



ACCREDITING COMMISSION FOR
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2022 Annual Report REVIEW

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

General Information

#	Question	Answer
1.	Confirm your College Information	Confirmed
2.	Name of individual preparing report:	Ani Zarpas
3.	Phone number of person preparing report:	213 763 7064
4.	E-mail of person preparing report:	zarpasa@lattc.edu
5.	Type of Institution (select one)	California Community College

Headcount Enrollment Data

#	Question	Answer
6.	Total unduplicated headcount enrollment for last three years:	2018-19: 24,812 2019-20: 24,475 2020-21: 21,376
6a.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	-1% -13%

6. Additional Instructions and Data Definitions:

For the purposes of this report, unduplicated headcount is defined as the total number of students (credit and non-credit) enrolled at the end of the general enrollment period (also referred to as first census date). The academic year should include leading summer, fall, winter, and spring terms. If your institution calculates the academic year differently for the purposes of monitoring annual enrollment, you may respond using your local calculation and describe your method in Question 20.

7.	Total unduplicated headcount enrollment in degree applicable credit courses for last three years:	2018-19: 21,598 2019-20: 21,937 2020-21: 19,821
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7a.	<p>Please list any individual degree applicable credit program which has experienced a 50% increase or decrease in the last year.</p> <p>All of the programs that experienced a decrease of 50% or more were CTE programs with lab-heavy/hands on components and the COVID related remote transition disproportionately impacted program enrollments. They are as follows: Welding, Gas & Electric Powerline Mechanic Sign Graphics Motorcycle Repair Mechanic Biotechnology Chemical Technology Advanced Manufacturing: Welding & Fabrication</p>
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7. Additional Instructions and Data Definitions:
 Per federal regulations, ACCJC is responsible for monitoring for significant program growth (or decline) that may potentially impact an institution's ability to meet Accreditation Standards. ACCJC does not determine what constitutes a program for colleges. For the purposes of this report, you may define degree-applicable credit programs as appropriate for the context of your institution's unique mission.

Distance Education and Correspondence Education

#	Question	Answer
8.	Do you offer Distance Education?	Yes
8a.	Total unduplicated headcount enrollment in distance education in last three years:	2018-19 2,160 2019-20 2,699 2020-21 18,825
8b.	Percent Change 2018-19 to 2019-20: (calculated) Percent Change 2019-20 to 2020-21: (calculated)	25% 597%
8c.	If your institution experienced more than a one-year increase (or decrease) of 50%, please explain: Education was offered remotely to address COVID pandemic.	

8. Additional Instructions and Data Definitions:
 Distance education is defined as education that uses technology to deliver instruction to students who are separated from the instructor(s) and to support regular and substantive interaction between the students and the instructor, either synchronously or asynchronously. For the purposes of this report, include only those courses that are 100% online in your calculation of unduplicated headcount enrollment for distance education. Do not include hybrid courses or courses in which all the class hours are face to face, but some material is posted online.

8a. IMPORTANT NOTE REGARDING DATA FROM SPRING 2020: When calculating total DE enrollment for 2019-20, please include 100% online courses from summer 2019, fall 2019, and winter 2020. For Spring 2020, please include only courses that were originally scheduled as 100% online. Omit any courses that shifted to a distance modality due solely to the COVID-19 pandemic.

9.	Do you offer Correspondence Education?	No
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9. Additional Instructions and Data Definitions:
 Correspondence education is defined as education in which (1) the institution provides instructional materials (and examinations on these materials), by mail or electronic transmission (including transmission via learning management system) to students who are separated from the instructor; and where (2) interaction between the instructor(s) and the student is limited, is not regular and substantive, and is primarily initiated by the student. Online courses or online portions of courses which primarily involve "paperwork" (e.g., reading textbook and other materials posted by the instructor, taking examinations, and submitting assignments) will fall within the definition of correspondence education rather than distance education. If the online portion of a class meets the definition of correspondence education, then even if the class also meets on site, it will be considered a correspondence education course for Title IV qualification purposes. Correspondence education is not considered distance education within the U.S. Department of Education definition (see question 8, above).

Federal Data

#	Question	Answer
10.	List the current Graduation Rate per the US Education Department College Scorecard	23 %
<p>10. Additional Instructions and Data Definitions: The US Education Department College Scorecard can be accessed at https://collegescorecard.ed.gov/. Enter your institutions name in the search box to find the current graduation rate. For the purposes of the College Scorecard, graduation rate is defined as "the share of students who graduated within 8 years of entering this school for the first time."</p>		
11.	If your college relies on another source for reporting success metrics, please identify the source (select one).	College established dashboard
12.	Please provide a link to the exact page on your institution's website that displays its most recent listing of student achievement data.	https://studentlaccd.sharepoint.com/sites/lattc/offices/Research/SitePages/ISS-&-Goals.aspx
<p>12. Additional Instructions and Data Definitions: ACCJC will include a link to this page in your institution's entry in the ACCJC Directory of Accredited Institutions (https://accjc.org/find-an-institution). This reporting and monitoring requirement supports ACCJC's recognition by the Council of Higher Education Accreditation (CHEA) and is aligned with ACCJC's Accreditation Standard I.C.3 and Eligibility Requirement 19.</p>		

