



Annual Reflection Narrative

Due: May 15, 2013

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1 Introduction

All colleges (except for [the 2012 Cohort](#) that must submit an [Implementation Proposal](#)) are required to submit an Annual Reflection. The Annual Reflection, which provides an opportunity to consider your institution's Achieving the Dream work over the past year and to plan for the coming year, replaces the previous requirement for an Annual Report. It comprises several components to guide institutions in this reflective process: the Principles Assessment Survey, Annual Reflection Narrative, Interventions Showcase Update, and Leader College Application (if relevant).

2 Stakeholder Engagement

Prior to completing the following questions for the Annual Reflection Narrative, we suggest that you engage a representative group of stakeholders (faculty, staff, and others who have been involved in your reform work) to consider, review, and discuss the institution's student success and equity work.

3 Submitting Annual Reflection Narrative

Core Team Leaders will receive an email from Achieving the Dream by April 24th with a link to submit the Annual Reflection Narrative. The Core Team Leader will receive a separate email in mid-April with instructions on how to complete the institution's Interventions Showcase Update.

Colleges will receive feedback on their Annual Reflection in the summer of 2013.

4 Questions

If you have a question about the Annual Reflection please send an email to info@achievingthedream.org or call 240-450-0075.

Annual Reflection Narrative Instructions

Below is a narrative section consisting of seven questions. This document serves as a template, so please write your responses directly into the spaces provided below.

**Note that the period covered by this Annual Reflection is May 2012-April 2013. Please reflect on activities during this time period throughout the narrative.*

1. Contributors to the Annual Reflection:

Institution Name: *Los Angeles Trade Technical College*

Names of Contributors to this Annual Reflection	Titles of Contributors to this Annual Reflection
<i>Leticia Barajas</i>	<i>Core Team Leader; Vice President, Academic Affairs and Workforce Development & Co-Chair, Student Success Committee</i>
<i>Jess Guerra</i>	<i>Core Team Leader; Faculty, Diesel & Related Technologies and Co-Chair, Student Success Committee</i>
<i>Anna Badalyan</i>	<i>Data Team Leader; Dean, Institutional Effectiveness</i>
<i>(Add more rows to this table as necessary)</i>	

2. Progress Statement:

Please describe in no more than one page your institution’s progress in improving student success and completion. In what ways is your reform work transforming the way students experience college?

The current College’s Strategic Master Plan was approved in July of 2012 by the Los Angeles Community College District Board of Trustees. It was developed with the input of LATTTC faculty members, administrators, managers, classified staff members, and students. The plan establishes a framework for serving the diverse needs of LATTTC students within the context of current demographic, economic, political, and educational realities and with an eye on future trends.

*The Strategic Master Plan outlines the vision, mission, values, planning assumptions, and strategic priorities for Los Angeles Trade-Technical College (LATTTC). The Educational Master Plan, a separate document also approved in Summer of 2012, presents the detailed Action Plans for making the vision a reality and implementing the necessary actions to address the strategic priorities in the next one to three years. **Together, they are a roadmap for driving student success through innovation at LATTTC.***

For the last couple of years, the college community has been using program review data and evidence to dialogue about programmatic improvements. Nonetheless, most of the dialogue has been centered on the processes themselves and on resource acquisition rather than on student success. The college needs to shift the dialogue more towards using program assessment results for programmatic improvements aimed at increasing student success – particularly aimed at achieving institution set-standards that have were developed and adopted through the college shared governance process.

3. Institution Context:

Please consider both the positive and negative factors affecting the student success efforts at your institution and provide a brief (no more than one page) summary of the impact each has had on your progress this year. This summary may include aspects related to the institution's culture and environment such as leadership changes, engagement of full- and part-time faculty, staff additions or lay-offs, state or federal influences, budget reductions, and reaffirmation of accreditation efforts.

LATTC's Strategic and Educational Master Plans incorporate the framework for student success: the Pathways for Academic, Career and Transfer Success (PACTS). Thus, all student success efforts initiated within the past year have been guided by the PACTS model. The PACTS Framework provides the common blueprint and language for student success at LATTC. It is comprised of four tiers, and each tier incorporates the competencies students should attain as they progress in their selected program of study. Key milestones are identified for each tier to recognize critical indicators identified by the college community as students attain their unique college and career goal(s). Each tier is comprised of multiple competencies that collectively prepare students to transition and progress through the next tier (which are referred to as "exit" competencies) and/or collectively demonstrate mastery of a program of study.

Foundational competencies (Tier 1) are knowledge, skills/abilities and qualities students need to navigate and succeed in the structure and culture of a postsecondary institution, in general, and LATTC specifically, and to complete their individualized, PACTS plan.

Readiness competencies (Tier 2) are knowledge, skills/abilities and qualities students attain to demonstrate they are "ready" to enter and progress in a program of study. At LATTC these competencies are commonly referred to as institutional core competencies because all students who are served by the college will make gains in one or more of these competencies.

Program of Study core competencies (Tier 3) are knowledge, skills/abilities and qualities students demonstrate to successfully complete the required sequence of courses that lead to one or more of the following:

- o Industry-recognized credential,*
- o Certificate of Achievement, and/or*
- o 30 units in an AA/AS degree and/or transfer program of study.*

Degree and/or transfer program of study competencies (Tier 4) are knowledge, skills/abilities and qualities students demonstrate to successfully complete an AA/AS degree, IGETC (Inter-segmental General Education Transfer Curriculum) and/or CSU General Education Certification, and/or transfer program of study.

Additionally, the college the Administrator Competency Model was developed. The framework outlines the necessary competencies administrators must possess in order to support and lead student success. The framework is based on the following tiers: student-focused, core competencies, technical competencies and role-excellence competencies.

Currently faculty are engaged in finalizing core competencies for classroom faculty and counselors, with the aim of establishing a professional development roadmap aligned with student success.

4. Principles Assessment:

For each principle listed below, provide a brief summary of your institution's aggregate observations regarding the Principles Assessment Survey (see *below*). Please be sure to include recognition of achievements and challenges your college has experienced as well as a description of future plans.

This summary should be no longer than 3 paragraphs for each principle and may also include a synopsis of your institution's group discussions.

a. Principle 1) Committed Leadership –

LATTC is committed to participatory governance and has a formal structure of committees including the College Council and the Academic Senate and their standing committees, Administrative Councils, and other ad hoc committees. Programs and services are provided via 186 full-time faculty, 256 adjunct faculty, 218 classified staff members, 11 classified managers, and 11 administrators.

