

ABOUT LATTC

- Founded in 1925 as the Frank Wiggins Trade School, Trade-Tech is the oldest of the nine public two-year colleges in the Los Angeles Community College District (LACCD)
- In fall 2015, LATTC's total graded headcount: 14,911 credit students + 1,855 noncredit students = **16,766** total students
- As of December 2015, LATTC offers 58 AS/AA Degrees, 65 CTE Certificates and 3 Non-Credit Certificates
- Unrestricted general fund for 2015-2016 is approximately \$59 million
- LATTC service area: Low income (defined as at or below 150% of the federal poverty level) - 56%; Service area is LATTC's primary district-defined 15 zip-code region. (Source: 2009-2013 5-Year American Community Survey, U.S. Census Bureau.)
- As of December 2015, LATTC employs 904 employees: 190 FT Faculty; 224 FT Staff; 14 Administrators and 3 Classified Managers; 299 Adjunct Faculty; 174 Unclassified (Source: LACCD SAP, e-92 report; Retrieved on March 1, 2016.)

MISSION STATEMENT (Will be updated in spring 2016 through collegial process)

We provide our students and community with high-quality academic, technical, and professional educational opportunities that:

- Meet their career development and academic goals;
- Foster a climate of life-long learning;
- Prepare our students to participate effectively in our society; and
- Generate economic development with our educational, governmental, community and business partners.

STRATEGIC EDUCATIONAL MASTER PLAN (SEMP) STRATEGIC PRIORITIES FOR STUDENT SUCCESS

1. LATTC Pathways to Academic, Career, and Transfer Success (PACTS)
2. Student Support
3. Trade Tech Experience and Campus Culture
4. Faculty and Staff Development
5. Funding

LATTC PATHWAYS AS OF FALL 2015 (# OF PROGRAMS OF STUDY)

1. Advanced Transportation and Manufacturing (11)
2. Applied Sciences (3)
3. Construction, Maintenance and Utilities (27)
4. Design and Media Arts (8)
5. Health Sciences (4)
6. Liberal Arts (17)

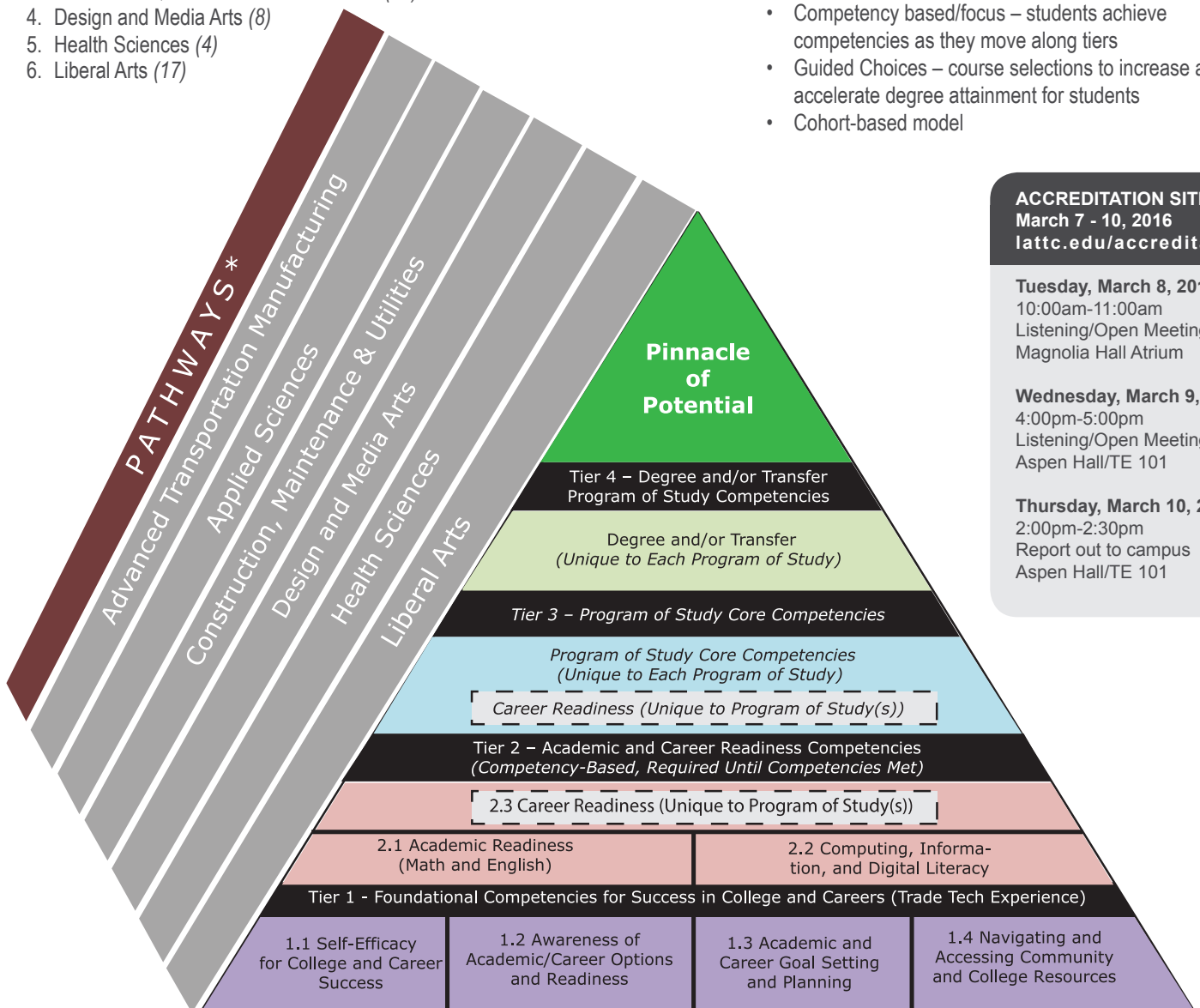
PATHWAYS TO ACADEMIC, CAREER, AND TRANSFER SUCCESS (PACTS)

