

EVIDENCE

OF THE COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

Los Angeles Southwest College presents this comprehensive self-study with full confidence that the institution meets or exceeds the prescribed standards for reaffirmation of accreditation and hereby attests that the institution has remained in continued compliance with all of the commission's eligibility requirements as set forth below.

1. AUTHORITY

Los Angeles Southwest College (LASC) is a public two-year community college operating under the authority of the State of California, the Board of Governors of the California Community Colleges, and the Board of Trustees of the Los Angeles Community College District (LACCD). This authority has existed continuously since 1967 with accreditation status regularly renewed. The college awards associate degrees in 34 disciplines as well as occupational certificates in 47 disciplines.

2. MISSION

The LACCD Board of Trustees publicly affirms the college's educational mission statement whenever it is updated. The college reviews and updates the mission statement on a regular basis. The last update occurred in fall 2005 to reflect the college's emphasis on student learning outcomes. The mission statement is used in strategic planning and is published widely in college publications such as the college catalog and the schedule of classes.

3. GOVERNING BOARD

The Board of Trustees (Board) consists of seven members who are elected by the qualified voters of the LACCD, and one

student member who is elected annually by the students of the district. The term of office for the student member is June 1 through May 31 of each year. The voters elect the board members at-large for four-year terms on staggered elections held every two years, with three members being chosen at one election and four members at the other. The Board elects the President and Vice President of the Board for one-year terms at the annual organizational meeting.

The eight-member governing board of the LACCD is an independent policy making body that ensures that the district's educational mission and the missions of constituent colleges are being implemented. The Board also ensures the quality, integrity, and financial stability of the colleges of the LACCD.

4. CHIEF EXECUTIVE OFFICER

Dr. Audre Levy has served as President of LASC since her appointment by the Board in August 2001. Dr. Levy is a full-time administrator who does not serve on the governing board of the district.

5. ADMINISTRATIVE CAPACITY

The college has 11 administrative officers including seven deans, three vice presidents, and the President. The college selected these administrative officers through an open competitive process based on their

professional training and experience. There is currently sufficient staff, with appropriate preparation and experience, to provide the administrative services necessary to support the mission and purpose of the college.

The administrators of the college, as of November 2005, are as follows:

President: Dr. Audre Levy
Vice President, Academic Affairs: Leige Henderson
Vice President, Administrative Services (Acting): Mary Gallagher
Vice President, Student Services: Jose Robledo
Dean, Academic Affairs: Vincent Jackson
Dean, Academic Affairs: Dr. Earnestine Thomas-Robertson
Dean, College Advancement and Specially Funded Programs: Leticia L. Barajas
Dean, EOP&S, GAIN, and CalWORKs: Phyllis K. Norwood
Dean, Institutional Planning and Research: Dan Walden
Dean, Student Services: Marilyn Moy
Dean, TRIO Programs: Scott Thayer

6. OPERATIONAL STATUS

Los Angeles Southwest College is a community college that meets the varied educational needs of its students. LASC offers educational opportunities in vocational programs as well as academic programs that prepare students for transfer to public and private colleges and universities. Students may select from a variety of majors and may earn an associate degree in one of the college's 34 associate degree programs. Of these, approximately 32 programs prepare students to transfer to public or private universities; nine programs are both vocational and transfer. Educational programs can span a complete degree program of two years or may be

composed of shorter-term training as characterized by the college's 47 occupational certificates. The college has approximately 6,800 students who are pursuing personal enrichment, certificates, degrees or transfer preparation. In academic year 2004-2005, the college awarded 441 associates degrees and 384 vocational certificates. During 2003-04, the college had 172 students successfully transfer to colleges or universities. During spring 2005, approximately 65 percent of the nursing program graduates passed the state board licensure examination.

7. DEGREES

Some programs and educational offerings lead to associate degrees, occupational certificates, or for preparation for transfer to a four-year university or college. Others are non-credit and prepare students for programs, such as English as a Second Language (ESL) non-credit programs. In 2003-04, 80 percent of LASC students were enrolled in degree applicable courses. In the same academic year, the college enrolled 20 percent of its students in developmental basic skills courses that are classified as non-degree applicable.

8. EDUCATIONAL PROGRAMS

The college catalog contains a comprehensive statement of educational purpose and objectives offered by each of the academic programs. Course outlines contain course objectives that are achieved through class content, assignments, and activities. There are a number of programs in both transfer and vocational areas where students can complete a degree in two years. These programs range from Administration of Justice to Theater Arts.

The college is developing institutional, student service areas, programmatic, and course student learning outcomes (SLOs), predicated on the college mission statement. To accomplish this faculty have developed a standing committee to guide the college in implementing SLOs at all levels.

The SLO Committee consists of instructional and non-instructional faculty, administrators, staff, and students. The committee meets bi-monthly to facilitate dialogue about SLOs at the college. The committee facilitates a faculty-led process to develop SLOs at all levels of the college that will improve teaching, learning, advising, and serving students at the individual, course, program, and institutional levels. The SLO Committee also assists faculty and staff to articulate SLOs that serve to implement, evaluate, and improve educational processes based upon outcomes and evaluations. The committee ensures that all college stakeholders are informed of its progress and have the opportunity to respond to its initiatives.

9. ACADEMIC CREDIT

The semester unit is based on 16-18 hours of student contact for lecture and additional hours of student contact in laboratory per unit earned. The college awards academic credit based on this standard of instructional activity. The award of academic credit for each course is clearly delineated in the college catalog and course outlines.