Furthermore, within the Educational Master Plan, which provides the guiding principles and actions for the institution, Senior Staff (President and Vice Presidents) are assigned leadership accountability for the implementation of specific, strategic priority action plans—many of which are centered on increasing student success and implementing the PACTS model. In addition, several shared governance committees have been assigned supportive roles in implementing action plan activities. Many of the activities in the Educational Master Plan include changes in policies and practices aimed at improving student success.

b. Principle 2) Use of Evidence to Improve Policies, Programs, and Services

The college uses its Program Review and Student Learning Outcome processes to continuously review, assess, evaluate and improve the college's policies, programs and services. The college's Student Learning Outcomes Committee (SLO Committee) developed several assessment plans, forms, and resources to support the development, implementation, and institutionalization of a continuous assessment cycle. The SLO Committee developed and Assessment Management Plan (AMP) for the years 2010-2013 that identifies goals, objectives, and specific activities that were to be implemented to ensure the college met the "Proficiency" level of ACCJC's Rubric for Evaluating Institutional Effectiveness. The Committee has developed an Assessment Cycle Timeline and multiple forms that are used for collecting and documenting assessment activities. These tools and resources are available on the college's assessment website at: <http://college.lattc.edu/assessment>. To assist in this process, the Office of Institutional Effectiveness and Innovation pre-populates the assessment plans with actual data on past assessment activities as well as data on courses scheduled for the coming academic year.

- *The total number of college courses (active courses in the college catalog, offered on the schedule in some rotation) is 820.*
- *The number of college courses with defined Student Learning Outcomes is 820 (100%).*
- *The total number of college courses with ongoing assessment of learning outcome is 810 (98.8%).*
- *Total number of college programs (all certificates and degrees, and other programs defined by college) is 77.*
- *Number of college programs with defined Student Learning Outcomes is 77 (100%).*
- *Number of college programs with ongoing assessment of learning outcomes is 75 (97.4%). Total number of student learning and support activities (as college has identified or grouped them for SLO implementation) is 37.*
- *Total number of student learning and support activities with defined Student Learning Outcomes is 37 (100%).*
- *Total number of student learning and support activities with ongoing assessment of learning outcomes is 3 (100%).*
- *Total number of institutional Student Learning Outcomes defined is 5.*

- Total number of institutional learning outcomes with ongoing assessment is 5 (100%).

In addition, data from the semi-annual Campus Climate and Student Satisfaction Surveys was used to engage the college constituencies in a campus wide dialogue; as well as included in the 2012-13 Program Review document in an effort to solicit suggestions on necessary improvements on college programs, services and policies to support student success.

c. Principle 3) Broad Engagement

Different strategies were utilized to garner broad engagement in re-examining external/community conditions, prospective and current student characteristics, and the effectiveness of programs and services. Broad engagement in this work included student, faculty, and staff surveys; full- and half-day retreats; Days of Dialogue; and newsletters. The college is committed to continuing to employ these broad engagement strategies (e.g., surveys, focus groups, retreats, Days of Dialogue, newsletters, blogs, twitters, etc.) as they have demonstrated effective results and also address college accreditation recommendations.

The college has institutionalized broad engagement activities by formally reserving the last Thursday of every month from 1:00 p.m. to 3:30 p.m. for campus-wide dialogue on assessment results, implementation, and student success and other institutional effectiveness matters. Faculty and staff are encouraged to refrain from scheduling meetings or classes during this time.

These "Days of Dialogue" events were designed to engage and include the entire college community in development of student success strategies. For example, the Day of Dialogue on September 27, 2012, was focused on Student "Foundational" and "Readiness" Competencies. Building on the outcomes of the previous two Days of Dialogue events, it focused on the prioritization of student competencies in the PACTS framework. Over 100 attendees, including students, faculty, staff, and administrators offered input on the competencies previously drafted. Many members of the Student Success Committee engaged the audience through highly entertaining presentations to illustrate and "bring to life" the meaning of the competencies. Data from participants were collected instantly, through wireless electronic voting (i.e. "clickers"), and immediate feedback was available. Audience members were given the opportunity to rank competencies as critical, essential or desirable as they relate to a student's ability to be successful in college. The audience being able to "see" their votes projected as a bar chart in real time was a highly effective strategy to increase engagement and highlight the transparency of the process. A comment from a student exemplifies the reason and purpose of the Day of Dialogue series: "I was really surprised to see that the faculty and administrators really do care about students and if they succeed... and also care about our opinions and our needs."

On April 11, 2013, the Day of Dialogue was focused on getting input on Institution Set Standards for Student Success. According to the Accrediting Commission for Community and Junior Colleges (ACCJC), the standards, or level of performance set by the institution to meet educational quality and institutional effectiveness expectations, may differ from a performance improvement "goal" which an institution may aspire to meet. The purpose of this Day of Dialogue was to get input on those standards from all constituents at the college. Over 230 students, faculty, staff and administrators attended the fourth Day of Dialogue event which was organized around the desire to get opinions from the LATTC community about the standards LATTC should set for student success. Heterogeneous groups provided input and feedback about standards for key indicators of Student Success, and contributed to a hypothetical newspaper article dated three years in the future.

d. Principle 4) Systemic Institutional Improvement

The college's commitment to broad engagement and accountability for systematic institutional improvement is demonstrated by related activities and strategies in the new Educational Master Plan-- with lead and support administrators and staff assigned to them. Such activities/strategies include (but are not limited to):

- *Establish a LATTC Innovation Think Tank (internal and external stakeholders)*
- *Establish a LATTC Story Corps*
- *Address the LATTC Internal Communication Framework*
- *Establish Standard Methods of Disseminating Information LATTC-wide*
- *Improve Student Service Communication*

In addition, the college convenes numerous business and industry advisory groups because of the depth, breadth, and scope of career technical programs that are offered. The results from these advisory committee meetings have been and will continue to be utilized in the annual program review process and to identify and implement programmatic improvements. Since the college has established a strong commitment to workforce, economic, and community development; administrators and faculty actively convene and/or participate in several "Collaboratives" which have multiple business/industry, government, community-based, education, and labor stakeholders. Examples of these Collaboratives include: Los Angeles Infrastructure and Sustainable Jobs Collaborative, West Coast Motion, Vernon Central Workforce Development Collaborative, and the Los Angeles Energy Efficiency Implementation Collaborative to name a few. Information gleaned from these Collaboratives has been and will continue to be used for developing, implementing, and evaluating the effectiveness of training, education, and instructional-support programs and services at the college.

e. Principle 5) Equity

The college has implemented several activities aimed at closing achievement gaps among disaggregated groups as outlined in the College's Student Equity Plan (pp44-51) and directly targeted towards these efforts, such as:

- *Develop Methods to enhance understanding of student needs and how the college can help to improve course completion rates for those groups whose rates fall below the college average.*
- *Increase sensitivity to diversity issues among all college employees and create a campus environment of understanding to retain students from diverse groups and ethnicities.*
- *Institutional Priority for ESL/Basic Skills in Support of Student Success.*
- *Expand activities to address high-risk students in ESL and Basic Skills.*
- *Assessment and Counseling play a vital role in Student Success*

Principles Assessment Survey

To assist in the facilitation of a reflection on your institutional progress, Achieving the Dream has created a Principles Assessment Survey which should be used to solicit stakeholder feedback and group reflection and discussion. Achieving the Dream recommends that institutions administer this survey to a number of stakeholders college wide to ensure an inclusive representation.

