



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

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## 2015 Annual Report Final Submission 03/30/2015

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 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:	<a href="http://college.lattc.edu/catalog/files/2014/09/General-Information.pdf">http://college.lattc.edu/catalog/files/2014/09/General-Information.pdf</a>
5b.	Provide the URL (link) from the college website to the colleges online statement of accredited status with ACCJC:	<a href="http://college.lattc.edu/accreditation/">http://college.lattc.edu/accreditation/</a>
6.	Total unduplicated headcount enrollment:	Fall 2014: 14,623 Fall 2013: 14,365 Fall 2012: 13,746
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2014:	14,285
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2014:	1,275
9.	Number of courses offered via distance education:	Fall 2014: 34 Fall 2013: 32 Fall 2012: 36
10.	Number of programs which may be completed via distance education:	0

11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2014: 1,261 Fall 2013: 1,008 Fall 2012: 1,067
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2014: 0 Fall 2013: 0 Fall 2012: 0
13.	Were all correspondence courses for which students enrolled in fall 2014 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 2014 semester:	68%
15.	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.	
	a.	If you have an institution-set standard for student completion of degrees and certificates combined, per year, what is it? 1105
	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? 373
	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? 732
16a.	Number of students (unduplicated) who received a certificate or degree in the 2013-2014 academic year:	1,329
16b.	Number of students who received a degree in the 2013-2014 academic year:	379
16c.	Number of students who received a certificate in the 2013-2014 academic year:	1,108
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?	179
17b.	Number of students who transferred to 4-year colleges/universities in 2013-2014:	208

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:	93																																							
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:	93																																							
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:	1																																							
20.	2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:																																								
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COMPUTER INFORMATION SYSTEMS		11.01	0 %	51 %
21.	COMPUTER SOFTWARE DEVELOPMENT	11.02	0 %	100 %
	ELECTRONICS AND ELECTRIC TECHNOLOGY	47.01	0 %	59 %
	INDUSTRIAL SYSTEMS TECHNOLOGY AND MAINTENANCE	15.08	0 %	74 %
	ENVIRONMENTAL CONTROL TECHNOLOGY (HVAC)	15.05	0 %	83 %
	DIESEL TECHNOLOGY	47.06	0 %	67 %
	AUTOMOTIVE TECHNOLOGY	47.06	0 %	52 %
	AUTOMOTIVE COLLISION REPAIR	47.06	0 %	38 %
	CONSTRUCTION CRAFTS TECHNOLOGY	46.04	0 %	57 %
	CHEMICAL TECHNOLOGY	41.03	0 %	38 %
	LABORATORY SCIENCE TECHNOLOGY	41.03	0 %	58 %
	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	15.06	0 %	49 %
	CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY	46.04	0 %	94 %
	WATER AND WASTEWATER TECHNOLOGY	15.05	0 %	74 %
	OTHER ENGINEERING AND RELATED INDUSTRIAL TECHNOLOGIES	15.99	0 %	67 %
	COMMERCIAL ART	50.04	0 %	49 %
	GRAPHIC ART AND DESIGN	50.04	0 %	42 %
	NURSING	51.38	72 %	71 %
	FASHION	19.09	0 %	59 %
	CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	19.07	0 %	61 %
	NUTRITION, FOODS, AND CULINARY ARTS	19.05	0 %	51 %
	HOSPITALITY	52.09	0 %	50 %
PARALEGAL	22.03	0 %	33 %	
PUBLIC ADMINISTRATION	44.04	0 %	78 %	
OTHER PUBLIC AND PROTECTIVE SERVICES	44.99	0 %	0 %	
COSMETOLOGY AND BARBERING	12.04	0 %	37 %	

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%

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).

- In Spring 2013, the college went through rigorous dialogue and participatory governance approval process in order to set its institutional standards. (Day of Dialogue, Accreditation Steering Committee, Data Team, Student Success Committee, Academic Council, Educational Policies Committee, Academic Senate, and College Council)
- In Fall 2013, the college

23. adopted the institutional set standards as the LATTTC Student Success Dashboard. • In 2013-14 the Student Success Committee's (SSC) met its goal to provide metrics and indicators for student success and disseminate through the \"LATTTC Student Success Dashboard\" • The SSC discusses the college's performance in relation to the standards to help identify college practices, policies, and procedures that need to be changed to promote student success. • Set-standards have been part of LATTTC's Program Reviews in 2012-13, 2013-14 and 2014-15 • 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.

