

From: support@accjc.org [mailto:support@accjc.org]
Sent: Tuesday, April 19, 2016 10:06 PM
To: Rose, Linda D
Cc: Bradford, Lawrence L.
Subject: ACCJC - 2016 Annual Report Submission

This confirms that your 2016 Annual Report to ACCJC was submitted by Dr. Linda Rose <roseld@lasc.edu> on 04/19/2016.
Below is a copy of the information submitted. You may also re-print the report by logging on at <https://www.accjc.org/annualreport>.

**2016 Annual Report
Final Submission**
04/19/2016

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

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Dr. Lawrence L. Bradford
3.	Phone number of person preparing report:	(323) 241-5280
4.	E-mail of person preparing report:	bradfolll@lasc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the	www.lasc.edu

	accredited status with ACCJC:	
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://www.lasc.edu/faculty_staff/accreditation/documents/Certificate_of_Accreditation.pdf
6.	Total unduplicated headcount enrollment:	Fall 2015: 8,766 Fall 2014: 9,060 Fall 2013: 10,123
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	6,720
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	950
9.	Number of courses offered via distance education:	Fall 2015: 57 Fall 2014: 47 Fall 2013: 52
10.	Number of programs which may be completed via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2015: 1,671 Fall 2014: 1,682 Fall 2013: 1,542

12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2015: 0 Fall 2014: 0 Fall 2013: 0
13.	Were all correspondence courses for which students enrolled in fall 2015 part of a program which leads to an associate degree?	n/a

Student Achievement Data

#	Question	Answer									
14a.	What is your Institution-set standard for successful student course completion?	62%									
14b.	Successful student course completion rate for the fall 2015 semester:	58.4%									
15.	<p>Institution Set Standards for program completion: While institutions may determine the measures for which they will set standards, most institutions will utilize this measure as it is core to their mission. For purposes of definition, certificates include those certificate programs which qualify for financial aid, principally those which lead to gainful employment. Completion of degrees and certificates is to be presented in terms of total numbers. Each student who receives one or more certificates or degrees in the specified year may be counted once.</p> <table border="1"> <tr> <td>a.</td> <td>If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?</td> <td>0</td> </tr> <tr> <td>b.</td> <td>If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?</td> <td>269</td> </tr> <tr> <td>c.</td> <td>If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?</td> <td>27</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	0	b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	269	c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	27
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	0									
b.	If you have separate institution-set standards for degrees, what is your institution-set standard for the number of student completion of degrees, per year?	269									
c.	If you have separate institution-set standards for certificates, what is your institution-set standard for the number of student completion of certificates, per year?	27									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	451									
16b.	Number of students who received a degree in the 2014-2015 academic year:	388									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	172									

17a.	If your college has an institution-set standard for the number of students who transfer each year to 4-year colleges/universities, what is it?	115			
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	225			
18a.	Does the college have any certificate programs which are not career-technical education (CTE) certificates?	No			
18b.	If yes, please identify them:	N/A			
19a.	Number of career-technical education (CTE) certificates and degrees:	19			
19b.	Number of CTE certificates and degrees which have identified technical and professional competencies that meet employment standards and other standards, including those for licensure and certification:	19			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	1			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	4			
20.	2013-2014 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:				
	Program	CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Nursing	12.30	national	75.65 %	70 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
	Program	CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	Business and Commerce, General	05.01	50.14 %	55.56 %	
	Child Development/Early Care and Education	13.05	62.32 %	63.64 %	
	Nursing	12.30	70.32 %	58.06 %	
	Administration of Justice	21.05	63.8 %	73.91 %	
22.	Please list any other institution set standards at your college:				
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard	
	None				
23.	Effective practice to share with the field: Describe examples of effective and/or innovative practices at your college for setting institution-set standards, evaluating college or programmatic performance related to student achievement, and changes that have happened in response to analyzing college or program performance (1,250 character limit, approximately 250 words).				

The Strategic Planning Committee (SPC), which is composed of representatives of all campus committees, met in March 2015 to collegially set the standards for each Strategic Plan Measure. Standards were discussed in the SPC Committee and set for five measures (as noted in the reporting). Discussions of how to achieve the newly set standards were taken back to various areas for discussion and to develop plans to achieve them. LASC's focus for the past five years has been to increase the success, retention and graduation rates of our Black/African-American and Hispanic males. In reviewing the Chancellor's Office Scorecard data, although the trend of most indicators peaked in 2011-2012 and have slightly declined in 2013-2014, there are indications in this data that the minority male population is beginning to show progress from LASC's various initiatives. The overall Completion Rate Indicator Measure focuses on the "Percentage of degree, certificate and/or transfer-seeking students starting first time in 2008-09 tracked for six years through 2013-14 who completed a degree, certificate or transfer-related outcomes." The males "Overall Completion Rates" are higher than the female population by 3.5 percent.

Student Learning Outcomes and Assessment

Note: Colleges were expected to achieve the proficiency level of Student Learning Outcomes assessment by fall 2012. At this time, colleges are expected to be in full compliance with the Accreditation Standards related to student learning outcomes and assessment. All courses, programs, and student and learning support activities of the college are expected to have student learning outcomes defined, so that ongoing assessment and other requirements of Accreditation Standards are met across the institution. In preparation for the 2016 reporting, please refer to the revised Accreditation Standards adopted June 2014.