The Principles Assessment survey may be used in one of two ways.

- **Option 1:** Administer [the online survey](https://adobeformscentral.com/?f=3FfYggsaO18alb4SANJDuQ) by sharing the link (<https://adobeformscentral.com/?f=3FfYggsaO18alb4SANJDuQ>) and ask stakeholders to submit their survey by April 18, 2013. Achieving the Dream will collect the results for your institution and send an aggregated response summary to your Core Team Leader the week of April 22, 2013. Please note that individual survey responses will be anonymous to both the institution and Achieving the Dream. Even individual survey responses will be identifiable only by an institution's IPEDS Unit ID.
- **Option 2:** [Download the survey](#) and use it to structure a group reflection on the institution's progress and complete the survey as a group. If your institution chooses this option, the college does not need to submit the completed survey(s) to Achieving the Dream.

Achieving the Dream suggests that the college engage a representative group of stakeholders to review and discuss the institution's student success and equity work, the results of the Principles Assessment, and outcomes data for the five Achieving the Dream student success measures (as described in Question 5 below). This discussion will be helpful as you complete the Annual Reflection Narrative.

5. Student Success Data:

Please review your institution's disaggregated data for the five Achieving the Dream student success measures listed below. This data must be disaggregated by race/ethnicity, gender, and Pell status.

Next, prepare a one- to two-paragraph summary for each measure that a) describes your progress in comparison with previous year outcomes, (b) addresses rising or declining results over time, (c) explains your progress in closing achievement gaps among the disaggregated student groups, and (d) describes your plans for addressing decreases or sustaining and building increases. For *at least one* measure, please include a table or graph to illustrate your points.

Finally, describe any achievement gaps evident in the data for all five Achieving the Dream student success measures and explain how the institution is addressing or plans to address these gaps.

- a. Measure One: Successful completion of developmental instruction and advancement to credit-bearing courses

Data in charts A, B and C are based on ARCC 2.0 Scorecard - Student Progress and Achievement Rates (Persistence, 30-Units, Completion,) for Unprepared Students

A. Persistence Unprepared (ARCC)

		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
N	Cohort Size	1,732	1,488	1,207	1,191	994
	Cohort	53.6%	55.2%	57.7%	51.6%	59.9%
Gender	Female	55.2%	56.5%	58.4%	50.0%	59.8%
	Male	51.3%	53.4%	56.9%	53.7%	60.0%
Age	< 20 years old	48.7%	49.2%	53.5%	47.7%	55.3%
	20 to 24 years old	57.5%	61.3%	58.3%	54.2%	59.6%
	25 to 49 years old	59.2%	61.5%	66.7%	61.9%	68.1%
	50+ years old	64.8%	68.6%	60.9%	42.1%	80.8%
Ethnicity	African American	54.1%	54.0%	56.4%	53.5%	60.7%
	American Indian/Alaskan Native	75.0%	0.0%	0.0%	50.0%	50.0%
	Asian	64.2%	65.5%	65.1%	60.0%	61.8%
	Filipino	75.0%	66.7%	38.5%	73.9%	56.3%
	Hispanic	51.5%	55.4%	57.9%	50.6%	59.5%
	Pacific Islander	0.0%	100.0%	100.0%	0.0%	33.3%
	White	69.2%	56.4%	73.0%	60.6%	67.9%

B. 30 Units Unprepared

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
30 Units Unprepared	52.9%	51.0%	53.4%	52.1%	57.2%

C. Completion Unprepared

	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
Completion Unprepared	32.0%	30.0%	30.7%	32.2%	30.3%

Measure One: Successful completion of developmental instruction and advancement to credit-bearing courses

The vast majority of the college’s student population is comprised of African American and Hispanic students, (86%, Fall 2013). When data is disaggregated by ethnicity we can see a slight increase in credit courses persistence for both ethnic groups. For example in year 2005-06 53.5% of African American students successfully completed and advanced to credit bearing courses, whereas in 2006-07 successful completion rate was 60.7%. Similarly, Hispanic rates rose from 50.6% to 59.5%. Gender wise, advancement to credit courses for males and females was very much alike.

Successful completion of development instruction might be attributed to development and implementation, of programs aimed at improving student success such as: short-term, non-credit academies; TABE diagnostic assessment, Trade Bridge Academy Orientation and Math/English refreshers; the First Year Experience Program; and English Acceleration pilot programs to name a few.

While these programs have demonstrated effectiveness at increasing student success, they were mostly aimed at small, targeted cohorts and did not reach a vast majority of students at the college. We have realized that many of the evidence-based principles and strategies that were incorporated in the design and implementation of these programs need to be "scaled" to reach all students at the college. Thus, rather than continuing to implement interventions/programs aimed at smaller cohorts of students, although they have had demonstrated impact on student success, the college is in the process of developing and implementing a unifying model or framework that will guide the selection interventions that serve all students at the college. Simultaneously, specific strategies will be focused on increasing competencies of targeted student groups, such as students starting two levels below transfer level math and English. The model called Pathway for Academic, Career, and Transfer Success (PACTS), is a sequence of postsecondary instructional programs and activities, with coordinated supportive services, designed to provide students with the competencies they need to succeed in postsecondary programs including English and math competencies.

Additionally, the college is in the process of restructuring and giving birth to a new Academic Readiness Center. The center will conceptualize learning models utilizing a variety of learning modalities focusing on our diverse student population and will be housed in a new facility with more visibility and accessibility to all students.

The center will also offer individualized assessments to provide more streamlined services and ensure that students are placed properly in classes, workshops, and other learning opportunities. Once students are tested, individualized academic pathways will be identified based on competencies.