### 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:	890
	b.	Number of college courses with ongoing assessment of learning outcomes	753
		Auto-calculated field: percentage of total:	84.6
25.	Courses		
	a.	Total number of college programs (all certificates and degrees, and other programs as defined by college):	93
	b.	Number of college programs with ongoing assessment of learning outcomes	84
		Auto-calculated field: percentage of total:	90.3
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:	31
		Auto-calculated field: percentage of total:	96.9
27.	URL(s) from the college website where prospective students can find SLO assessment results for instructional programs:	<a href="http://college.lattc.edu/assessment/">http://college.lattc.edu/assessment/</a>	
28.	Number of courses identified as part of the general education (GE) program:	148	

	education (GE) program.	
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:	84%
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> :	143
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> <div style="border: 1px solid black; padding: 5px;"> <p>The College's ILO's are strategically intertwined within the Pathways for Academic, Career and Transfer Success (PACTS) framework the College has adopted. The PACTS framework's primary goal is to increase completion rates in certificate, degree, and transfer pathways while preparing students for a career entry. The PACTS framework is our core to our Strategic and Educational Master Plans. ILO's 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 ILO's was part of program review 2012-2013 and 2013-2014 data packs, each program was required to analyze data results, and provide planned program and college changes that lead to an improvement of ILO outcomes.</p> </div>	
<p><b>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.</b></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;"> <ul style="list-style-type: none"> <li>• During Spring 2014 all instructional and non-instructional programs have reviewed and updated the mapping of their Program Learning Outcomes (PLO's) to Institutional Learning Outcomes (ILO's) and PLO's to Student Learning Outcomes (SLO's) and/or Service Area Outcomes (SAO's).</li> <li>• Dialogue surrounding this alignment, along with assessment results provided opportunities for programs to rethink the curriculum, course sequencing, program</li> </ul> </div>	

	<p>and service needs. • Example of this is the transformation into pathways of the Design and Media Arts; Construction, Maintenance and Utilities; Advanced Transportation &amp; Manufacturing; Health Sciences and Applied Sciences Programs. Most of LATTC’s Pathways have been undergoing the PACTS pathway integrated approach. As a result of the curricular map process many course SLO and PLOs are being improved. The programs are also reviewing course outlines, and assessments to ensure adherence to the PLOs. The Transportation Pathway, for example, was able to confirm the need for changes in the curriculum to remove classes and/or modify the exiting course curriculum. Instructors now meet regularly during the semester to discuss instructional methods, curriculum alignment and student support tactics.</p>
<p>37.</p>	<p>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).</p> <p>• 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. • Program Review training sessions covering assessment results and the quality and utilization of assessment findings for program improvement are conducted. • 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. • At the Program Review training sessions covering assessment results, faculty and staff are also trained on how to utilize assessment findings for planned program improvements and their alignment with resource requests. • Assessment guides the college’s continuous search for effective methods, critical strategies, and pedagogies shown to maximize student learning.</p>
<p>38.</p>	<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>• As part of the assessment cycle, faculty and staff 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 inter-divisional validation process. The validation process facilitates information sharing outside the programs, resulting in increased dialogue and better understanding and appreciation for different programs. • 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.</p>
	<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>• Architecture: Through a continuous cycle of assessment in its courses the architecture department faculty determined the need to develop generic assessments with specific criteria for all the courses in the program. • Biology: Faculty members of the biology program have</p>

39.	<p>for all the courses in the program. • Baking: Faculty members of the baking program have realized that the initial PLO's that were written for the program did not reflect well the competency based curriculum. Baking faculty have initiated a change, which will in turn have an effect on changes to the SLO's. •In English 100 and Math 105, both development education courses, faculty determined based on SLO assessment results that a new level of student preparation was required prior to enrollment. A placement level/preparation requirement has been proposed through curriculum process to increase student learning and success.</p>
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### 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:	2013-14: 0 2012-13: 0 2011-12: 0
41a.	Is the institution anticipating a proposal for a substantive change in any of the following change categories? (Check all that apply)	No changes planned
41b.	Explain the change(s) for which you will be submitting a substantive change proposal:	N/A

### Other Information

#	Question	Answer
42a.	Identify site additions and deletions since the submission of the 2013 Annual Report:	None
42b.	List all instructional sites other than the home campus where 50% or more of a program, certificate, or degree is offered:	None
43.	List all of the institutions instructional sites out of state and outside the United States:	None

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

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