(QUALITY FOCUS ESSAY ACTION PROJECT 1: PACTS IMPLEMENTATION)

LATTC's innovative model provides the framework for increasing the number of certificates, degrees, industry-recognized credentials, transfers, and students completing the basic skills sequence.

PATHWAY CORE PRINCIPLES

- Pathway Team – integrated model with instructional and student support services working in a collaborative approach (Pathway Counselor, Pathway English/Math/GE faculty, Dean, Chair(s), and Pathway Navigator)
- Competency based/focus – students achieve competencies as they move along tiers
- Guided Choices – course selections to increase and accelerate degree attainment for students
- Cohort-based model



ACCREDITATION SITE VISIT
 March 7 - 10, 2016
lattc.edu/accreditation

Tuesday, March 8, 2016
 10:00am-11:00am
 Listening/Open Meeting
 Magnolia Hall Atrium

Wednesday, March 9, 2016
 4:00pm-5:00pm
 Listening/Open Meeting
 Aspen Hall/TE 101

Thursday, March 10, 2016
 2:00pm-2:30pm
 Report out to campus
 Aspen Hall/TE 101

SLATE-Z - HIGH SCHOOLS

1. **Manual Arts** - 4131 S. Vermont Ave., Los Angeles, CA 90037
2. **West Adams** - 1500 W. Washington Blvd., Los Angeles, CA 90007
3. **Foshay** - 3751 S. Harvard Blvd., Los Angeles, CA 90018
4. **Dorsey** - 3537 Farndale Ave., Los Angeles, CA 90016
5. **Crenshaw** - 5010 11th Ave., Los Angeles, CA 90043
6. **Santee** - 1921 Maple Ave., Los Angeles, CA 90011
7. **Jefferson** - 1319 E. 41st Street., Los Angeles, CA 90011
8. **Fremont** - 7676 S. San Pedro St., Los Angeles, CA 90003
9. **Maya Angelou** - 300 E. 53rd St., Los Angeles, CA 90011
10. **Orthopaedic Hospital Medical Magnet** - 300 W. 23rd St., Los Angeles, CA
11. **CRCD Academy at LATTC** - 400 W. Washington Blvd., Los Angeles, CA 90015

LATTC STUDENT DEMOGRAPHICS

1. **Gender:** 54% Male; 46% Female
2. **Ethnicity:** 54% Latino; 22% Black/African-American; 9% Two or More Races; 6% White; 5% Asian; 4% Unknown
3. **Age:** 34% 20-24 years old; 29% 25-34 years old; 24% 35 and older; 13% Under 20 years old
4. **Educational Goal:** 35% Transfer; 30% CTE; 17% AA/AS Degree; 12% Undecided; 6% Transitional
5. **Unit Load:** 41% Less than 6 units; 33% 6-11.5 units; 26% 12 or more units
6. **Prior Education:** 77% US HS/Equivalent; 9% Not a HS Graduate; 5% BA/BS or Higher; 4% AA/AS Degree; 3% Foreign HS; 2% Concurrent HS
7. **Status:** 61% Continuing; 23% New Entering; 8% New Transfer; 6% Returning; 2% HS Concurrent
8. **Financial Aid:** 39% No Aid; 35% BOG & PELL; 21% BOG Only; 5% PELL only