- b. Measure Two: Enrollment in and successful completion of the initial college-level “gateway” math and English courses

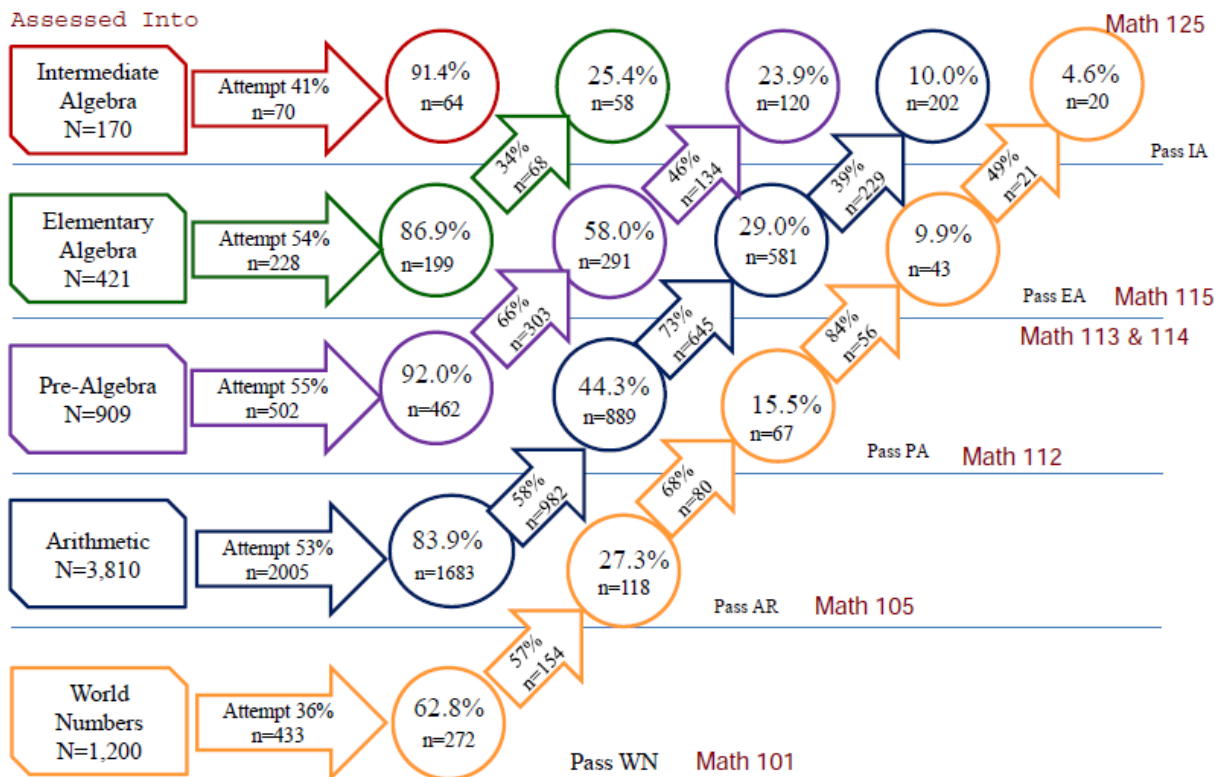
A. ARCC 2.0 Scorecard – Remedial Math, Cohort B

Remedial Math		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
N	Cohort Size	3,070	2,542	2,138	2,320	1,752
	Cohort	10.7%	10.0%	8.1%	8.9%	9.6%
Gender	Female	12.3%	10.3%	8.0%	8.8%	8.7%

	Male	8.1%	9.6%	8.3%	9.1%	11.1%
Age	< 20 years old	11.8%	13.9%	13.1%	11.4%	14.9%
	20 to 24 years old	11.0%	10.7%	9.1%	10.1%	8.4%
	25 to 49 years old	9.5%	7.1%	4.6%	6.0%	7.0%
	50+ years old	12.3%	5.7%	3.1%	4.6%	3.3%
Ethnicity	African American	6.3%	6.5%	4.7%	5.9%	5.6%
	American Indian/Alaskan Native	6.7%	0.0%	0.0%	10.0%	0.0%
	Asian	17.6%	17.7%	13.6%	10.6%	21.4%
	Filipino	7.8%	17.1%	5.4%	11.4%	4.0%
	Hispanic	13.3%	12.8%	10.6%	11.7%	13.1%
	Pacific Islander	0.0%	0.0%	0.0%	0.0%	0.0%
	White	16.7%	6.7%	8.9%	3.4%	12.8%

USC – LACCD- Math Assessment and Progression

Los Angeles Trade-Technical College: Percentage of students attempting and passing each level of the developmental math trajectory based on initial placement.



Measure Two - Math: Enrollment in and successful completion of the initial college-level “gateway” Math courses

The percentage of students that assessed and enrolled in the lower math level and who successfully moved onto a college level Math is very low, only 4.6%. This means that out of 433 people that began their Math journey at 5 levels below college level only 20 people successfully completed and moved forward to College level Math. Along those lines, from students that placed into Pre-Algebra (Math 112), only 24% were able to successfully register and complete Intermediate algebra. Nonetheless, the higher the Math level students were originally placed in, the higher the chances of successfully course completion.

When cohort data is disaggregated by ethnicity, inequities in completions are evident for our two large student populations, Hispanic and African American. Although at a first glance, it may seem that Asians have a competitive advantage over the other ethnic groups; this ethnic group comprises only a small segment of the college’s student population. Another evident trend is that the older the student population, the lower the completion rates.

Such low rates might be the direct result of several factors.

- At LATTC our standard for placement into algebra is too high which creates a tendency to place people at lower levels, where rather than feeling challenged, they get discouraged and don’t move on to higher math levels.
- The college’s primary service area, south Los Angeles, has the highest Educational Needs Index (ENI) score in the nation (Lumina Foundation for Education, 2008)--this means it is the single most at-risk community for educational attainment (note: the education, economic, and population factors of the ENI identifies regions with low levels of educational attainment, depressed local economies, and sustained

population growth); a large majority of our students tend to be underprepared for college level courses; and are initially assessed and placed at lower levels of Math.

- *The college's current policy on re-taking the Student's placement test (ACUPLACER) does not permit a student to re-take the test more than once in a given academic year; thus depending on the student's state of mind, the probability of ranking low test scores given factors other than knowledge, may be an inhibiting factor for higher scores.*
- *Students might be taking the test without prior preparation or without taking refresher courses.*
- *There is a general level of disconnect between the Math taught at High Schools and the Math taught at Colleges.*

Possible plans for addressing decreases and/or sustaining and building increases include:

- *Re-assess cut off scores for the math placement test.*
- *Consider different approaches of math delivery for different pathways and levels.*
- *Defer placement test until students are ready.*
- *Look into the other mechanisms for attaining the degree applicable graduation requirement. i.e. demonstration, project based.*
- *Reconsider the actual offerings for some levels of math. Streamline, not offer the math course with the lower rate of success.*
- *Team-teaching approach - combining knowledge in the competencies.*