10. STUDENT LEARNING AND ACHIEVEMENT

The college catalog contains a comprehensive statement of educational purpose and objectives for each of the academic programs offered. The development of additional institutional,

student service areas, programmatic, and course level SLOs, predicated on the college mission, is occurring. This is in progress in all college areas, including, but not limited to, the Library, the Learning Resource Center, Admissions, and the Center for Retention and Transfer.

New and updated course outlines are evaluated and revised to include achievable and measurable SLOs accomplished through course content and rigor in activities and assignments. Coordinated by department chairs and administration courses, regardless of delivery method, must follow the course outline.

11. GENERAL EDUCATION

All degree programs require a minimum of 18 semester units of general education for graduation. There are also specific course requirements in American institutions, health education, physical education, critical thinking, and multicultural studies. Graduates must demonstrate competence in mathematics as well as reading and written expression. The college is identifying SLOs at all levels, beginning with those at the course and service area levels, and proceeding into institutional level SLOs.

12. ACADEMIC FREEDOM

The college has a statement on academic rights and responsibilities, which was adopted by the faculty in spring 2001. The statement contains the rights and the responsibilities of faculty members, with regard to their field of expertise, and holds that the primary responsibility of faculty to their students is to seek and to state the truth as they see it, to provide this same freedom to students, and to spend time developing and improving their scholarly competence.

13. FACULTY

The college employs 75 full-time contract faculty and 150 part-time adjunct faculty members. The specific duties and responsibilities of faculty are delineated in the *Agreement Between the Los Angeles Community College District and the Los Angeles College Faculty Guild, Local 1521, CFT/AFT, AFL/CIO*. Full-time faculty duties include responsibilities for curriculum review and committee membership.

14. STUDENT SERVICES

Student services are comprehensive and accessible to students. An array of services is provided based on student needs ranging from admissions and assessment to counseling, financial aid, health services, and tutoring support. Additional programs, such as Disabled Student Programs and Services (DSPS), Extended Opportunities Program and Services (EOP&S), Greater Avenues for Independence (GAIN), and TRIO, are provided for targeted groups. The new Student Services Building that opened November 2005 houses all student services in one location.

15. ADMISSIONS

LASC maintains an “open door” admission policy. The policy is consistent with the college mission statement, California State Education Code, Title 5 Regulations, and the statewide mission for California Community Colleges.

16. INFORMATION AND LEARNING RESOURCES

The Learning Resource Center (LRC) houses a variety of media collections and is staffed to assist students. The college remains committed to enhancing the library

resources. Students have access without charge to the internet and online computer search capabilities in the LRC, and computer laboratories. Several computer laboratories are available to students throughout the campus with staff to assist students.

17. FINANCIAL RESOURCES

The college’s funding is adequate to support its basic financial needs. Severe cuts in state funding to the community college system have resulted in reductions of programs, staff, and instructional resources. Exacerbating the situation was a decrease in the number of students. The college has had to respond to increased student needs with fewer resources.

The strategic planning and budgeting process (as defined in the *Planning Handbook*) recommends a distribution of funds based on program review and on the implementation of the LASC mission statement. Using all available planning documents, the SPBC reviews proposed expenditures and reductions. The college maintains records of all revenues and expenditures.

18. FINANCIAL ACCOUNTABILITY

Externally contracted certified public accountants conduct annual financial audits of the Los Angeles Community College District. Los Angeles Southwest College is not audited as a separate entity. The Board of Trustees reviews these audit reports on an annual basis and discusses in public sessions the financial audit and management responses to any exceptions. The district files audit reports with the Los Angeles County Department of Education and other public agencies as required.

In the past, the college has operated with annual and cumulative deficit. For the past two years, however, the college ended each fiscal year with a reserve.

19. INSTITUTIONAL PLANNING AND EVALUATION

Planning and evaluation is ongoing for all departments and divisions of the college, including instruction, student services, and administrative services. The college is now focusing on all three areas to enhance student learning. LASC integrated the college-wide program review, institutional planning process, and the self-study planning agendas into the 2005 master planning cycle. This on-going and integrated process guides academic and educational program development, new facilities construction, hiring staff, procurement of instructional and administrative equipment and annual budget development and resource allocations of the college.

20. PUBLIC INFORMATION

Los Angeles Southwest College publishes an annual catalog. The catalog contains general information including the college's official name, address, telephone numbers, and website URL. It also includes the following information:

- Mission statement
- Admission and attendance requirements
- Degrees, programs, and courses offered and their length to completion
- Available financial aid
- Refund policies
- Available learning resources
- Academic credentials of faculty and administrators and names of Board of Trustee members

The catalog states primary regulations affecting students including the following:

- Academic regulations
- Student fees and refund of fees
- Academic honesty and codes of student conduct
- Admissions and information on attending the institution and on withdrawing from it
- Sexual harassment policy
- Statement of nondiscrimination
- Acceptance of transfer credits
- Family Educational and Privacy Rights Act (FERPA) guidelines
- Grievance complaint procedures

The catalog committee carefully checks the publication for accuracy and updates it on an annual basis. The college makes an effort to distribute the annual catalog in a timely manner, including posting it to the college website. The class schedules include abridged versions of this information.

21. RELATIONS WITH THE ACCREDITING COMMISSION

Los Angeles Southwest College and the LACCD Board of Trustees hereby affirm, by signatures of the official representatives, that Los Angeles Southwest College has consistently adhered to the eligibility requirements, standards, and policies of the Accrediting Commission for Community and Junior Colleges. The college describes itself in identical terms to all its accrediting agencies, communicates any changes in its accredited status, and agrees to disclose information required by the commission to carry out accrediting responsibilities. All disclosures by the college are complete, accurate, and honest.