

INTRODUCTION

HISTORY OF LOS ANGELES SOUTHWEST COLLEGE

The 20-year vision of a group of dedicated community activists became a reality when the Board of Education of the Los Angeles Unified School District voted Los Angeles Southwest College (LASC) into existence in February 1967. Los Angeles Southwest College, one of nine colleges of the now separate Los Angeles Community College District, officially opened its doors on September 11, 1967 with 600 students and 22 full-time faculty members.

The college began in 1967 in 13 temporary bungalows that were armed forces housing during World War II. The original campus consisted of a library, administrative offices, and learning laboratories. In the 1970's, the college erected four permanent buildings. In 1991 the discovery of an earthquake fault caused the demolition of two buildings in 1994. As a result, many of the college's programs returned to locations in the original bungalows.

The college replaced much of the demolished space with a state-of-the-art athletic complex, a technical education building, and a lecture/laboratory building. In 2001 the college was slated to complete the final building to replace the lost space as a result of the earthquake findings.

In 2003 the college developed a facilities master plan and as part of that process it was discovered that a large portion of the 78 acres of LASC is not suitable for building. In spite of the earthquake challenges, the college's physical facility is in a state of transitions. With the passage of two bonds, Prop A in 2001 and Prop AA in 2003, the college now has the resources to finally remove the bungalows and build out the campus. One of the first projects is the new student services building that opened in November 2005 and is now home for all of the student services that had been housed in bungalows for over 15 years. The college is in the midst of construction growth. The next new building will house the child development center. The college is proud to say that most of the "temporary" bungalows have been removed. Campus maps in the Appendix illustrate the current campus, the near-term campus plan, and the long-term campus plan.

COLLEGE DESCRIPTION

Located in south central Los Angeles, Los Angeles Southwest College is one of the newest and the smallest colleges in the nine-college Los Angeles Community College District.

Service Area and College Demographics

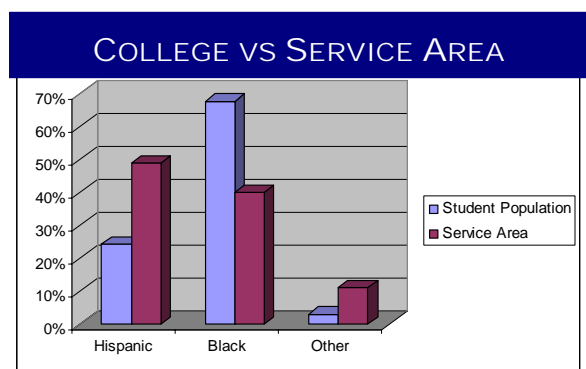
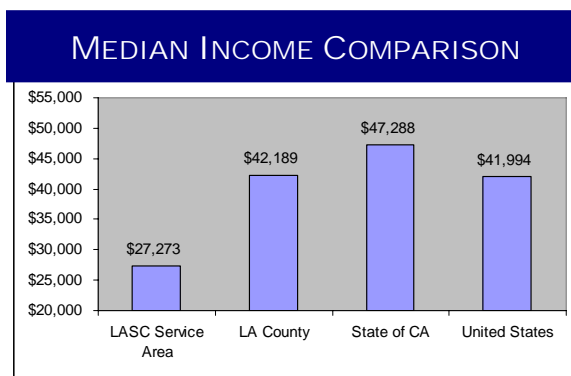


The LASC service area encompasses parts of the City of Los Angeles and unincorporated sections of the County of Los Angeles, 2nd Supervisorial District, as well as portions of the cities of Gardena, Hawthorne, and Inglewood.

The service area consists of 35.5 square miles, which accounts for less than one percent of the 4,752 square miles of Los Angeles County. The primary feeder high schools are Crenshaw, Washington, Inglewood, Jordan, Locke, Locke Continuation, Middle College, and Morningside.

The median income for the LASC service area as of the 2000 census was \$27,273 compared to \$42,189 for Los Angeles County as a whole, \$47,288 for the state of California and \$41,994 for the United States overall.

The 2000 census indicates that the college service area population is approximately 48% Hispanic while the college’s student population is approximately 27% Hispanic. African-Americans account for approximately 39% of the service area population and 65% of the student population. The remaining percentages of both the service area and the student population are defined as “other” due to the small numbers of the different ethnic groups accounted for in that segment.