B. ARCC 2.0 Scorecard – Remedial English, Cohort B

Remedial English		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
N	Cohort Size	2,702	2,171	2,112	1,877	1,427
	Cohort	16.8%	16.4%	17.8%	15.5%	17.3%
Gender	Female	21.0%	20.5%	19.9%	17.8%	17.9%
	Male	10.8%	10.4%	14.6%	12.1%	16.4%
Age	< 20 years old	19.4%	17.8%	21.0%	16.2%	21.9%
	20 to 24 years old	15.9%	14.9%	18.3%	15.1%	17.7%
	25 to 49 years old	15.4%	16.1%	14.3%	15.2%	14.1%
	50+ years old	13.1%	16.5%	15.9%	9.4%	12.1%
Ethnicity	African American	15.4%	11.2%	13.3%	11.3%	11.9%
	American Indian/Alaskan Native	8.3%	0.0%	0.0%	14.3%	0.0%
	Asian	16.5%	24.6%	31.3%	22.2%	27.3%
	Filipino	42.9%	34.4%	27.6%	35.5%	31.3%
	Hispanic	17.4%	19.4%	19.6%	17.5%	22.0%
	Pacific Islander	0.0%	0.0%	40.0%	50.0%	0.0%
	White	16.2%	6.1%	23.1%	20.0%	27.3%

Measure Two - English: Enrollment in and successful completion of the initial college-level “gateway” English courses

Based on ARCC 2.0 scorecard 6-year cohort analysis, the data does not portray significant differences among the last five cohorts.

When cohort data is disaggregated for English it is paralleled with the disaggregated data for Math. Successful completion rates for English are higher, but the same gaps are evident for age and ethnicity. Since the last ARCC data is based on data for the cohort that started in 2006-07, it does not reflect recent interventions.

Below are the interventions that have been piloted by the English department since 2010:

- *Accelerated English course offered for all students.*
- *Contextualized English courses within Fashion, Science, and building trades.*
- *Accelerated contextualized English cycled literature courses for CTE student are scheduled in alignment with CTE faculty.*
- *Hired 2 full time English instructors dedicated to acceleration and contextualization planning, delivery and continuous improvement.*
- *Archived auxiliary courses and updated degree-applicable courses to streamline completion pathways.*
- *Aligned transfer courses with state-approved course outlines, objectives and outcomes.*
- *Revised cut scores for the college’s placement test (ACUPLACER) to include multiple measures.*

- Incorporated Moodle (a virtual learning environment to help educators create online courses with a focus on interaction and collaborative construction of content) into more than half of the courses including face-to-face delivery. Moodle certification of 4 more English instructors (6 total).
- Increased use of group work and student-based activities throughout the English curriculum.

Future plans for improvement:

The college’s plan is to conduct an intensive program evaluation of the applied English interventions to determine gaps on student success, but more importantly to gauge the impact of the interventions, scale them up and promote their institutionalization.

Furthermore, the college will launch an experimental composition pathway based on embedding English into targeted disciplines in alignment with the PACTS model. This will require development and implementation of an “embedded” English curriculum; as well as application of competency-based instruction so students may garner the competencies necessary to receive credit through competencies.

In an effort to help students plan, enroll and successfully access their higher level literature courses, the college will establish a 2-year scheduling cycle with the goal of increasing completion rates.

In an effort to prepare incoming students the college will revise the current cut scores to utilize TABE diagnostic test as a placement and assessment tool to help students gauge their current level of preparation and complete the necessary prep courses before taking their actual assessment test.

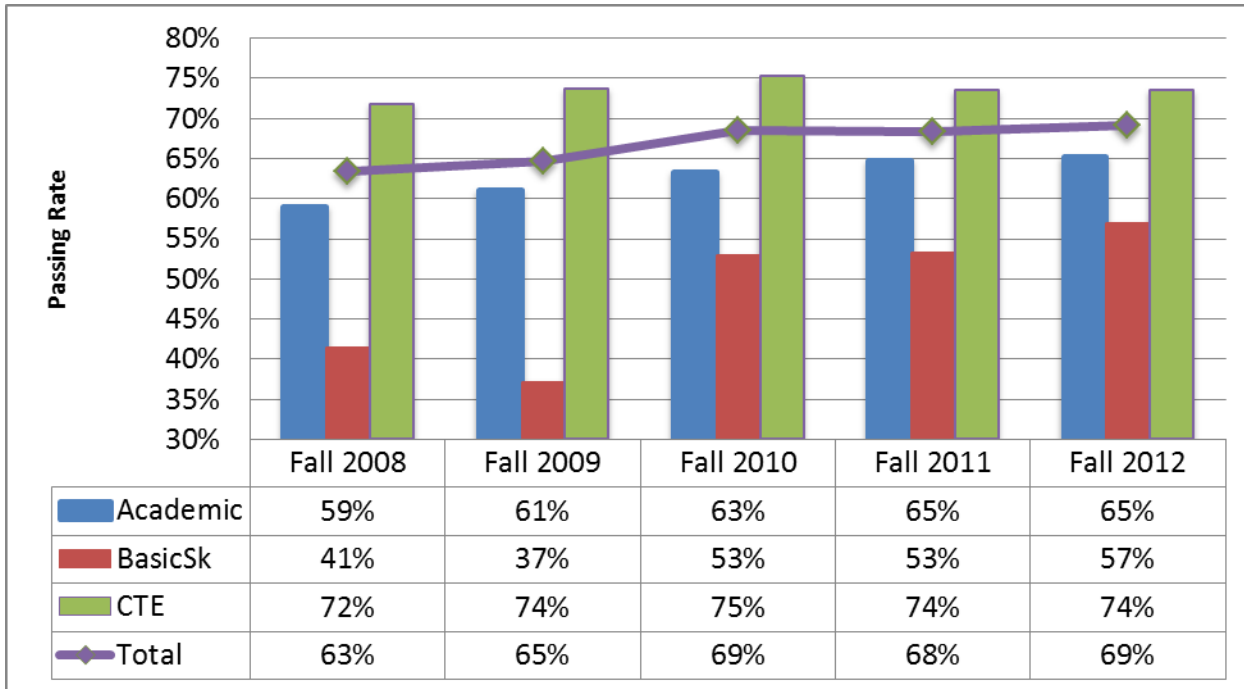
c. Measure Three: Course completion with a grade of “C” or better

