



2014 Annual Report

Final Submission

03/29/2014

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:	http://college.lattc.edu/catalog/files/2014/02/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 2013: 14,365 Fall 2012: 13,746 Fall 2011: 15,081
7.	Total unduplicated headcount enrollment in degree applicable credit courses for fall 2013:	13,929
8.	Headcount enrollment in pre-collegiate credit courses (which do not count toward degree requirements) for fall 2013:	1,984

9.	Number of courses offered via distance education:	Fall 2013: 32 Fall 2012: 36 Fall 2011: 38
10.	Number of programs offered via distance education:	0
11.	Total unduplicated headcount enrollment in all types of Distance Education:	Fall 2013: 1,008 Fall 2012: 1,067 Fall 2011: 1,301
12.	Total unduplicated headcount enrollment in all types of Correspondence Education:	Fall 2013: 0 Fall 2012: 0 Fall 2011: 0
13.	Were all correspondence courses for which students enrolled in fall 2012 part of a program which leads to an associate degree?	No

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 2013 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, what is it?	8
	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?	2.7
	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?	5.3

16a.	Number of students (unduplicated) who received a certificate or degree in the 2012-2013 academic year:	1,271																				
16b.	Number of students who received a degree in the 2012-2013 academic year:	362																				
16c.	Number of students who received a certificate in the 2012-2013 academic year:	1,039																				
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?	1.3 %																				
17b.	Number of students who transferred to 4-year colleges/universities in 2012-2013:	203																				
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:	83																				
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:	83																				
19c.	Number of CTE certificates and degrees for which the institution has set a standard for licensure passage rates:	0																				
19d.	Number of CTE certificates and degrees for which the institution has set a standard for graduate employment rates:	0																				
20.	<p>2011-2012 examination pass rates in programs for which students must pass a licensure examination in order to work in their field of study:</p> <table border="1"> <thead> <tr> <th>Program</th> <th>CIP Code 4 digits (##.##)</th> <th>Examination</th> <th>Institution set standard</th> <th>Pass Rate</th> </tr> </thead> <tbody> <tr> <td>Nursing, NCLEX</td> <td>51.38</td> <td>state</td> <td>0 %</td> <td>86 %</td> </tr> <tr> <td>Cosmetology and Barbering, Cosmetology Written Exam</td> <td>12.04</td> <td>state</td> <td>0 %</td> <td>59 %</td> </tr> <tr> <td>Cosmetology and Barbering, Cosmetology Practice Exam</td> <td>12.04</td> <td>state</td> <td>0 %</td> <td>100 %</td> </tr> </tbody> </table>		Program	CIP Code 4 digits (##.##)	Examination	Institution set standard	Pass Rate	Nursing, NCLEX	51.38	state	0 %	86 %	Cosmetology and Barbering, Cosmetology Written Exam	12.04	state	0 %	59 %	Cosmetology and Barbering, Cosmetology Practice Exam	12.04	state	0 %	100 %
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Cosmetology and Barbering, Esthetician Written	12.04	state	0 %	92 %
Cosmetology and Barbering, Esthetician Practice	12.04	state	0 %	100 %

2011-2012 job placement rates for students completing certificate programs and CTE (career-technology education) degrees:

Program	CIP Code 4 digits (###.##)	Institution set standard	Job Placement Rate
ACCOUNTING	52.03	-0 %	74 %
AUTOMOTIVE COLLISION REPAIR	47.06	-0 %	61 %
AUTOMOTIVE TECHNOLOGY, HYBRID VEHICLE AND MOTOCYCLE	47.06	-0 %	67 %
CHILD DEVELOPMENT/EARLY CARE AND EDUCATION	19.07	-0 %	68 %
COMPUTER INFORMATION SYSTEMS	11.01	-0 %	57 %
COSMETOLOGY,SKIN THERAPY AND BARBERING	12.04	-0 %	53 %
CULINARY ARTS AND BAKING	19.05	-0 %	67 %
DIESEL TECHNOLOGY	47.06	-0 %	82 %
ELECTRONICS AND ELECTRONIC TECHNOLOGY	47.01	-0 %	74 %
ENVIRONMENTAL CONTROL TECHNOLOGY(HVAC)	15.05	-0 %	83 %
FASHION DESIGN,MERCHANDISING AND PRODUCTION	19.09	-0 %	55 %
LABOR STUDIES	52.10	-0 %	93 %
NURSING,REGISTERED	51.38	-0 %	95 %
COMMUNITY PLANNING & ECONOMIC DEVELOPMENT	44.04	-0 %	60 %
REAL ESTATE	52.15	-0 %	85 %
WATER AND WASTEWATER TECHNOLOGY	15.05	-0 %	88 %
OFFICE TECHNOLOGY/OFFICE COMPUTER APPLICATIONS	52.04	0 %	44 %

