

# LOS ANGELES SOUTHWEST COLLEGE



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## FOR IMMEDIATE RELEASE

### STATE STUDY FINDS RATE OF STUDENT TRANSFER FROM L.A. SOUTHWEST COLLEGE TO FOUR-YEAR INSTITUTIONS HIGHER THAN EXPECTED

LOS ANGELES, Calif., Feb. 2, 2009 – A study funded by the State Chancellor’s Office of the California Community Colleges has concluded that Los Angeles Southwest College (LASC) has higher-than-expected rates of transfer to four-year institutions.

Titled *Transfer Practices at Los Angeles Southwest College*, the study was part of the State Chancellor’s Office Transfer Leadership Center Project, which examined seven community colleges with higher-than-expected transfer rates. LASC was the only college in the Los Angeles Community College District to be selected for this study.

Researchers made site visits “to document and investigate the full spectrum of factors, inventions, strategies and practices that each college is implementing to support transfer.” Methods used were interviews and focus groups with students, counselors, faculty, administrators, classified staff, special program representatives and high school counselors.

Three groups of cohorts of first-time college freshmen were followed for six years (beginning in 1998, 1999 and 2000) “to determine the number and proportion transferring within that timeframe.” For each of these cohorts, the actual transfer rate was higher than the expected rate:

- Of the 1998-1999 cohort of 507 students, 7.7895 students was the expected transfer rate, but 36.69 students actually transferred to a four-year institution.
- Of the 1999-2000 cohort of 422 students, 4.6457 students was the expected transfer rate, but 31.75 students actually transferred to a four-year institution.
- Of the 2000-2001 cohort of 460 students, 9.5554 students was the expected transfer rate, but 35.87 students actually transferred to a four-year institution.

The study pointed to six factors contributing to LASC’s transfer rate success:

- **Student-focused environment** indicated by a personal touch and willingness to take extra steps to help students succeed.
- **Transfer culture** indicated by the belief that transferring is possible, encouragement to go beyond the bachelor’s degree, and support for both academic success and personal growth (including emotional preparedness for transferring).

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- **Strong relationship with local high schools**, indicated by the physical presence of Middle College High School on the LASC campus, as well as the Talent Search program that outreaches to feeder high schools and middle schools and also services 600 students at a time.
- **Strong relationships with four-year universities**, indicated by a particularly strong relationship with California State University at Dominguez Hills.
- **Support services/programs emphasizing transfer**, indicated by LASC’s Center for Retention & Transfer, which has been funded by a TRIO grant for nearly 18 years; Extended Opportunity Programs & Services office that supports other existing programs; recruitment and transfer support for more than 100 student-athletes, most of whom receive an associate degree and transfer student-athletes; and personal development classes.
- **A high level of commitment to the institution and a shared sense of organizational purpose**, indicated by the President’s mandate that transfer is a priority and the fact that many LASC employees also live in the surrounding community and have a strong commitment to LASC students and their families.

“This study confirms our success in transferring students,” said Dr. Jack E. Daniels III, President. “Additionally, it demonstrates that our relationships with high schools and local four-year universities are paying good dividends as we continue to enhance our programs and transferability of students.”

LASC’s 14 full-time counselors work in the Center for Retention & Transfer, Extended Opportunity Programs & Services, CalWORKS, Disability Students Programs & Services, and Matriculation offices. The report noted the collaboration of these departments as “a symbiotic relationship” that “results in being better able to support students. There is recognition that each program or person has a skill set that may match differently to students and therefore they work together to best meet the students’ needs.”

Center for Retention & Transfer activities include transfer counseling, classroom presentations three times per semester, monthly transfer workshops, transfer fairs, and field trips to local four-year institutions.

The complete study of all seven colleges is available through the Center for Student Success of the Research and Planning Group for California Community Colleges, or available for download at: [www.rpgroup.org/css/TransferLeadershipCenter.html](http://www.rpgroup.org/css/TransferLeadershipCenter.html).

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