



ACCREDITING COMMISSION FOR
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2022 Annual Report
Final Submission
04/21/2022

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

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Dr. Lawrence Bradford
3.	Phone number of person preparing report:	(323) 241-5280
4.	E-mail of person preparing report:	bradfolll@lasc.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 12,622 2019-20: 13,125 2020-21: 10,984
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	4% -16%

6. Additional Instructions and Data Definitions:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: 10,104 2019-20: 10,900 2020-21: 9,681
7a.	Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year. Outside of the degree applicable credit programs covered in the Temporary Emergency Distance Education Blankets that were approved by the ACCJC, no individual degree applicable credit program has experienced a 50% increase or decrease in the last year.	

7. Additional Instructions and Data Definitions:

Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer
8.	Do you offer Distance Education?	Yes
8a.	Total unduplicated headcount enrollment in distance education in last three years:	2018-19 4,135 2019-20 4,575 2020-21 9,506
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	11% 108%
8c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain: The percent change from 2019-20 to 2020-21 is due to COVID-19.	

8. Additional Instructions and Data Definitions:

Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	No
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9. Additional Instructions and Data Definitions:

Correspondence education is defined as education in which (1) the institution provides instructional materials (and examination on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	20 %
10. Additional Instructions and Data Definitions: The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/ . Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."		

11.	If your college relies on another source for reporting success metrics, please identify the source (select one).	CCCCO Student Success Metrics dashboard (Scorecard)
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Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>57 %</td> <td>61 %</td> <td>61 %</td> </tr> </table>	2018-19	2019-20	2020-21	57 %	61 %	61 %
2018-19	2019-20	2020-21						
57 %	61 %	61 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>N/A</td> <td>66 %</td> <td>66 %</td> </tr> </table>	2018-19	2019-20	2020-21	N/A	66 %	66 %
2018-19	2019-20	2020-21						
N/A	66 %	66 %						
13b.	List the actual successful student course completion rate:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>66 %</td> <td>63 %</td> <td>69 %</td> </tr> </table>	2018-19	2019-20	2020-21	66 %	63 %	69 %
2018-19	2019-20	2020-21						
66 %	63 %	69 %						
<p>13. Additional Instructions and Data Definitions: For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.</p>								
Certificates								
14.	Type of Institute-set standard for certificates:	Number of certificates						
	If Number-Other or Percent-other, please describe:							
14a.	List your Institution-Set Standard (floor) for certificates:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>27</td> <td>361</td> <td>361</td> </tr> </table>	2018-19	2019-20	2020-21	27	361	361
2018-19	2019-20	2020-21						
27	361	361						
14b.	List your stretch goal (aspirational) for certificates:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>N/A</td> <td>380</td> <td>380</td> </tr> </table>	2018-19	2019-20	2020-21	N/A	380	380
2018-19	2019-20	2020-21						
N/A	380	380						
14c.	List actual number or percentage of certificates:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>309</td> <td>363</td> <td>453</td> </tr> </table>	2018-19	2019-20	2020-21	309	363	453
2018-19	2019-20	2020-21						
309	363	453						
<p>14. Additional Instructions and Data Definitions: For purposes of this report, include only those certificates which are awarded with 16 or more units.</p>								
Associate Degree (A.A./A.S.)								
15.	Type of Institute-set standard for degrees awarded:	Number of degrees						
	If Number-Other or Percent-other, please describe:							
15a.	List your Institution-Set Standard (floor) for degrees:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>269</td> <td>647</td> <td>647</td> </tr> </table>	2018-19	2019-20	2020-21	269	647	647
2018-19	2019-20	2020-21						
269	647	647						
15b.	List your stretch goal (aspirational) for degrees:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>N/A</td> <td>700</td> <td>700</td> </tr> </table>	2018-19	2019-20	2020-21	N/A	700	700
2018-19	2019-20	2020-21						
N/A	700	700						
15c.	List actual number or percentage of degrees:	<table border="1" style="width: 100%; text-align: center;"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>798</td> <td>900</td> <td>1,078</td> </tr> </table>	2018-19	2019-20	2020-21	798	900	1,078
2018-19	2019-20	2020-21						
798	900	1,078						
Bachelor's Degree (B.A./B.S.)								

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No						
Transfer								
17.	Type of Institute-set standard for transfers:	Number of transfers						
	If Number-Other or Percent-other, please describe:							
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>115</td> <td>378</td> <td>378</td> </tr> </table>	2018-19	2019-20	2020-21	115	378	378
2018-19	2019-20	2020-21						
115	378	378						
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>N/A</td> <td>400</td> <td>400</td> </tr> </table>	2018-19	2019-20	2020-21	N/A	400	400
2018-19	2019-20	2020-21						
N/A	400	400						
17c.	List actual number or percentage of students who transfer to a 4-year college/university:	<table border="1"> <tr> <td>2018-19</td> <td>2019-20</td> <td>2020-21</td> </tr> <tr> <td>279</td> <td>277</td> <td>303</td> </tr> </table>	2018-19	2019-20	2020-21	279	277	303
2018-19	2019-20	2020-21						
279	277	303						

Licensure Examination Pass Rates

18.	Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:						
	Program	Exam (National, State, Other)	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Pass Rate (%)	2019-20 Pass Rate (%)	2020-21 Pass Rate (%)
	Nursing	State	85 %	95 %	81.6 %	74.3 %	85.5 %

18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

19.	Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:					
	Program	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
	Business & Management	65 %	100 %	64.3 %	73.1 %	78.9 %
	Health	75 %	100 %	81.5 %	87.5 %	95 %
	Family and Consumer Studies	65 %	100 %	58.1 %	61.4 %	82.5 %
	Public & Protection Services	65 %	100 %	N/A %	63.9 %	67.44 %

19. Additional Instructions and Data Definitions:For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

20.	Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).
	The ISS and SG for the transfer measure are currently under revision by the college because during the fall 2021 term we learned that the data source used to establish the ISS and SG overstates the transfer numbers. The technical definition for that measure in the Student Success Metrics system states: Among students in selected student journey who earned 12 or more units at any time and at

any college and who exited the community college system in the selected year, the number of students who enrolled in any four-year postsecondary institution in the subsequent year. Thus, all community colleges that a student attends would be credited with that student's transfer.

The data included in this report are certified as a complete and accurate representation of the reporting institution.

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