



## **2025 Black Serving Institution Application**

### **Contact Information**

#### **College/University**

Los Angeles Trade-Technical College

#### **Website**

<https://www.lattc.edu>

#### **Address**

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#### **College/University President**

Alfred McQuarters

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## Questions

1. **State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.**

Los Angeles Trade-Technical College (LATTC) is firmly committed to advancing the success of Black and African American students by fostering an inclusive, supportive, and culturally affirming educational environment. We recognize the historical and systemic barriers that have impacted Black student achievement specifically in the South Los Angeles area and are dedicated to addressing these disparities through strategic partnerships, practices and holistic support. This commitment is reflected in our targeted outreach and recruitment efforts, culturally responsive student support services, mentorship programs, faculty and staff training on anti-racism and cultural competency, and the celebration of Black history and excellence throughout the academic year. Additionally, we engage Black student voices in decision-making processes and continuously assess our campus climate to ensure it promotes belonging and academic empowerment.

Our efforts are wholly consistent with our institution's mission to provide equitable access to high-quality education, promote social justice, and transform lives through learning. We believe that equitable student success—particularly for Black and African American students—is at the heart of our mission and necessary for the fulfillment of our broader goals of community upliftment and inclusive excellence.

2. **Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.**

16%

3. **Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.**

2,254

4. **Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to- certificate completion, and graduation rates of Black and African American students.**

Over the next five years, Los Angeles Trade-Technical College is committed to advancing equitable academic outcomes for Black and African American students by improving retention, time-to-degree or time-to-certificate completion, and graduation rates. These efforts align with our mission to empower students through inclusive, student-centered pathways that lead to career and academic success. In addition to these areas, the college will also strengthen the pipeline efforts through dual enrollment and summer bridge programs targeting Black students, to create a critical mass of Black

students, so that they do not feel isolated, tokenized, or pressured to represent their entire race, and instead can thrive as part of a supportive and visible community.

The retention rate of Black and African American students who remain at the same college between fall and spring has averaged 49%. 49% over the past three academic years (2021–2024), with a standard deviation of 3.6. In response to this data, we have established a clear and ambitious goal of increasing retention by one standard deviation each year. Our five-year retention targets are:

- Year 1: 53%
- Year 2: 56%
- Year 3: 60%
- Year 4: 63%
- Year 5: 67%

The institutional plans to improve retention includes:

- Expanding culturally affirming student services and dedicated Black student support spaces, including academic counseling, mentoring, and affinity group programming.
- Increasing faculty and staff professional development to deepen racial equity competencies and inclusive teaching practices.
- Embedding intrusive advising and case management models to reduce barriers to persistence and support early intervention.
- Integrating data-informed strategies through our Strategic Enrollment Management and Guided Pathways work to streamline time-to-completion.
- Enhancing Credit for Prior Learning (CPL) opportunities to accelerate credential attainment, especially for students with military, justice impacted, union, or workforce experience.
- The college plans to boost pipeline initiatives by implementing dual enrollment programs and summer bridge programs for Black students to develop a substantial Black student population, which will prevent feelings of isolation, tokenism, or pressure to represent their entire race, allowing students to thrive in a supportive and visible community.
- The college aims to enhance pipeline efforts by implementing dual enrollment and summer bridge programs for Black students to build a sufficient number of students who will feel part of a supportive and visible community.
- An expansion of the implementation of Umoja cohorts to include Afro American Studies and Sociology along with Math and English.