#	Question	Answer	
24.	Courses		
	a.	Total number of college courses:	442
	b.	Number of college courses with ongoing assessment of learning outcomes	388
		Auto-calculated field: percentage of total:	87.8
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	42
	b.	Number of college programs with ongoing assessment of learning outcomes	31
		Auto-calculated field: percentage of total:	73.8
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	20
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	20
		Auto-calculated field: percentage of total:	100
27.	URI (s) from the college website where	http://portal.lasc.edu/as/SI/OCOM/SitePages/Home.aspx	

	prospective students can find SLO assessment results for instructional programs:	
28.	Number of courses identified as part of the general education (GE) program:	151
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	75%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?	No
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :	5
32.	Number of Institutional Student Learning Outcomes defined:	100
33.	Percentage of college instructional programs and student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	85%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:	85%
35.	<p>Effective practice to share with the field: Describe effective and/or innovative practices at your college for measuring ILOs, documenting accomplishment of ILOs in non-instructional areas of the college, informing college faculty, staff, students, and the public about ILOs, or other aspects of your ILO practice (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The college is in the process of improving and developing a paradigm to better map the SLOs, PLOs, and ILOs for all of its instructional and support programs.</p> </div>	
<p>Each of the following narrative responses is limited to 250 words. As you develop your responses, please be mindful of success stories that can be reported in the last question of this section. We look forward to including this information from colleges in our report to the Commission and the field in June.</p>		
36.	<p>Please discuss alignment of student learning outcomes at your institution, from institutional and course to program level. Describe your activities beyond crosswalking or charting all outcomes to courses in a program (often called "mapping"), to analysis and implementation of alignment in the planning of curriculum and delivery of instruction. Discuss how the alignment effort has resulted in changes of expected outcomes and/or how students' programs of study have been clarified. Note whether the described practices apply to all instructional programs at the college (1,250 character limit, approximately 250 words).</p> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>The College uses the Program Review process to map its SLOs, PLOs, and ILOs to determine what students should know and how well students are learning. Currently, the college is reviewing this process as it needs to be more comprehensively mapped out, assessed, and evaluated.</p> </div>	
37.	Describe the various communication strategies at your college to share SLO assessment results for usage by internal and external audiences. Explain how communications take into account how the information is	

	<p>expected to influence the behavior or decisions of particular audiences. Discuss how communication of student learning outcomes assessment information and results impacts student behavior and achievement (1,250 character limit, approximately 250 words).</p> <p>Discussions with respect to SLO assessment results occur in the monthly SLO meetings, department meetings, and various committee meetings. At these meetings, the discussions typically range from how to choose an assessment instrument; what assessment instrument to use; how to carry out assessment methodology; and how to interpret the assessment results; and how to make improvement. When departments and programs get together to discuss the assessment results, and evaluate the outcomes, changes in approaches and interventions may occur that not only help students achieve at higher rates, but also provide a clearer path of what the learning expectations are for the students and how to achieve them.</p>
38.	<p>Explain how dialog and reporting of SLO assessment results takes place at the departmental and institutional levels. Note whether practices involve all programs at the college. Illustrate how dialog and reporting impact program review, institutional planning, resource allocation, and institutional effectiveness (1,250 character limit, approximately 250 words).</p> <p>SLO assessment reporting is made available to the college community and the general public on the colleges SLO website. In addition to the college website, reporting and dialog of SLO assessment results occurs in department and program meetings; college committees; flex activities; the college annual planning retreat; and is embeded in the program review process. The program review process at the college links SLOs and the resource allocation process to the planning process, as SLOs and resources allocation requests are embeded in the program reviews.</p>
39.	<p>Please share with us two or three success stories about the impacts of SLO practices on student learning, achievement, and institutional effectiveness. Describe the practices which led to the success (1,250 character limit, approximately 250 words).</p> <p>In the Child Development Program, students are struggling with reading comprehension, time management, persistence, and the ability to obtain resources. All of these factors (academic and non-academic) impact student learning. Based on last years SLO modifications (after a carefull review on the results of SLO assessments and evaluations), the program has worked to increase the number of rubrics provided to students; increased the referrals to tutoring and supplemental instruction for student that were having difficulty understanding the assignments; and increased the number of referrals to couesling and financial aid so that the students could become familiar with ways to priortize their life responsibilites and determine what financial resources were available to assit them in purchasing textbooks and other materials necessary to be successful in the Child Development Program. Another SLO asessement and evalaution outcome in the Child Development Department was that the outcome data from the student assessments illustrated that professional development is needed in order for the faculty to better meet the needs of the students in certain areas of instruction.</p>

Substantive Change Items

NOTE: These questions are for monitoring purposes only and do not replace the ACCJC substantive change approval process. Please refer to the Substantive Change Manual regarding communication with the Commission.

#	Question	Answer
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40.	Number of submitted substantive change requests:	2014-2015: 0 2013-2014: 0 2012-2013: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	Delivery mode (Distance Education or Correspondence Education)
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	The college will be submitting a substantive change for a program with 50% or more of the program online.

Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2015 Annual Report:	N/A
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	N/A
43.	List all of the institutions instructional sites out of state and outside the United States:	N/A

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

If you need additional assistance, please contact the commission.

Sincerely,

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