21.

	<table border="1"> <tr> <td>CONSTRUCTION CRAFTS TECHNOLOGY</td> <td>46.04</td> <td>0 %</td> <td>72 %</td> </tr> <tr> <td>MANUFACTURING AND INDUSTRIAL TECHNOLOGY</td> <td>15.06</td> <td>0 %</td> <td>53 %</td> </tr> <tr> <td>CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY</td> <td>46.04</td> <td>0 %</td> <td>97 %</td> </tr> </table>	CONSTRUCTION CRAFTS TECHNOLOGY	46.04	0 %	72 %	MANUFACTURING AND INDUSTRIAL TECHNOLOGY	15.06	0 %	53 %	CIVIL AND CONSTRUCTION MANAGEMENT TECHNOLOGY	46.04	0 %	97 %
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22.	<p>Please list any other institution set standards at your college:</p> <table border="1"> <thead> <tr> <th>Criteria Measured (i.e. persistence, starting salary, etc.)</th> <th>Definition</th> <th>Institution set standard</th> </tr> </thead> </table>	Criteria Measured (i.e. persistence, starting salary, etc.)	Definition	Institution set standard									
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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> <table border="1"> <tr> <td> <p>During Spring 2013, the College went through a rigorous dialogue and approval process in order to set institutional standards with college committees and workgroups including: 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 adopted institution-set-standards (completion of degree, certificate, industry-recognized credentials, transfer and employment rates) as key metrics to gauge and monitor student success. The LATTC Student Success Scorecard, reviewed monthly by the Student Success Committee, provided guidance for faculty and staff work, and established a framework for discussion about student success. The focus is now on the quality of programs and improving student outcomes which the scorecard provides a common thread for discussion of outcomes. In Fall 2013, the Los Angeles Community College District (LACCD) Board of Trustees (BOT) required all colleges to present and discuss its completion rates and standards with the BOT. This provided an opportunity for intense dialogue about college standards and student success at the campus and district levels.</p> </td> </tr> </table>	<p>During Spring 2013, the College went through a rigorous dialogue and approval process in order to set institutional standards with college committees and workgroups including: 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 adopted institution-set-standards (completion of degree, certificate, industry-recognized credentials, transfer and employment rates) as key metrics to gauge and monitor student success. The LATTC Student Success Scorecard, reviewed monthly by the Student Success Committee, provided guidance for faculty and staff work, and established a framework for discussion about student success. The focus is now on the quality of programs and improving student outcomes which the scorecard provides a common thread for discussion of outcomes. In Fall 2013, the Los Angeles Community College District (LACCD) Board of Trustees (BOT) required all colleges to present and discuss its completion rates and standards with the BOT. This provided an opportunity for intense dialogue about college standards and student success at the campus and district levels.</p>											
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Student Learning Outcomes and Assessment

Note: Beginning fall 2012, colleges were expected to be at the proficiency level of Student Learning Outcomes assessment (see the ACCJC Rubric for Evaluating Institutional Effectiveness, Part III, Student Learning Outcomes). 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.

