



Western Association of Schools and Colleges
Accrediting Commission for Community and Junior Colleges

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2016 Annual Report

Final Submission

03/30/2016

Los Angeles Trade-Technical College
 400 West Washington Boulevard
 Los Angeles, CA 90015

General Information

#	Question	Answer
1.	Confirm logged into the correct institution's report	Confirmed
2.	Name of individual preparing report:	Leticia L. Barajas
3.	Phone number of person preparing report:	213.763.7071
4.	E-mail of person preparing report:	barajaLL@lattc.edu
5a.	Provide the URL (link) from the college website to the section of the college catalog which states the accredited status with ACCJC:	http://college.lattc.edu/catalog/files/2014/09/General-Information.pdf
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	http://college.lattc.edu/accreditation/
6.	Total unduplicated headcount enrollment:	Fall 2015: 16,766 Fall 2014: 14,623 Fall 2013: 14,365
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2015:	14,249
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2015:	1,631
9.	Number of courses offered via distance education:	Fall 2015: 35 Fall 2014: 34 Fall 2013: 32
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: 1,441 Fall 2014: 1,261 Fall 2013: 1,008

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?	70%									
14b.	Successful student course completion rate for the fall 2015 semester:	67.8%									
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>1324</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>357</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>967</td> </tr> </table>		a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1324	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?	357	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?	967
a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it?	1324									
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?	357									
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?	967									
16a.	Number of students (unduplicated) who received a certificate or degree in the 2014-2015 academic year:	1,371									
16b.	Number of students who received a degree in the 2014-2015 academic year:	368									
16c.	Number of students who received a certificate in the 2014-2015 academic year:	1,149									
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?	223									
17b.	Number of students who transferred to 4-year colleges/universities in 2014-2015:	257									
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:	98									

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:	98			
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	3			
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	98			
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:				
		CIP Code 4 digits (##.##)	Examination	Institution set standard (%)	Pass Rate (%)
	Nursing, NCLEX	1230	state	85 %	66 %
	Cosmetology and Barbering, Cosmetology Written Exam	3007	state	70 %	61 %
	Cosmetology and Barbering, Cosmetology Practice Exam	3007	state	95 %	89 %
	Cosmetology and Barbering, Esthetician Written	3007	state	90 %	61 %
	Cosmetology and Barbering, Esthetician Practice	3007	state	95 %	89 %
21.	2013-2014 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:				
		CIP Code 4 digits (##.##)	Institution set standard (%)	Job Placement Rate (%)	
	Accounting	52.03	46 %	58 %	
	Architecture and Architectural Technology	04.09	40 %	50 %	
	Automotive Collision Repair	47.06	43 %	54 %	
	Automotive Technology	47.06	37 %	46 %	
	Business Administration	52.02	32 %	40 %	
	Business Management	52.02	27 %	67 %	
	Chemical Technology	41.03	40 %	83 %	
	Child Development/Early Care & Education	19.07	51 %	63 %	
	Civil & Construction Mgmt. Tech.	46.04	65 %	81 %	
	Commercial Art	50.04	18 %	44 %	
	Computer Information Systems	11.01	24 %	30 %	
	Construction Crafts Technology	46.04	54 %	68 %	
	Cosmetology and Barbering	12.04	31 %	39 %	
	Diesel Technology	47.06	48 %	60 %	
	Electronics and Electric Technology	47.01	43 %	53 %	
	Environmental Control Technology (HVAC)	15.05	61 %	76 %	
	Fashion	19.09	44 %	58 %	
	Graphic Art and Design	50.04	22 %	47 %	
Industrial Systems Tech. and Maintenance	15.08	44 %	56 %		

	Labor and Industrial Relations	52.10	58 %	73 %
	Laboratory Science Technology	41.03	57 %	83 %
	Manufacturing and Industrial Tech.	15.06	42 %	62 %
	Nursing	51.38	53 %	67 %
	Nutrition, Foods, and Culinary Arts	19.05	46 %	58 %
	Office Technology/Office Com. Apps	52.04	34 %	52 %
	Real Estate	52.15	16 %	64 %
	Water and Wastewater Technology	15.05	47 %	61 %
22.	Please list any other institution set standards at your college:			
	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition		Institution set standard
	Retention	Institutional Fall to Fall Retention Standard		56%
23.	<p>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).</p> <p>During the 2014-15 Program Review period all programs were asked to set their own programmatic standards in relation to the institutional set standard. This generated extensive faculty dialogue and participation. In March 2015 the Ed. Policies Committee discussed the need to establish a formal process to review, evaluate and update the institutional set standards. A workgroup was established to prepare a proposal by September 2015. As a result, in Spring of 2016, faculty have discussed and made recommended changes through the college's participatory governance process to revise the institution-set standards for course success, transfer and completion for the 2016-17 academic year. Consequently, the institutional-set standards (ISS) are being disaggregated by type of course (Basic Skills, Transferable, Career Technical Educational; thereby enabling deep reflection and monitoring of ISS.</p>			

