary for class scheduling and events management.		
6.3	Provide ongoing employee and student technology training.		

The College should strategically increase enrollment by offering relevant degrees and certificates while attracting its students who are attending neighboring colleges and potential students.			
Goal 7– The enrollment management plan should be completed, and recommendations implemented. The same holds with the marketing plan, which is an important element of enrollment management.			
	Activity	Owners	Timeline
7.1	Complete and implement the Educational Master Plan.		
7.2	Assure that decision makers have access to dynamic enrollment data so decisions regarding class cancellations and additions are data-driven based on student needs and interests.		
7.3	Ensure the entire class schedule is coordinated with all academic and student service divisions to ensure that the classes do not overlap in time slots and start times.		
7.4	Complete an analysis of degree/certificate patterns; schedule classes that allow students the ability to complete the degree/certificate on site rather than transferring to a neighboring college.		
7.5	Provide a seamless path for degree/certificate completion with strong advisement and success monitoring.		
7.6	Expand Career Tech programs that offer job placement for students in accordance with the College's Mission and the needs of the community.		
7.7	Increase concurrent enrollment by improving outreach to high school students and modifying the college schedule to accommodate their needs. As previously mentioned, the college currently hosts a LAUSD Middle College High School and a Charter School on campus.		
7.8	Additional evening and weekend classes could be offered to reach the working adult student.		
7.9	More online and hybrid classes could be added but only after students and faculty are trained to teach online.		
7.10	High school and middle school outreach efforts should be evaluated and expanded. High school and middle school students should be invited to campus for programs and events.		
7.11	High school counselors should become ambassadors for the College through programs,		

	such as counselor to counselor conferences and special gatherings for high school counselors in the LASC service area.		
7.12	Strengthen the Associated Students Organization and provide gathering spaces for students.		
7.13	Assess financial aid services to determine if data are properly captured and that students are assisted in completing the process.		
7.14	Investigate whether the hours provided for student services actually meet the needs of the students.		

Appendices

Jim Buysse – Team Lead

Senior Associate
Dr. Buysse has 48 years of experience in educational administration. His service includes 17 years in Colorado with the Colorado Commission on Higher Education; the State's community college governing board; Colorado Mountain College (including one year as Interim President); and the Aurora Higher Education Center. He also was selected to serve on a 4-person planning team charged with writing Colorado's first postsecondary education master plan. In California, he spent 20 years with the Riverside Community College District, serving one year as Interim Chancellor and retiring as Vice Chancellor Emeritus, Administration and Finance. He has also worked with De Anza College, the South Orange County Community College District; Saddleback College (Interim President); and El Camino College. He also received the 2014 Walter Star Robie Award from the CCC's Association of Chief Business Officials. Additionally, he has provided consulting services to Desert, Chaffey, Victor Valley and Santa Barbara community college districts. He brings leadership experience in organizational culture, management, strategic planning, customer service, budget and finance.

C. M. Brahmbhatt

Managing Director
Mr. Brahmbhatt has been serving the educational community for 35 years. Twenty-four of those years were spent with the Coast Community College District as the Vice Chancellor of Administrative Services. C.M. holds a Lifetime Community College Chief Administrator Office Credential as well as a Lifetime Community College Supervisor Credential. He also received the 2010 Walter Star Robie Award from the Association of Chief Business Officers of CCC. C.M.'s career has granted him expertise in financial management, administrative services, cost savings, bond programs, State mandate compliance, capital construction/ facility planning, and finance resourcing.

George Walters

Director of Operations
George Walters has served 17 plus years in California Community Colleges. During his career, he has served as a faculty member, Dean of Instruction and as Vice President of Administrative Services. As the Chief Business Officer of Barstow Community College District, Mr. Walters provided district wide leadership in risk management, capital projects, facilities, budget and finance, IT, maintenance and operations and auxiliary services. In addition to providing a campus-wide operational perspective to strategic planning projects, Mr. Walters brings over a decade of experience in industrial arts and career and technical education. Mr. Walters continues to provide specialized guidance and support to several community colleges.