Institutional Set Standard – Course completion rate = 70%

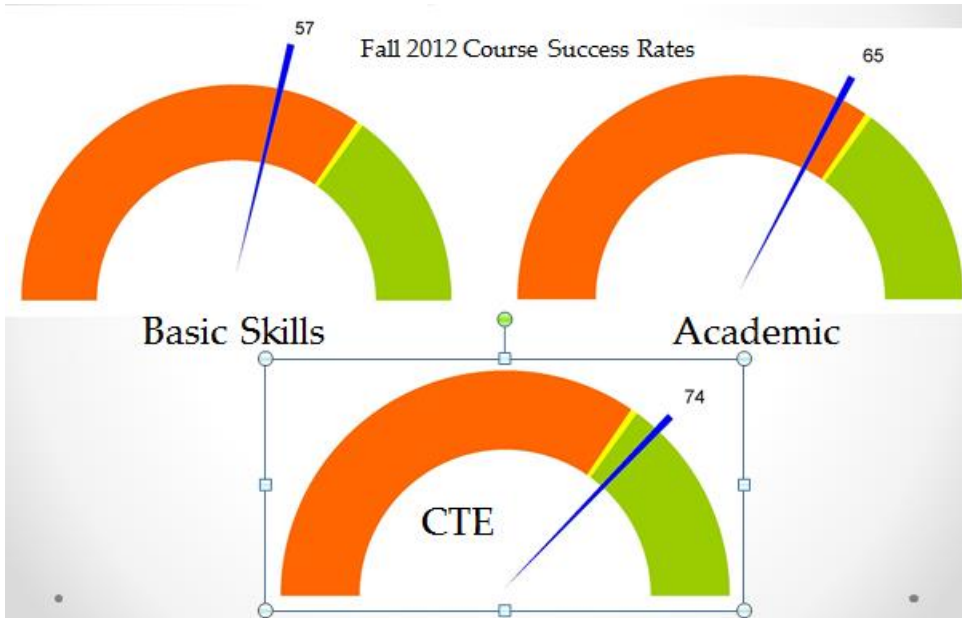
A. Successful student course completion rate for the Fall 2012 semester, LACCD

	City	East	Harbor	Mission	Pierce	Southwest	Trade	Valley	West	All
Fall 2012	64.7%	73.8%	67.6%	69.2%	69.3%	62.4%	69.2%	68.5%	63.1%	68.8%

B. Fall 2008 – Fall 2012 Course Success Rates (LATTC OIE)



C. Graphical Illustration



D. Degree Applicable Courses (LATTC Program Review 12-13)

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Female	71.47%	73.48%	75.86%	75.93%	76.84%
Male	71.94%	75.50%	78.54%	76.86%	77.34%

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
BOGG	73.32%	74.66%	78.75%	78.49%	80.20%
No BOGG	70.52%	74.43%	75.45%	73.43%	72.50%

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Fin Aid	86.09%	86.85%	87.99%	86.81%	86.62%
No Fin Aid	69.09%	71.31%	72.82%	70.82%	72.43%

Measure Three: Course completion with a grade of “C” or better

Trends for Trade-Tech portray that completion rates for the last 5 years have been improving and overall the college has one of the highest course success rates in our 9-college District.

Disaggregated data by demographics does not indicate any gaps. There is a small gap for the students who have received financial aid and/or state fee waiver, as compared to those that have not. Contrary to the norm, students with low socio-economic status tend to underperform; the data requires further analysis to help determine the variables affecting the results. More importantly, the data indicates gaps between different types of courses; CTE, Academic and Basic Skills (remedial courses), where Basic Skills courses which have the lowest success rates, demonstrate a significant increase in course success rates from 41% to 57% within the last five years. This leads us to believe that this might be a result of the interventions implemented by the college.

Beginning in 2010, the college launched the Trade Bridge Academy which is a concentrated effort of practitioners at the college to: examine the pipeline of student progression to reaching their educational goal(s), identify gaps or gatekeepers that impeded student progress, and build bridges to address them.

Now the college has taken many of the lessons learned from the re-engineering efforts that were initiated as part of the Trade Bridge Academy and has developed a comprehensive and innovative student competency-based framework called the Pathways to Academic, Career, and Transfer Success (PACTS). The framework enables the college to focus all instructional and student support programs and services in a concentrated, strategic, and tactical manner to identify and select targeted interventions to address critical areas or gaps and ultimately to increase student completion.

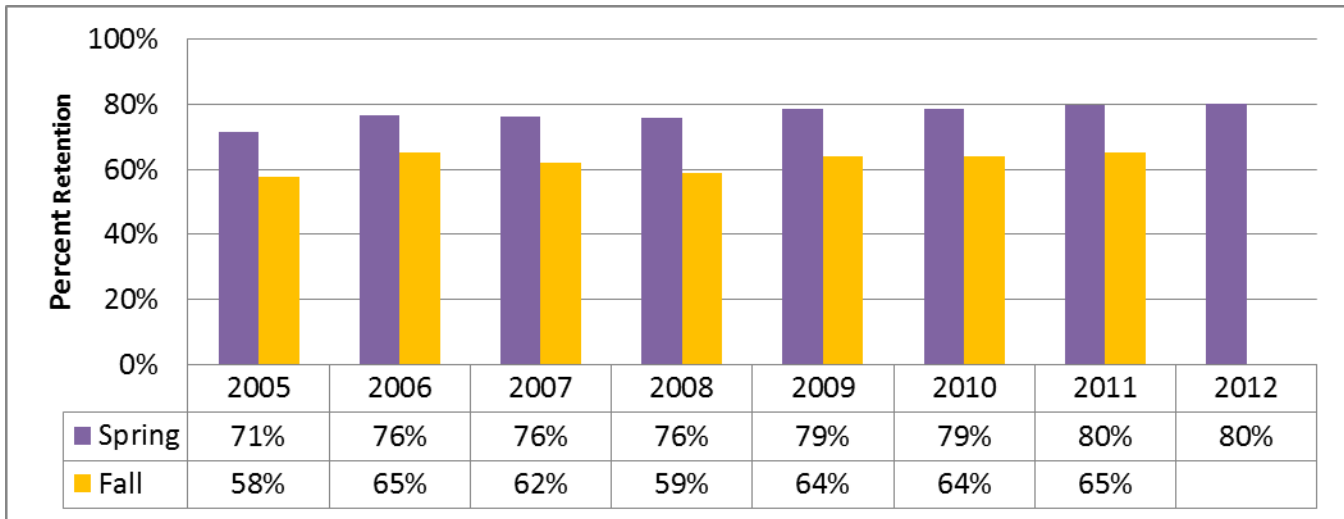
d. Measure Four: Term-to-term and year-to-year retention

Institutional Set Standard – Retention rate = 56% Fall to Fall

A. Percent of students retained from Fall 2011 to Fall 2012, LACCD

	City	East	Harbor	Mission	Pierce	Southwest	Trade	Valley	West	All
Fall 2012	57.6%	58.2%	54.6%	62.4%	60.2%	53.1%	54.8%	60.3%	51.5%	57.6%

B. 2005-2012 Cohort: Student Retention Rates Fall-Spring and Fall to Fall (LATTC OIE)



Measure Four: Term-to-term and year-to-year retention

Graph A portrays students that successfully completed one course in the Fall of 2011 and returned in Fall of 2012. Overall, Trade Tech is below the district's average.