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:	891
	b.	Number of college courses with ongoing assessment of learning outcomes	867
		Auto-calculated field: percentage of total:	97.3
25.	Courses		

	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	125
	b.	Number of college programs with ongoing assessment of learning outcomes	125
		Auto-calculated field: percentage of total:	100
26.	Courses		
	a.	Total number of student and learning support activities (as college has identified or grouped them for SLO implementation):	32
	b.	Number of student and learning support activities with ongoing assessment of learning outcomes:	32
		Auto-calculated field: percentage of total:	100
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:		http://college.lattc.edu/assessment/
28.	Number of courses identified as part of the general education (GE) program:		156
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		100%
30.	Do your institution's GE outcomes include all areas identified in the Accreditation Standards?		Yes
31.	Number of GE courses with Student Learning Outcomes mapped to GE <i>program Student Learning Outcomes</i> :		156
32.	Number of Institutional Student Learning Outcomes defined:		5
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).		100%
34.	Percent of institutional outcomes (ILOs) with ongoing assessment of learning outcomes:		100%
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> <p>The College ILOs are strategically intertwined within the Pathways for Academic, Career and Transfer Success (PACTS) framework the College has adopted. The PACTS framework is the core of the Strategic Educational Master Plans. The PACTS framework's primary goal is to increase completion rates in certificate, degree, and transfer pathways while preparing students for a career entry. ILOs are included in the foundational, academic, and career readiness competencies of the framework. These competencies incorporate both instructional and non-instructional outcomes and are commonly referred to as institutional core competencies. To assess ILO's the college employed an indirect assessment method utilizing student self-reported data collected through a student survey using a stratified random sampling methodology. Data results were shared and discussed with the college community through committees and college groups, and were a main discussion topic during a college-wide Day of Dialogue. The report on ILOs has been part of the program review data packs, each program may analyze data results, to plan for program improvements and</p>		

college changes that lead to an improvement of ILO outcomes.

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.

36.

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).

Following up on the recommendations of the Center for Urban Education's meta-evaluation, all programs will focus on program effectiveness and quality assessment. This work will entail re-thinking their program learning outcomes as needed and updating their alignment to Institutional Learning Outcomes and Student Learning Outcomes as applicable. The college held its first Faculty Effectiveness and Engagement Day (FEED) to provide faculty with the opportunity to reflect and discuss outcomes.

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 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).

- The college catalog includes PLO's and SLO's for all programs and courses. SLO statements and assessment methods are recorded in the course outline of record (COR).
- Faculty are required to include SLO's on syllabi and to review them with students for every class.
- Learning outcome assessment information (findings, analysis, and plans) is posted on the Assessment website for all instructional and non-instructional areas.
- Department Chairs share information about their respective status of PLO's, SLO's and GELO's assessment results at Department Meetings, Academic Council and Convocation.
- Assessment guides the college's continuous search for effective methods, critical strategies, and pedagogies shown to maximize student learning.

38.

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).

- Dialogue about assessment results takes place at the program, departmental and institutional levels. Dialogue regarding assessments revolves around determining whether as a result of assessments changes are needed: within course curriculum, program curriculum, instructional methods, scheduling, etc.
- As part of the assessment process, faculty are required to meet and dialogue about assessment results, identify gaps/areas for improvement, and make recommendations for changes and resources needed to implement these changes.
- The college utilizes a prioritization rubric. Use of the rubric creates rich dialogue and feedback on assessment results, the identification of gaps as well as plans for improvement at all levels: divisional, departmental, program and college-wide.
- The results of these activities are reflected in the program review documents. As part of the program review, planning, and resource allocation process, dialogue about assessment results informs the prioritization of resource requests.
- Program reviews and assessment results are reviewed and discussed during the interdivisional validation process. The validation process facilitates information sharing outside the programs, resulting in increased dialogue and better understanding and appreciation for different programs.

39.

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).

Fashion Design: a faculty member stated that in the process of reviewing and assessing student learning outcomes their department learned that their students do not enroll in the program with the level of sewing knowledge that is expected. In addition to providing an even paced introduction to sewing, the department started utilizing YouTube to showcase sewing techniques. The Fashion Design faculty also noticed that a select number of projects often take students longer to complete than was anticipated. To support their students they began offering extended lab hours and also added a "unit free" lab time that students take advantage of to finish larger class projects. Bridges to Success: reported making program improvements as a result of the assessment and program review processes. As a result of laying a new foundation for program assessment. Historically, the service area only offered in person orientation, which also included an assessment and counseling component. Bridges to Success learned from their student assessment that the process was too long (approximately five hours). To better serve their student population they have taken steps to create an online orientation component, which allows students to complete the orientation segment off campus and then visit campus at their convenience for a shorter duration.

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
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)	Courses and/or Programs (additions and deletions) 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 substantive program changes in addition to Distance Education to reflect the needs of the community.

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.

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