Fred Trapp

Senior Associate
Dr. Trapp's 48 years in community colleges has included years of classroom teaching experience as well as extensive work with faculty and deans on curriculum design and development, orchestrating schedules of classes, completing unit plans, conducting program reviews, assessing student learning outcomes, and evaluating institutional effectiveness. Dr. Trapp has provided institutional research support in a variety of topics. He has acted as leader in roles pertaining to accreditation self-studies and has served on numerous teams on behalf of the Accrediting Commission. Dr. Trapp's education includes a Ph.D. in Public Administration and M.P.A. in Public Administration from the University of Southern California; M.R.C.P. in Regional and City Planning from the University of Oklahoma; M.A. in Political Science from the American University (Washington, D.C.); and a B.A. from California Western University (San Diego).

Linda Lacy

Senior Associate
Dr. Lacy's 40 years in education include 29 years in the California community college system as faculty, dean of student services, vice president, vice chancellor of student services and operations and 8 years as a college president. Dr. Lacy's education includes an Ed.D. in Education from Oklahoma State University; M.A. in Education from Central State University, Oklahoma; and B.A in Science from Oklahoma State University. During her career, Dr. Lacy held numerous statewide positions of leadership, was active in the communities she served, and received numerous awards for her leadership and service. In 2015, Dr. Lacy was honored with the California State Assembly Distinguished Woman of the Year Award.

Appendix B: Los Angeles Southwest College Survey Questions

In December 2019 a web-based survey consisting of the following 16 questions was provided to employees of the college. Seventy four people participated with responses that ran for 46 pages of single-space text. There were many good ideas in the responses which the team used to develop themes that are commented upon in this report.

1. What courses do you suggest being added or expanded in the College's schedule of classes?
2. What career technical degrees, programs, and certificates should be explored?
3. How can the college reach additional high school graduates?
4. Are classes efficiently scheduled, and if not, what would you suggest being done to improve this process?
5. Are there ways in which student engagement on-campus could be increased?
6. Are there non-traditional student populations the College might serve?
7. Could more online and hybrid courses be offered?
8. What suggestions do you have for removing barriers to student success and retention?
9. What partnerships could be pursued?
10. Are you aware of any grant funding opportunities the College might pursue?
11. What other ideas should be incorporated to increase revenue and/or improve services?
12. What policies and procedures could be added or improved?
13. Are there any duplication of effort you have observed, and if so, how would you suggest they be remedied?
14. Are there ways in which automated systems could be more effectively utilized or expanded?
15. What other cost savings ideas should be considered by the College?
16. If you have other suggestions or ideas, please share them.