ACCREDITATION STANDARDS

Standard I: Mission, Academic Quality and Institutional Effectiveness

- I.A. Mission
- I.B. Assuring Academic Quality and Institutional Effectiveness
- I.C. Institutional Integrity

Standard II: Student Learning Programs and Support Services

- II.A. Instructional Programs
- II.B. Library and Learning Support Services
- II.C. Student Support Services

Standard III: Resources

- III.A. Human Resources
- III.B. Physical Resources
- III.C. Technology Resources
- III.D. Financial Resources

Standard IV: Leadership and Governance

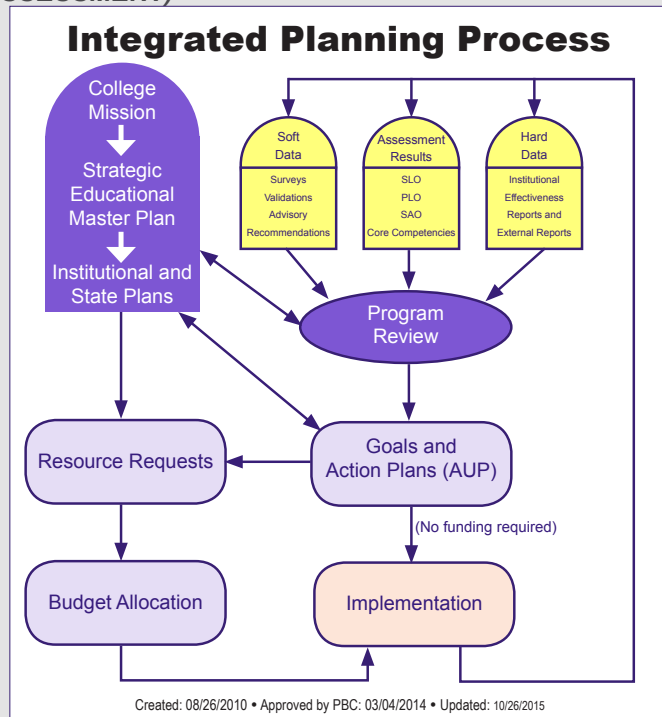
- IV.A. Decision-Making Roles and Process
- IV.B. Chief Executive Officer
- IV.C. Governing Board
- IV.D. Multi-College Districts

IMPROVEMENT PLANS ARISING OUT OF THE ACCREDITATION SELF EVALUATION PROCESS

1. Update mission statement in spring 2016 to reflect PACTS and intended student population
2. Improve quality of assessments at all levels
3. Expand existing online support services to enhance student engagement and success
4. Improve oversight of the Athletics Program to ensure integrity and regulatory guidelines are met
5. Expand professional development to ensure college-wide ownership and integration of PACTS
6. Develop and integrate total cost of ownership into the Facilities Master Plan that considers the acquisition, maintenance, and replacement of equipment and facilities

LATTC ASSESSMENT PROCESS

(QUALITY FOCUS ESSAY ACTION PROJECT 2: QUALITY ASSESSMENT)



- LATTC's assessment cycle is 3 years.
- No more than three (3) statements is highly recommended for each: Student Learning Outcomes, Program Learning Outcomes, Service Area Outcomes (SLO/PLO/SAO).
- At least one SLO statement from each course shall be assessed during Fall and Spring semesters.
- At least one Program Learning Outcome/Service Area Outcome/General Education Learning Outcome (PLO/SAO/GELO) statement shall be assessed during each academic year.
- At end of cycle - All SLO/PLO/SAO/GELO statements need to be assessed; curricular maps must be reviewed and updated.
- This assessment process will be evaluated for effectiveness during the Integrated Planning meta-evaluation process

LATTC STUDENT SUCCESS SCORECARD

Institutional-Set Standards	Set Standard	Counts							
		2011-12		2012-13		2013-14		2014-15	
		Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals
Course completion rate	70.0%	69.2%	67.7%	67.5%	67.3%				
Retention percentage	56.0%	55.6%	62.0%	58.6%	60.2%				
N (3-Year Fall Average)		14,886	14,212	13,814	13,701				
		N	%	N	%	N	%	N	%
Certificate completion	5.3%	673	4.5%	1135	8.0%	1246	9.0%	1360	9.9%
Degree completion	2.7%	340	2.3%	363	2.6%	410	3.0%	405	3.0%
Transfer	UC & CSU Other	1.3%	163	2.1%	134	1.7%	178	1.5%	
			156		71	1.4%	35	%	