Graph B compares retention rates for the starting cohorts since 2005 until 2012. This graph demonstrates that there have been improvements in retention rates throughout these years.

As it has been mentioned previously, to transform the institution the PACTS model was developed. This PACTS model is a pathway for Academic, Career, and Transfer Success at LATTC focusing on a sequence of postsecondary instructional programs and activities. Since PACTS is based on pathways with clear academic and career goals, it is intended that this will help students persist (retain) in their path to completion.

e. Measure Five: Completion of certificates or degrees

Institutional Set Standard – Completion rate = 9.3%, Fall unduplicated credit enrollment. Completion includes State recognized degrees and certificates, as well as transfers.

A. ARCC 2.0 Scorecard Data - Certificates, Degrees and Transfers

Completion Overall		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
N	Cohort Size	1,823	1,544	1,239	1,236	1,055
	Cohort Rate	33.5%	31.6%	31.9%	33.7%	32.8%
Gender	Female	34.3%	33.3%	30.2%	35.9%	32.6%
	Male	32.3%	29.3%	34.2%	30.9%	33.0%
Age	< 20 years old	37.0%	34.0%	33.5%	36.6%	36.2%
	20 to 24 years old	28.9%	29.1%	27.9%	22.0%	21.6%
	25 to 49 years old	29.6%	29.2%	30.1%	33.8%	31.8%
	50+ years old	29.6%	24.5%	34.8%	14.3%	25.0%
Ethnicity	African American	32.6%	29.8%	25.7%	28.3%	30.8%
	American Indian/Alaskan Native	50.0%	0.0%	20.0%	50.0%	50.0%

	Asian	35.0%	58.1%	34.8%	52.8%	60.0%
	Filipino	58.3%	36.4%	15.4%	29.2%	31.3%
	Hispanic	32.4%	30.7%	34.0%	34.9%	30.6%
	Pacific Islander	33.3%	0.0%	50.0%	16.7%	33.3%
	White	38.6%	30.2%	55.3%	35.1%	55.0%

B. ARCC 2.0 Scorecard Data - CTE Program Completion

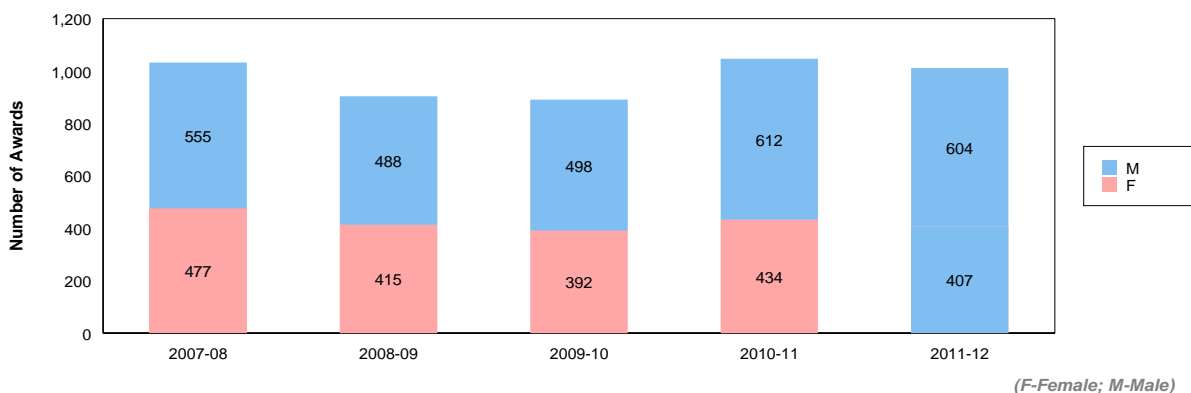
CTE Program Completion		2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
N	Cohort Size	2,085	1,836	1,677	1,564	1,722
	Cohort	50.5%	50.1%	50.4%	50.7%	48.1%
Gender	Female	54.4%	54.1%	53.8%	56.2%	51.1%
	Male	47.2%	46.7%	47.6%	46.4%	45.8%
Age	< 20 years old	51.6%	48.5%	49.9%	46.8%	50.6%
	20 to 24 years old	52.6%	52.5%	46.7%	56.7%	49.9%
	25 to 49 years old	49.7%	50.4%	52.7%	49.5%	46.9%
	50+ years old	46.2%	43.2%	48.1%	52.2%	43.5%
Ethnicity	African American	51.2%	46.1%	49.6%	47.4%	50.2%
	American Indian/Alaskan Native	46.2%	33.3%	16.7%	66.7%	50.0%
	Asian	48.1%	52.9%	68.7%	59.1%	48.6%
	Filipino	63.1%	63.2%	62.5%	58.3%	66.7%
	Hispanic	51.6%	52.1%	47.5%	49.7%	46.4%
	Pacific Islander	50.0%	20.0%	50.0%	50.0%	100.0%
	White	42.8%	48.0%	53.2%	56.3%	45.9%

C. Disaggregated Completion Data LATTC Program Review 2012-13

Data source: Program Review 2012-13 Degree and Certificates (No Transfer)