Appendix C: Los Angeles Southwest College Effective Service Area Analysis

Count	ZIP	Postal City	Neighborhood	Average	Total	Cumulative %	2014	2015	2016	2017	2018	2019	Nbr. Change	% Change
						Fall 2014 to 20189 Student Headcounts Enrolled at Los Angeles Southwest College							**2014 vs. 2019**	
1	90044	Los Angeles	August F. Haw	1,226	7,356	16.3%	1,202	1,271	1,313	1,171	1,095	1,304	102	8.5%
2	90047	Los Angeles	Westmont	725	4,347	25.9%	803	800	789	717	575	663	-140	-17.4%
3	90250	Hawthorne		565	3,390	33.4%	599	633	658	585	463	452	-147	-24.5%
4	90003	Los Angeles	Southeast L.A.	509	3,054	40.1%	492	468	445	561	511	577	85	17.3%
5	90061	Los Angeles	W. Rnacho Domingo	335	2,009	44.6%	306	340	364	346	304	349	43	14.1%
6	90059	Los Angeles	August F. Haw	284	1,702	48.3%	279	304	277	269	283	290	11	3.9%
7	90303	Inglewood		272	1,629	51.9%	274	307	313	290	218	227	-47	-17.2%
8	90247	Gardena		268	1,605	55.5%	271	292	278	280	227	257	-14	-5.2%
9	90002	Los Angeles	Watts	242	1,450	58.7%	241	226	210	261	250	262	21	8.7%
10	90043	Los Angeles	Windsor Hills	221	1,325	61.6%	250	230	242	199	183	221	-29	-11.6%
11	90301	Inglewood		210	1,262	64.4%	232	247	252	192	167	172	-60	-25.9%
12	90304	Inglewood		204	1,222	67.1%	243	277	222	186	134	160	-83	-34.2%
13	90249	Gardena		165	989	69.3%	160	194	185	158	136	156	-4	-2.5%
14	90062	Los Angeles		151	905	71.3%	161	152	154	146	132	160	-1	-0.6%
15	90001	Los Angeles		155	931	73.4%	110	125	117	186	183	210	100	90.9%
16	90037	Los Angeles		137	823	75.2%	146	139	158	138	109	133	-13	-8.9%
17	90302	Inglewood		116	697	76.7%	117	136	111	123	99	111	-6	-5.1%
18	90011	Los Angeles		110	661	78.2%	110	114	124	95	104	114	4	3.6%
19	90305	Inglewood		99	591	79.5%	137	120	114	79	69	72	-65	-47.4%
20	90008	Los Angeles	Baldwin Hills	91	545	80.7%	117	97	100	77	60	94	-23	-19.7%

Source: California Community Colleges, Chancellor's Office, Research Unit. *Student Headcount by College and Zip Files;* analysis by Cambridge West Partnership, LLC

Award Type	Discipline	TOP	Annual Program Awards										Average	Change	First vs. Last % Change	Annual % Change
			2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019				
Associate in Arts for Transfer (A.A.-T) Degree	Anthropology	220200									3	1	2	-2	-67%	-33%
Associate in Arts for Transfer (A.A.-T) Degree	Art	100200									2	1	2	-1	-50%	-25%
Associate in Arts for Transfer (A.A.-T) Degree	English	150100									1	3	2	2	200%	100%
Associate in Arts for Transfer (A.A.-T) Degree	History	220500						1		1	1	3	2	2	200%	50%
Associate in Arts for Transfer (A.A.-T) Degree	Kinesiology	127000										1				
Associate in Arts for Transfer (A.A.-T) Degree	Political Science	220700									1	2	2	1	100%	50%
Associate in Arts for Transfer (A.A.-T) Degree	Psychology, General	200100							2	6	16	18	11	16	800%	200%
Associate in Arts for Transfer (A.A.-T) Degree	Sociology	220800							3	8	15	13	10	10	333%	83%
Associate in Arts for Transfer (A.A.-T) Degree	Spanish	110500										2				
Associate in Arts for Transfer (A.A.-T) Degree	Speech Communication	150600								1	4	2	2	1	100%	33%
Associate in Science for Transfer (A.S.-T) Degree	Administration of Justice	210500				1	4	2	17	19	16	19	11	18	1800%	257%
Associate in Science for Transfer (A.S.-T) Degree	Business Administration	050500							12	24	18	32	22	20	167%	42%
Associate in Science for Transfer (A.S.-T) Degree	Child Development/Early Care and Education	130500				1		5	3	7	10	9	6	8	800%	114%
Associate in Science for Transfer (A.S.-T) Degree	Mathematics, General	170100							2	1	1	1	1	-1	-50%	-17%
Associate in Science for Transfer (A.S.-T) Degree	Physics, General	190200							7	5	1		4	-6	-86%	-29%