Institution Set Standards for Student Achievement

#	Question	Answer						
Course Completion Rates								
13.	List your Institution-Set Standard (floor) for successful student course completion rate:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>71 %</td> <td>71 %</td> <td>71 %</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	71 %	71 %	71 %
2018-19	2019-20	2020-21						
71 %	71 %	71 %						
13a.	List your stretch goal (aspirational) for successful student course completion rate:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>75 %</td> <td>75 %</td> <td>75 %</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	75 %	75 %	75 %
2018-19	2019-20	2020-21						
75 %	75 %	75 %						
13b.	List the actual successful student course completion rate:	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th>2018-19</th> <th>2019-20</th> <th>2020-21</th> </tr> </thead> <tbody> <tr> <td>73 %</td> <td>70 %</td> <td>72 %</td> </tr> </tbody> </table>	2018-19	2019-20	2020-21	73 %	70 %	72 %
2018-19	2019-20	2020-21						
73 %	70 %	72 %						
<p>13. Additional Instructions and Data Definitions: For the purposes of this report, the successful course completion rate is calculated as the number of student completions with a grade of C or better divided by the number of students enrolled in the course. If your institution calculates successful course completion differently, you may respond using your local calculation and describe your methodology in Question 20.</p>								
Certificates								
14.	Type of Institute-set standard for certificates:	Number of certificates						
	If Number-Other or Percent-other, please describe:							

14a.	List your Institution-Set Standard (floor) for certificates:	2018-19	2019-20	2020-21
		1,608	1,678	1,748
14b.	List your stretch goal (aspirational) for certificates:	2018-19	2019-20	2020-21
		1,650	1,734	1,817
14c.	List actual number or percentage of certificates:	2018-19	2019-20	2020-21
		1,151	1,035	1,051

14. Additional Instructions and Data Definitions:

For purposes of this report, include only those certificates which are awarded with 16 or more units.

Associate Degree (A.A./A.S.)

15.	Type of Institute-set standard for degrees awarded:	Number of degrees		
	If Number-Other or Percent-other, please describe:			
15a.	List your Institution-Set Standard (floor) for degrees:	2018-19	2019-20	2020-21
		640	664	688
15b.	List your stretch goal (aspirational) for degrees:	2018-19	2019-20	2020-21
		652	682	712
15c.	List actual number or percentage of degrees:	2018-19	2019-20	2020-21
		555	762	932

Bachelor's Degree (B.A./B.S.)

16.	Does your college offer a Bachelor's Degree (B.A./B.S.)?	No
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Transfer

17.	Type of Institute-set standard for transfers:	Number of transfers		
	If Number-Other or Percent-other, please describe:			
17a.	List your Institution-Set Standard (floor) for the students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		334	352	319
17b.	List your stretch goal (aspirational) for the students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		340	361	381
17c.	List actual number or percentage of students who transfer to a 4-year college/university:	2018-19	2019-20	2020-21
		323	400	509

Licensure Examination Pass Rates

Examination pass rates for programs in which students are required to pass a licensure or other similar examination in order to work in their field of study:

	Exam (National, State,	Institution- Set standard	Stretch (Aspirational)	2018-19 Pass Rate	2019-20 Pass Rate	2020-21 Pass Rate

18.	Program	Other)	(%) (Floor)	Goal (%)	(%)	(%)	(%)
	Registered Nursing/NCLEX	National	85 %	90 %	89 %	81 %	79 %
	Barbering (written)	State	70 %	75 %	76 %	47 %	69 %
	Barbering (practical)	State	85 %	95 %	95 %	54 %	50 %
	Cosmetology (written)	State	70 %	75 %	74 %	75 %	83 %
	Cosmetology (practical)	State	85 %	95 %	89 %	76 %	67 %
	Esthetician (written)	State	70 %	75 %	82 %	100 %	100 %
	Esthetician (practical)	State	85 %	95 %	100 %	100 %	77 %

18. Additional Instructions and Data Definitions:

Report only those programs for which a license or other similar examination is required before students can qualify for employment in their chosen field of study, and where there were at least 10 students who completed the program in the designated year.