- **Time-to-Degree/Certificate Completion Goals and Plans**

The number of Black and African American students completing degrees and certificates has steadily increased:

- **2021–22:** 96
- **2022–23:** 122
- **2023–24:** 143

The three-year average is 120, with a standard deviation of 23.5. Our five-year completion goals are:

- **Year 1:** 144
- **Year 2:** 167
- **Year 3:** 191
- **Year 4:** 215
- **Year 5:** 238

**Planned Completion Strategies Include:**

- Scaling up Credit for Prior Learning (CPL) to shorten time-to-completion, particularly for students with military, apprenticeship, or industry training.
- Expand Credit for Prior Learning (CPL) to help students complete their programs more quickly, especially those with military experience, apprenticeship, or industry training backgrounds.
- Investing in curriculum mapping and schedule optimization to ensure students can efficiently complete their programs.
- Implementing proactive completion campaigns each semester to support students in petitioning for their credentials.
- Increasing access to noncredit-to-credit bridge courses and accelerated learning models, especially in high-demand fields.
- Establishing dedicated academic coaches to help students stay on track with education plans and meet graduation requirements.

Transfers to four-year colleges for Black and African American students have averaged **62** students between 2021-2024, with a standard deviation of **6.7**. Our transfer goals are:

- **Year 1:** 68
- **Year 2:** 75
- **Year 3:** 82

- **Year 4:** 88
- **Year 5:** 95

### **Strategies to Increase Transfer Include:**

- Strengthening transfer preparation and advising, with dedicated transfer counselors and culturally responsive guidance.
- Expanding partnerships with CSU, UC, and HBCUs, including guaranteed admission pathways and dual enrollment pilots.
- Hosting transfer fairs, university field trips, and application workshops tailored for Black students.
- Embedding transfer readiness into first-year experience programs and learning communities.

**3. Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.**

### **Five-Year Academic Equity Goals as a California Black-Serving Institution**

As a designated California Black-Serving Institution, our college is committed to closing academic equity gaps and improving student success outcomes for Black and African American students. To fulfill this commitment during the five-year period of designation as a California Black-Serving Institution, Los Angeles Trade-Technical College has established academic equity goals focused on closing the gaps between **Black and African American students** and the **overall student population in retention, time-to-degree or certificate completion, and graduation rates**. These equity goals are grounded in our institutional commitment to racial justice, as outlined in our North Star and Student Equity and Achievement Plan, and reflect our aim to not only improve outcomes for Black students, but to ensure those outcomes are **equitable** in relation to the broader student body.

#### **1. Increase Retention Rates**

**Goal:** Eliminate the retention rate gap by raising Black student retention by 1.5% each year to match the 88% overall rate by Year 3.

**Strategies:**

- Expand culturally relevant academic advising and proactive case management.
- Develop identity-affirming first-year experiences and learning communities.
- Implement early alert systems that trigger timely academic interventions.

**2. Increase On-Time Degree and Certificate Completion**

**Goal:** Close the success rate gap by increasing Black student course success by at least 1.5 percentage points annually, aiming to reach parity with the college average (67%) by Year 5.

**Strategies:**

- Ensure early educational planning and clear academic pathways using guided pathways principles.
- Remove structural scheduling barriers by offering high-demand courses consistently and at flexible times.
- Provide targeted financial aid advising and basic needs support to reduce non-academic barriers.

**3. Increase Overall Degree and Certificate Completion**

**Goal:** Increase the total number of degree and certificate completions by **10%** for Black and African American students.

**Strategies:**

- Create cohort-based support structures for students nearing completion.
- Offer capstone bootcamps, last-semester scholarships, and one-on-one completion coaching.
- Strengthen articulation agreements and transfer support to improve outcomes for both terminal and transfer-seeking students.

**4. Reduce Equity Gaps Across All Success Metrics**

**Goal:** Significantly reduce if not eliminate equity gaps in retention, completion within normal time, and graduation rates between Black and African American students and the general student population.

**Strategies:**

- Use disaggregated student outcome data to drive departmental and institutional improvements.
- Expand faculty professional development on anti-racism pedagogy and culturally responsive teaching.
- Integrate equity goals into program review, institutional effectiveness planning, and budget allocations.

## **Alignment with Mission**

These goals are tightly aligned with our college's mission to advance educational equity, transform communities, and empower all students—especially those historically underserved. By prioritizing success metrics specific to Black and African American students, we reaffirm our commitment to justice, opportunity, and institutional accountability.