| Award Type | Discipline | TOP | Annual Program Awards | | | | | | | | | | Aver-age | First vs. Last | | Annual |
			2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019		Nbr Change	% Change	% Change
Associate of Arts (A.A.) Degree	Administration of Justice	210500	7	5	9	17	26	23	17	17	12	9	14	2	29%	3%
Associate of Arts (A.A.) Degree	Anthropology	220200			1	1		5	4	1	2	1	2	0	0%	0%
Associate of Arts (A.A.) Degree	Art	100200	1		1	2	2	1	2	3	2	4	2	3	300%	30%
Associate of Arts (A.A.) Degree	Banking and Finance	050400					1	1		1		1	1	0	0%	0%
Associate of Arts (A.A.) Degree	Biology, General	040100		1	1	1	2		2			2	2	1	100%	11%
Associate of Arts (A.A.) Degree	Business Administration	050500	13	7	1	2	1	3	6	7	3	3	5	-10	-77%	-8%
Associate of Arts (A.A.) Degree	Business and Commerce, General	050100		1	13	22	26	25	33	45	19	26	23	25	2500%	278%
Associate of Arts (A.A.) Degree	Child Development/Early Care and Education	130500	11	6	12	17	21	22	20	16	14	7	15	-4	-36%	-4%
Associate of Arts (A.A.) Degree	Computer Science (Transfer)	070600		1				4	3				3	-1	-100%	-11%
Associate of Arts (A.A.) Degree	Dramatic Arts	100700					2		2	1	2	2	2	0	0%	0%
Associate of Arts (A.A.) Degree	Electronics and Electric Technology	093400								1	1		1	0	0%	0%
Associate of Arts (A.A.) Degree	English	150100	1		2	3	6	1	3	4	7	5	4	4	400%	40%
Associate of Arts (A.A.) Degree	History	220500				1		1	1	3	1	1	1	0	0%	0%
Associate of Arts (A.A.) Degree	Humanities and Fine Arts	490310	1		5	3	5	6	12	11	4	8	6	7	700%	70%
Associate of Arts (A.A.) Degree	Journalism	060200						1	1				1	0	0%	0%
Associate of Arts (A.A.) Degree	Liberal Arts and Sciences, General	490100	105	93	111	123	211	218	274	246	273	284	194	179	170%	17%
Associate of Arts (A.A.) Degree	Liberal Studies	490120			6	30	80	147	222	229	208	234	145	228	3800%	475%
Associate of Arts (A.A.) Degree	Management Development and Supervision	050630	6	1	3	3	7	10	5	9	10	6	6	0	0%	0%
Associate of Arts (A.A.) Degree	Mathematics, General	170100						1	3	3			2	2	200%	67%
Associate of Arts (A.A.) Degree	Music	100400	1				1	1	2	1			1	-1	-100%	-10%
Associate of Arts (A.A.) Degree	Paralegal	140200	1		1	1	1	1		2		1	1	0	0%	0%
Associate of Arts (A.A.) Degree	Political Science	220700	1			2			2	2	2	2	2	1	100%	10%
Associate of Arts (A.A.) Degree	Psychology, General	200100	2	3	4	9	8	7	14	13	13	13	9	11	550%	55%
Associate of Arts (A.A.) Degree	Real Estate	051100	2			1							2	-2	-100%	-10%
Associate of Arts (A.A.) Degree	Sociology	220800	3	7	6	14	10		12	12	11	13	11	10	333%	33%
Associate of Arts (A.A.) Degree	Software Applications	070210				2	1	3	1	2	2	1	2	-1	-50%	-7%
Associate of Arts (A.A.) Degree	Spanish	110500		1	1	1	3	3	2	10	4	6	3	5	500%	56%
Associate of Arts (A.A.) Degree	Speech Communication	150600						1	1	1	1	1	1	0	0%	0%
Associate of Science (A.S.) Degree	Computer Programming	070710	1		1	1	2	1	1	2	1		1	-1	-100%	-10%
Associate of Science (A.S.) Degree	Electronics and Electric Technology	093400	2	1	1		2	2	1	2	1		2	-2	-100%	-10%
Associate of Science (A.S.) Degree	Geography	220600										1				
Associate of Science (A.S.) Degree	Geology	191400										1				
Associate of Science (A.S.) Degree	Mathematics, General	170100							1		9	4	5	3	300%	100%
Associate of Science (A.S.) Degree	Office Technology/Office Computer Applications	051400				1		1	1		1	1	1	0	0%	0%
Associate of Science (A.S.) Degree	Physics, General	190200								2	1	1	1	-1	-50%	-17%
Associate of Science (A.S.) Degree	Psychology, General	200100	10	6	20	21	19	25	31	21	8	9	17	-1	-10%	-1%
Associate of Science (A.S.) Degree	Registered Nursing	123010	43	68	37	29	41	30	38	50	35	44	42	1	2%	0%