Employment rates for Career and Technical Education students

Job placement rates for students completing certificate programs and CTE (career-technical education) degrees for last three years available data:

Program	Institution-Set standard (%) (Floor)	Stretch (Aspirational) Goal (%)	2018-19 Job Placement Rate (%)	2019-20 Job Placement Rate (%)	2020-21 Job Placement Rate (%)
ARCHITECTURE AND ARCHITECTURAL TECHNOLOGY	40 %	88 %	78 %	42 %	43 %
ACCOUNTING	67 %	89 %	71 %	79 %	73 %
OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	59 %	74 %	62 %	64 %	63 %
LABOR AND INDUSTRIAL RELATIONS	76 %	100 %	82 %	80 %	93 %
COMPUTER INFORMATION SYSTEMS	52 %	90 %	55 %	59 %	80 %
ELECTRONICS AND ELECTRIC TECHNOLOGY	67 %	100 %	71 %	96 %	91 %
ENVIRONMENTAL CONTROL TECHNOLOGY (HVAC)	83 %	100 %	87 %	95 %	97 %
DIESEL TECHNOLOGY	70 %	94 %	84 %	74 %	82 %
AUTOMOTIVE TECHNOLOGY	70 %	94 %	73 %	75 %	84 %
AUTOMOTIVE COLLISION REPAIR	58 %	78 %	68 %	67 %	61 %
CONSTRUCTION CRAFTS TECHNOLOGY	78 %	100 %	83 %	85 %	92 %
MANUFACTURING AND INDUSTRIAL TECHNOLOGY	69 %	91 %	78 %	73 %	81 %
WATER AND WASTEWATER TECHNOLOGY	86 %	100 %	91 %	89 %	82 %
COMMERCIAL ART	55 %	86 %	76 %	69 %	58 %
NURSING	81 %	100 %	86 %	94 %	89 %
FASHION	61 %	83 %	73 %	67 %	65 %
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	72 %	91 %	75 %	81 %	76 %

NUTRITION, FOODS, AND CULINARY ARTS	72 %	90 %	77 %	76 %	80 %
ADMINISTRATION OF JUSTICE	64 %	100 %	67 %	85 %	90 %
COSMETOLOGY AND BARBERING	63 %	81 %	71 %	71 %	66 %

19. Additional Instructions and Data Definitions:
 For the purposes of the Annual Report, Job Placement Rate is defined as the percentage of students who are employed in the year following completion of a CTE (career-technical education) certificate or degree program. (This means that the denominator for the 2020-21 job placement rate will be the number of students who completed the program in 2019-20.) Report only those programs with a minimum of 10 students in the completion year. For example, if a program had 9 students complete in 2019-20, you do not need to report a job placement rate for 2020-21. Report only those programs for which reliable data are available. If your institution has defined its job placement rate differently than what is described above, you may complete this question using your local definition provided that you describe this definition in Question 20.

Other Information

Please use this text box to provide any comments regarding the data submitted in this report (optional, no limit).

20. **The majority of LATTC's programs are CTE and while degree completion and transfer rates have tremendously improved for the academic programs, the CTE programs at the college have been especially impacted by the economic and social events of the past several years, including the COVID pandemic. In 2019, the college boldly adopted the CCCC Vision for Success plan (VfS) goals as the college's minimum/floor ISS for completions and transfers. It is worth noting, that the college not only met, but consistently surpassed even the aspirational goals for transfers, as well as for degree completions quite significantly. However, the credit certificate completions have remained consistent, but below the ambitious ISS. Like the VfS, the college used the 2016-17 baseline year for setting the ISS & Goals for completions and transfers. The college regularly reviews institutional outcomes and discussions about potentially revising the ISS & Goal to reflect the impact that the pandemic and the observed countercyclical relationship between CTE program enrollments and the local economy/labor market lead to the decision continue to remain in alignment with the VfS plan cycle and not to revise them. Nonetheless, each certificate program that did not meet the ISS or Goal has completed an improvement plan via Program Review. Additionally, the college planning and governance bodies have continued to engage in robust institutional dialogue, data sharing and planned improvements to enhance educational and support services aimed at improving certificate completion rates.**

The job placement reported for this most recent year based on the new Perkins V Core Indicator report (https://misweb.cccco.edu/perkinsv/Core_Indicator_Reports/Summ_CoreIndi_TOPCode.aspx), while the prior 2 years' data are based on the Perkins IV Core Indicator reports. Unlike the ISS/Goal for completions and transfers that are calculated based on the 2016-17 baseline year outcomes, the ISS and goal for job placement rates are calculated using the most recent 3 year rolling data, to be more sensitive to the economic climate of the reporting period. In this report, job placement rates are reported at the TOP 4 level and data for programs where cells were less than 10 are suppressed. During internal review and planning the college supplements the Perkins job placement reporting to also include program and award level (cert or degree) job placement data, as well as regional labor market and wage information via local dashboards to better inform decision making. Programs have the opportunity to evaluate, plan and implement improvements with greater specificity via the program review process where the dashboards containing this information is shared with the departments/pathways. The Office of Institutional Effectiveness is continuously consulting with the CTE program faculty to improve the format and sources of data for the job placement and labor market data dashboards in order to increase utilization and strengthen the culture of evidence based decision making process.

Go To Question #: 

The Annual Report must be certified as complete and accurate by the CEO (Dr. Katrina VanderWoude). Once you have answered all the questions, you may send an e-mail notification to the CEO that the report is ready for certification.

Only the CEO may submit the final Annual Report.

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