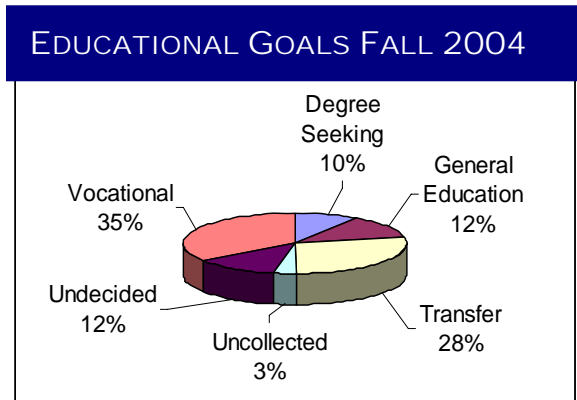


In the fall 2004 semester, (the latest semester for which data is available), the college had 501 credit and non-credit course sections with 6,641 total students (6,017 credit students and 624 noncredit students). Of these students, 67% attended during the day and 33% took classes in the evening. Seventy-four percent of the students in fall 2004 were female, and 26% were male as compared to the service area overall where gender

distribution is approximately 50/50.

STUDENT LEARNING OUTCOMES

Los Angeles Southwest College is currently developing student learning outcomes tailored to the needs and objectives of its courses, programs, and institutions. The discussion of student learning outcomes (SLOs) has been held primarily through the SLO committee. The SLO Committee consists of faculty, staff, administrators, and a student. The committee defined SLOs as “campus wide objectives that are achievable and measurable and represent knowledge, skills, and attitudes gained by students as a result of a college experience.” One of the goals of the SLO Committee is that SLOs should be assimilated into students’ life experiences and communities. Also the committee recognizes that SLOs should be part of an ongoing planning process and the results used to improve the learning experience at the college. In May 2005 the faculty senate approved a resolution addressing good practices in assessment and a working draft on *Guidelines for Development, Assessment, and Reporting of SLOs at the Course and Service Level*. The SLO Committee conducted a series of workshops on SLOs for faculty at the course level during fall of 2005. Currently, 25% of the courses have identified student learning outcomes and some faculty members have implemented and assessed SLOs. The college has begun discussion and is in the development phase of program and institutional SLO’s. Although the efforts are minimal, the SLO committee has been instrumental in keeping the topic active and the source of much dialogue on the campus from workshops, training, and campus wide forums.



MISSION, GOALS AND OBJECTIVES OF LOS ANGELES SOUTHWEST COLLEGE

Recently updated, the mission statement of Los Angeles Southwest College reads as follows:

Los Angeles Southwest College is committed to providing an environment for quality learning to enrich the lives of our diverse population (adopted by the campus in May 2005).

The college's Strategic Planning and Budget Committee developed the following three-year strategic goals. Each goal is followed by supporting objectives.

STRATEGIC GOAL #1: SERVING STUDENTS NEEDS

The college shall serve student needs and success through coordinated, collaborative, and integrative state-of-the-art delivery of services that are flexible and inclusive.

Strategic Objectives

- Review, create, update, and expand degree offerings, skills awards, and courses;
- Create and implement marketing and outreach plan that addresses the needs of our diverse population;
- Offer a class schedule that is convenient to students;
- Develop and expand student life and extracurricular activities;
- Provide appropriate support services for students;
- Improve student success indicators (e.g., completion rates, attrition, achieving educational objectives, and follow-up);
- Provide students with the skills necessary to achieve their goal(s);
- Provide personal assessment processes and an individualized student success plan;
- Improve facilities to enhance a learning environment conducive to student success (e.g., parking, classrooms, and cafeteria).

STRATEGIC GOAL #2: QUALITY EDUCATION

The college shall provide quality education that incorporates technology and responds to the needs of students, business, industry, and institutions of higher learning with curricula that improve student learning outcomes.

Strategic Objectives

- Provide opportunities to increase the number of under-prepared students transitioning to college-level courses;
- Enhance teaching and learning through technology;
- Develop and strengthen partnerships with business and industry to ensure currency of curricula;
- Develop dynamic learning environments;
- Strengthen partnerships with business and industry;
- Deliver instruction through a variety of pedagogical styles;
- Improve full-time to part-time faculty ratio (e.g., strive to have full-time faculty for each academic discipline);
- Provide classified support and other staff that is commensurate with campus needs;

- Develop core competencies for all programs;
- Plan and evaluate program effectiveness on an ongoing basis;
- Provide professional, scheduled, relevant, and ongoing faculty and staff development activities.

STRATEGIC GOAL #3: COMMITMENT TO STUDENTS AND COMMUNITY

The college shall maintain a commitment to students and expand collaborative community relationships in a safe, healthy and aesthetically pleasing environment conducive to quality learning.

Strategic Objectives

- Improve the image of the campus aesthetically;
- Increase student participation, community involvement and extended opportunities for community enrichment;
- Enhance facilities for instructional program improvement;
- Strengthen college partnerships with business, industry, institutions of higher learning and external funding resources;
- Provide an aesthetic environment that serves as a change agent for the community;
- Serve as a resource for life-long learning.