### **4. Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.**

Los Angeles Trade-Technical College has institutional memberships, charters, or affiliations with the following organizations: A2mend, Umoja, California Community Colleges Transfer Guarantee Agreement to Historically Black Colleges and Universities, Participation in the All-African Diaspora Trip to Ghana, Leadership in the Districtwide organization of the Black Graduation, National Conference on Race and Ethnicity in Higher Education (NCORE), and African Coalition.

### **5. Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following:**

- (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students;**
- (B) outreach services to potential Black and or African American students;**
- (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events;**
- (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded;**
- (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.**

#### **(A) Mission and SEMP | North Star**

While our current institutional mission does not explicitly name Black and African American students, LATTC recognizes the urgency of doing so. As we begin the process of updating our Strategic Educational Master Plan (SEMP), we are committed to ensuring that racial equity is explicitly integrated into our mission, vision, and goals.

Importantly, our existing North Star already affirms this commitment. The North Star goal to eliminate all retention and completion disparities related to ethnicity, gender identity, and economic status by Fall 2030 centers Black student success as a key institutional priority. This framework directly informs the direction of our forthcoming SEMP and reflects our dedication to align strategic planning with racial equity outcomes. Our North Star explicitly calls for aligning

all college initiatives to ensure Black students are not only present but thriving — with culturally responsive support, affirming learning environments, and targeted interventions to eliminate barriers.

#### (B) Outreach Services for Potential Black and African American Students

Los Angeles Trade-Technical College has developed and is expanding a multi-pronged outreach strategy to engage prospective Black students:

- Strengthening partnerships with local high schools with large Black student populations.
- Hosting "Black Scholars Preview Days" to showcase academic programs and support services.
- Collaborating with community-based organizations, faith-based groups, and barbershop/beauty salon networks for culturally grounded outreach.
- Expanding dual enrollment and career exploration opportunities that align with high-wage, high-demand pathways.



#### (C) Academic and Basic Needs Support Services

Los Angeles Trade-Technical College provides the following supports tailored to the success of Black and African American students:

##### *Academic Support:*

- The UMOJA community serves as a dedicated, culturally enriching environment.
- Embedded tutoring and culturally responsive teaching.
- Thriving tutoring center online and in-person to meet student needs.



*Basic Needs Support:*

- Connection to the Dream Resource Center and Basic Needs Center for food, housing, transportation, and emergency aid.
- Mental health services, including affinity-based counseling and wellness programming.
- Laptop loan programs and textbook support.

*Cultural Programming:*

- Annual Black Student Welcome, Black Graduation, and celebrations of Black culture and heritage.
- Leadership and identity development through Umoja and student affinity clubs.

**(D) Planned Allocation of Resources (2025–2030)**

- Programmatic Support: Fund culturally relevant programming, field trips, speaker series, and cohort learning models.
- Completion and Transfer Campaigns: Fund strategic initiatives to identify near completers and strengthen HBCU/CSU/UC transfer pathways.
- Data & Evaluation: Expand data literacy for dashboards that track race-based equity to inform intervention strategies.
- LACCD/LATTC annual budget allocation for the amount of 50k per year for the next five years
- LATTC is committing an annual UMOJA budget for the amount of 5K for the five-year period.

(E) Professional Development for Faculty and Staff

Los Angeles Trade-Technical College commits to embedding cultural responsiveness and anti-racism into institutional culture through:

- New faculty orientation sessions on creating culturally affirming spaces and decolonizing curriculum and syllabi
- Ongoing racial equity academies and faculty inquiry groups.
- Collaboration with Umoja Community, COLEGAS, and A2MEND to offer tailored workshops and institutes.
- Development of departmental equity plans through Program Review that include disaggregated student data, course redesign, and instructional equity audits.