Award Type	Discipline	TOP	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	Average	First vs. Last Nbr Change	% Change	Annual % Change
Certificate requiring 12 to < 18 units	Information Technology, General	070100							2							
Certificate requiring 18 to < 30 semester units	Administration of Justice	210500	5	2	3		3	6	4		1		3	-5	-100%	-10%
Certificate requiring 18 to < 30 semester units	Business Administration	050500	1							1			1	-1	-100%	-10%
Certificate requiring 18 to < 30 semester units	Business and Commerce, General	050100	2		1			2		3	1	3	2	1	50%	5%
Certificate requiring 18 to < 30 semester units	Information Technology, General	070100						1								
Certificate requiring 18 to < 30 semester units	Management Development and Supervision	050630	3		1		5	3		4	3	3	3	0	0%	0%
Certificate requiring 18 to < 30 semester units	Real Estate	051100	2							1			2	-2	-100%	-10%
Certificate requiring 30 to < 60 semester units	Alcohol and Controlled Substances	210440	16	6	8	4	15	13	15	12	8	11	11	-5	-31%	-3%
Certificate requiring 30 to < 60 semester units	Banking and Finance	050400								1		1	1	0	0%	0%
Certificate requiring 30 to < 60 semester units	Transfer Studies	490110	1			1	121	160	185	291	257	288	163	287	28700%	2870%
Certificate requiring 6 to < 18 semester units	Accounting	050200						1		2		1	1	0	0%	0%
Certificate requiring 6 to < 18 semester units	Administration of Justice	210500	17	8	2			12	19	22	10	8	12	-9	-53%	-5%
Certificate requiring 6 to < 18 semester units	Alcohol and Controlled Substances	210440	31	17			4	16	44	37	26	16	24	-15	-48%	-5%
Certificate requiring 6 to < 18 semester units	Business Administration	050500								1						
Certificate requiring 6 to < 18 semester units	Child and Adolescent Development	130510								6						
Certificate requiring 6 to < 18 semester units	Child Development/Early Care and Education	130500						54	58	39	41	34	45	-20	-37%	-7%
Certificate requiring 6 to < 18 semester units	Education, General	080100		1				1					1	-1	-100%	-11%
Certificate requiring 6 to < 18 semester units	Electronics and Electric Technology	093400	1	2				2	6	1			2	-1	-100%	-10%
Certificate requiring 6 to < 18 semester units	Law, General	140100										2				
Certificate requiring 6 to < 18 semester units	Management Development and Supervision	050630	2					5	5	3	3		4	1	50%	5%
Certificate requiring 6 to < 18 semester units	Office Technology/Office Computer Applications	051400	6				7		6	1	1	1	4	-5	-83%	-8%
Certificate requiring 6 to < 18 semester units	Real Estate	051100	2	5						3			3	-2	-100%	-10%
Certificate requiring 6 to < 18 semester units	Sociology	220800								4	5	7	5	3	75%	25%
Certificate requiring 6 to < 18 semester units	Spanish	110500						1	1	1			1	0	0%	0%
Other Credit Award, < 6 semester units	Electronics and Electric Technology	093400					1									
Los Angeles Southwest College Total			300	242	251	314	629	848	1,103	1,216	1,108	1,176	719	876	57600%	5760%

Source: California Community Colleges, Chancellor's Office. *Data Mart Query;* analysis by Cambridge West Partnership, LLC