STRATEGIC GOAL #4: LEADERSHIP

The college shall identify, develop, and support leaders to effectively manage an environment of shared governance with respect, support, and recognition

Strategic Objectives

- Improve communication among all faculty, staff, administrators, students and community;
- Identify student and community members as resources;
- Enhance respect by building trust with faculty, staff, students and community;
- Provide professional, scheduled, relevant, and ongoing faculty and staff development activities;
- Provide leadership opportunities;
- Ensure appropriate levels of staffing throughout the college;
- Promote from within whenever possible;
- Increase participation by all faculty, staff, and students in college decision-making activities maximizing the use of technology;
- Develop an organizational culture of change and innovation;
- Improve level of customer services in all areas;
- Establish written policies and procedures for processes.

ORGANIZATION OF THE SELF-STUDY

At the conclusion of the last accreditation review, the college received recommendations that addressed the planning process, effective communication among the college constituencies, and participating governance standards and actions at the college. As a result of these recommendations, the college made efforts to improve in these areas.

An outcome of these efforts was a series of seminars, forums, and mediated meetings resulting in the college's *Planning Handbook* and a set of four strategic values that evolved into the college's the strategic goal thereby forming the foundation for actions.

In an effort to make the accreditation *Self-Study Report* a living, useful planning document for the college, the self-study itself was originally organized using the college's four strategic values, identified here as "standards," which are guiding principles to maximize the college's investment in the self-study. The Accreditation Steering Committee also recognized that accreditation site visit team members are trained to review a self-study that is organized around the four ACCJC standards. Thus, the *Los Angeles Southwest College Accreditation Self-Study* has been produced in a format to facilitate an effective and efficient review.

SELF-STUDY PARTICIPATION

STEERING COMMITTEE

Faculty Co-Chairs of the Self-Study:

Dr. Allison Moore, Associate Professor, Accounting

Mr. Glenn Yoshida, Professor, Physiology

Administrative Liaison Officer

Ms. Leige Henderson, Vice President of Academic Affairs

Members

Ms. Leticia L. Barajas, Dean, College Advancement

Ms. Mara Bentley, Adjunct Instructor, Psychology

Ms. Mary Gallagher, Vice President, Administrative Services (Acting)

Mr. Charles Ingram, Professor, Music

Mr. Vincent Jackson, Dean, Academic Affairs

Ms. Marilyn Moy, Dean, Student Services

Mr. Jose Robledo, Vice President, Student Services

Dr. Earnestine Thomas-Robertson, Dean, Academic Affairs

Mr. Dan Walden, Dean, Institutional Research and Planning

Self-Study Design Layout

Mr. Milton Medina, Program Technician

STANDARD COMMITTEES MEMBERS

Self-Study Committee members are listed on the tab of each Standard.

TIMELINE OF THE 2006 ACCREDITATION SELF-STUDY

2004

March	Senior staff and faculty leaders attend an ACCJC/WASC sponsored self study workshop in Los Angeles.
April	Seaside Colleges Accreditation Coordination Meeting at the District office was attended by leaders from the “Seaside Colleges” - Los Angeles Southwest College, Los Angeles Harbor College, and West Los Angeles College. The faculty senate selected two faculty co-chairs for accreditation.
May	An initial group of LASC faculty, administrative leaders, faculty accreditation co-chairs, and accreditation liaison officer met to discuss the format of the self-study report. At that meeting, it was decided to format the self study using the four strategic values the college adopted in 2001. Although strategic value committees will be formed instead of “standard” committees, all standards will be embedded in the report.
July	The second “Seaside Colleges” Accreditation Coordination Meeting took place at the district office with representation from LASC.
August	Faculty co-chairs and accreditation liaison officer present an overview of the accreditation process at the college’s semester opening day meeting and conduct sign-ups for membership on the strategic values committees. In addition, college-wide staff meeting is held.
August-December	Accreditation committees work on the self-study report. The Accreditation Steering Committee, consisting of committee chairs and co-chairs, faculty accreditation co-chairs, and accreditation liaison officer, establishes schedules, responsibilities, and dialogue regarding accreditation standards.
December	The third “Seaside Colleges” Accreditation Coordination Meeting takes place at the district office.

LASC Accreditation Steering Committee met twice a month from August 2004 to the present.

2005

February-June	Work continues on self-study report.
Summer	The Accreditation Steering Committee decided to format the self- study report around standards rather than strategic values for convenience of visiting team.
September	The President presents an update on the accreditation process at the semester opening day meeting. An accreditation workshop is conducted that same day to solicit feedback from campus personnel on various standards.
October	The draft self-study report was reviewed by the college community and is distributed by email attachments to entire campus faculty, staff, ASO resident, and administration. Hard copies are available in various offices for review.
November	The self-study report was posted on college website and announced to college and local community members.
December	Final self-study report was forwarded to Board of Trustees.

2006

January	The institutional self-study report mailed to the Accrediting commission for Community and Junior Colleges of the Western Association of Schools and Colleges.
March	Accreditation site visit.