**Data**

**6. Community College applicants submit the following for the previous three academic years:**

(B) The **number of degree and certificate programs completed** by all students, and by Black and or African American students.

	All Students	Black/African American Students
2021-22	2,446	410
2022-23	2,663	396
2023-24	2,829	465

(C) The number of all students, and of Black and or African American students, who completed degree and certificate programs **within normal time**

	All Students	Black/African American Students
2021-22	511	96
2022-23	742	122
2023-24	882	143

and **up to 300 percent of normal time** to degree completion.

	All Students	Black/African American Students
2021-22	1,955	327
2022-23	2,165	307
2023-24	2,354	383

(C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

	All Students	Black/African American Students
2021-22	429	66
2022-23	362	54
2023-24	315	65

7. Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

BSI.docx

**8. Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.**

#### **Umoja Community Program**

First-year cohort courses that embed culturally responsive pedagogy, intrusive advising, and mandatory tutoring; includes an Afrocentric Student Success Seminar and linked English/Math sections.

#### **Writing, Math & Science Centers**

Extended evening hours and in-person/online tutoring from peer and professional tutors trained in anti-racist, asset-based support strategies.

#### **Dream Resource & Basic Needs Hub**

Combines emergency grants, textbook vouchers, and meal kits; outreach materials address disproportionate food/housing insecurity faced by Black students.

#### **Peer Ambassadors (Sophomore-to-First-Year Model)**

Paid peer mentors embedded in FYE/Umoja courses host weekly study jams and "navigating campus culture" workshops.

#### **Black Faculty & Staff Association Office Hours**

Drop-in hours every other week for informal advising, CV reviews, and transfer application feedback.

### **Black Student Union (BSU)**

Leads voter registration drives, social justice teach-ins, and partners with the Cultural Center for Black Grad Celebration.

### **Men of Color Leadership Summit**

Annual events with alumni panels, transfer and graduate school fairs, and scholarship workshops.

9. Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

In evaluating LATTC's readiness to be designated as a California Black-Serving Institution, it is evident that the college is well positioned to meet the expectations and responsibilities of this designation. Black student success has been elevated as a strategic priority by LATTC's leadership, a commitment that is clearly reflected in public-facing institutional frameworks, most notably the North Star and the Student Equity and Achievement (SEA) Plan. The intentional use of disaggregated data to inform action and drive continuous improvement underscores this commitment. Moreover, members of LATTC's leadership team are deeply engaged in statewide equity initiatives and national conversations on racial justice in higher education, ensuring that the college's practices are responsive, equity-driven, and aligned with broader systemic movements.

LATTC's equity infrastructure is further strengthened by the presence of a robust and diverse faculty and staff. Across all employee groups, Black professionals represent 46% of Educational Administrators, 21% of faculty, and 27% of classified staff. This level of representation, well above the Black student enrollment rate of 14%, helps foster a culturally affirming campus climate where students consistently see themselves reflected in teaching, leadership, and support roles. Faculty and staff engagement in inquiry groups, equity-minded pedagogy, and student-centered redesign efforts further reinforce the college's deep and sustained commitment to racial equity.

Student voice is a core value at LATTC, and Black student leadership is prominently visible in campus governance. More than 50% of the Associated Student Organization (ASO) leadership identifies as Black or African American, including the ASO President. Through student government, advisory committees, focus groups, and campus initiatives, Black students play an active role in shaping institutional policy and direction. LATTC's shared governance model ensures that these voices are not only heard but drive meaningful change.

Finally, LATTC embraces a deep and ongoing commitment to accountability and continuous improvement. The college's approach to equity is neither symbolic nor static; it involves

transparent data sharing, regular equity audits, and a willingness to evaluate and refine practices to ensure alignment with institutional values. Pursuing designation as a California Black-Serving Institution is not a new direction for LATTC, it is the continuation and affirmation of a long-standing, equity-centered mission that is already deeply embedded in the college's culture and vision.

[Link to submit application](#)