#	Question	Answer
24.	Courses	

	a.	Total number of college courses:	814
	b.	Number of college courses with ongoing assessment of learning outcomes	782
		Auto-calculated field: percentage of total:	96.1
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	90
		Auto-calculated field: percentage of total:	96.8
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 programs:		http://college.lattc.edu/assessment/assessment-results/
28.	Number of courses identified as part of the GE program:		144
29.	Percent of GE courses with ongoing assessment of GE learning outcomes:		66%
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 program Student Learning Outcomes:		142
32.	Number of Institutional Student Learning Outcomes defined:		5
33.	Percentage of college instructional programs and		100%

	student and learning support activities which have Institutional Student Learning Outcomes mapped to those programs (courses) and activities (student and learning support activities).	
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 has been included in 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>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.</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>	

All instructional and non-instructional programs mapped program learning outcomes (PLO's) to align with courses and/or SLO's, as well as ILO's. In preparation for this implementation, the College conducted a thorough review and matching of all its programs with the State database and updated the catalog based on approved programs. The PACTS framework provides the vehicle for further aligning instruction and services that support SLOs; it requires programs to rethink the curriculum, the delivery of programs, and the services needed for students to succeed. Achievement of competencies informs student learning as opposed to "seat time." An example of this is the Design and Media Arts department going through a multi-day process of developing a competency model, redesigning curriculum, creating a common core curriculum and developing stacked and latticed certificates and degree programs incorporating the curricular mapping process to complete their PACTS plan. Another example is the Community Planning program realized that course requirements were structured so that it was too difficult for students to complete the program; changes were made to the requirements resulting in more students completing the program.

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).

37.

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. Faculty are required to include SLO's on syllabi and to review them with students. Students also take a quiz to gauge their understanding of SLOs. Workshops and College-wide Day of Dialogue sessions covering the assessment process, cycle, quality and utilization of assessment findings for program improvement were conducted. Learning outcome assessment information (findings, analysis, and plans) is posted on the Assessment website for all instructional and non-instructional areas. Instructional programs have employed a variety of methods to communicate outcomes assessment to faculty, students, and external groups. Cosmetology department instructors communicate back to instructors from the prior level class to discuss student performance and incorporate revisions as needed. Speech imbeds the SLO assessments in the grading rubric and informs students of the actions needed to improve learning. Business department faculty shares assessment findings with industry partners to get input on curricular changes needed to meet industry needs.

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).

As part of the assessment cycle, faculty and staff are required to meet to dialogue about assessment results, identify gaps/areas for improvement, recommendations for changes and resources needed to implement these changes. 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. A prioritization rubric was developed and adopted this year. Use of the rubric created rich dialogue and feedback on assessment results, the identification of gaps and plans for improvement, at all levels: departmental, divisional and college. Additionally, program reviews and assessment results are reviewed and discussed during the inter-divisional validation process. The validation teams are composed of broad-based representation from constituency groups across all divisions. The validation process facilitated information sharing outside the programs, resulting in increased dialogue and better understanding and appreciation for different programs.

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).

39.

In Sign Graphics program, a long-time faculty member who was skeptical about the validity of SLO assessment, discovered through assessment that students were missing key concepts that prompted changes in the delivery of material resulting in immediate improvement of SLOs and tripling of certificate completion rates. One of our best instructors in a department taught on how to create a plan. However, the assessment results reflected students learning a variety of content but not plan creation. The department chair recommended the instructor to share the findings. The development of the Pathways for Academic, Career and Transfer Success (PACTS) has been established as the top priority of the College Strategic Master Plan. Department chairs are engaged with PACTS and the institution-set standards and this resulted in scheduling course offerings and course selection to increase the opportunity for students to complete programs of study. The efforts the college undertook to improve outcomes and communication resulted in a 60 percent increase in gainful employment certificate completions in 1 year.

Substantive Change Items

#	Question	Answer
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40.	Number of submitted substantive change requests:	2012-13: 0 2011-12: 0 2010-11: 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:	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 institution's 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.

If you need additional assistance, please contact the commission.

Sincerely,

ACCJC

10 Commercial Blvd., Suite 204

Novato, CA 94949

email: support@accjc.org

phone: 415-506-0234