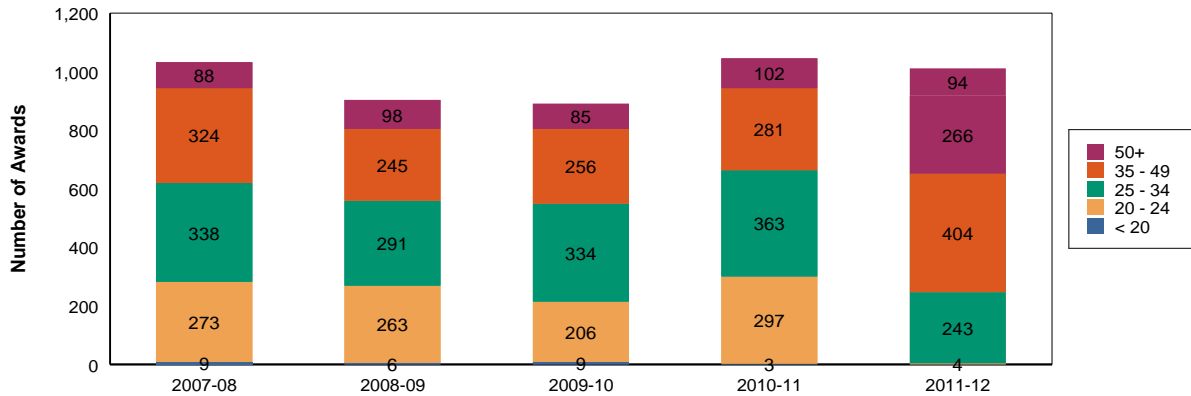
Awards by Gender, Total

For TradeT



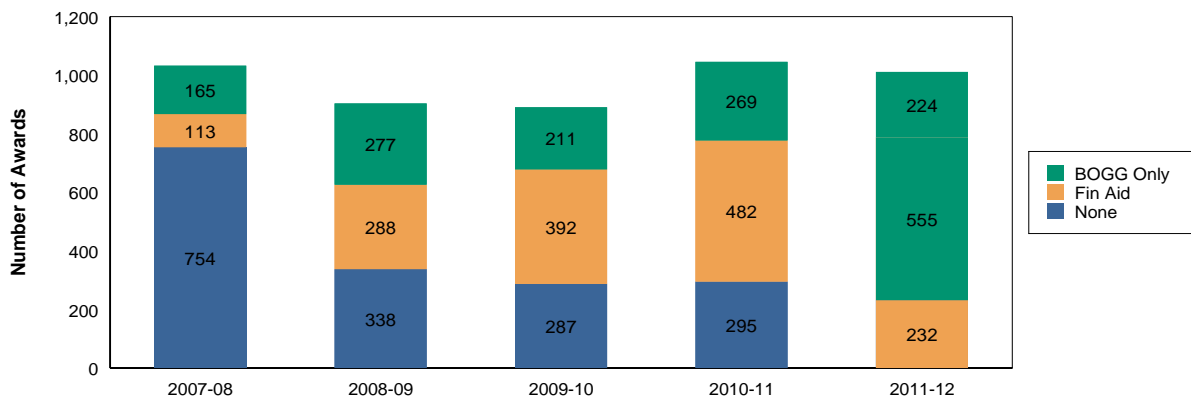
Awards by Age, Total

For TradeT



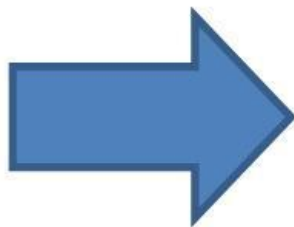
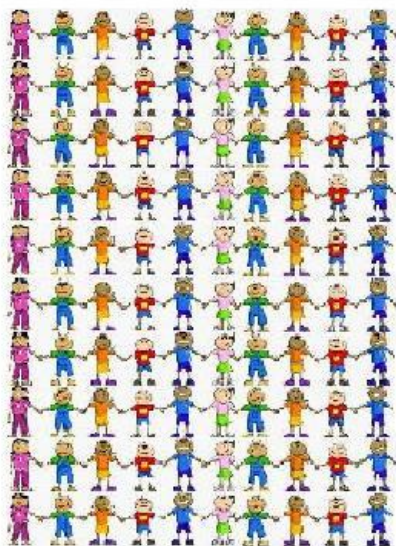
Awards by Aid

For TradeT



Graphical Representation of Completion Rate 2006-07 ARCC 2.0 Scorecard
 Completion for every 100 incoming students

For every 100
Incoming Students



33 Students Completed
(ARCC 2.0 -SPARS)



Measure Five: Completion of certificates or degrees

Based on ARCC 2.0 scorecard 6-year cohort analysis (graph A and B), completion rates did not change significantly. The disaggregated data does not highlight significant gaps, including the African American and Hispanics, which largely represent our student population. At the same time, the numbers are very low, for every 100 incoming students only 1/3 complete (degree, certificate, and transfer) within 6 years. Thus the college felt the need to reinvent itself and developed and adopted the PACTS model.

There are two fundamental components of PACTS at LATTC—competencies and programs of study(s)—that provide the structure for students to succeed. Competency is the capability to apply or use a set of related comprehensions or knowledge, skills, and abilities required to successfully perform "critical functions" or tasks. A program of study is comprised of a structured sequence of course(s), within a specified field of study that culminates in an industry-recognized credential, Certificate of Achievement, Associate of Art or Science (AA/AS) degree, transfer readiness, and/or IGETC/CSU Certification. Thus, the college believes implementation of the PACTS model will result in an increase in student completion rates.

6. Student Success or Completion Efforts:

In addition to Achieving the Dream, with which other student success efforts is your institution affiliated?
Please put a check next to each that applies.

- ACE
- Carnegie Foundation for the Advancement of Teaching and Learning Quantway
- Carnegie Foundation for the Advancement of Teaching and Learning Statway
- Complete College America
- Completion by Design
- FIPSE
- Foundations of Excellence
- New Mathways (Dana Center)
- Reaffirmation of Accreditation

Title III

Others Title V/Hispanic Serving Institutions, Men of Color, LATTC on Facebook – Gates funded League of Innovation Social Media Grantee

7. Sharing:

Is there any additional information you would like to share with Achieving the Dream in this reflection?

While the college remains committed in its efforts to institutionalize instructional and student support strategies that increase student success, it anticipates that evidence of the college's progress and success is limited given the current ATD reporting time. Nonetheless, the college's focus on completion as the principle indicator of student success will continue to be its main priority.

To further increase college-wide dialogue, we will continue practicing institution-wide formalized dialogue activities through two channels—the Student Success Committee's Days of Dialogue and the College-wide Forums facilitated by College Council committee representatives. The college has also instituted activities to help promote dialogue about student learning and student success and is committed to continue working on establishing ongoing, pervasive and robust dialogue, requiring dialogue to take place in program review, planning, and other routine college-wide activities.

This academic year, 2012-2013, there has been a campus-wide focus on continuous improvement assessments and particularly of rubric and criteria development and calibration. Several disciplines (such as English and math) were already using common rubric; while others disciplines found that their rubrics needed revision. One instructor, in reflecting on her assessment results and plan for closing the loop, stated, "Many students came to Advanced Patterns with very weak basic pattern skills--they had forgotten basics: dart manipulation, princess lines, sleeve ease, notching—basics." The instructor suggested program changes, and made plans to revise the rubric from analytic to holistic, "I...will do a less cumbersome rubric--fewer points. I changed the assignment this time, allowing "controlled creativity"—certain details were mandatory. This was much more successful than my last time teaching this class."

Leticia Barajas, Vice President of Academic Affairs and Workforce Development, has replaced Marcy Drummond, the former Vice-President of Institutional Effectiveness and Innovation, as the Core Team Leader for LATTC's ATD efforts.

8. Reminder:

As part of your Annual Reflection, your institution must complete the **Interventions Showcase Update** online by May 15, 2013. If your college is applying for Leader College status, it must also complete the **2013 Leader College Application** by May 15, 2013.

- Interventions Showcase Update: Your institution's Core Team Leader will receive an email in mid-April with information about how to review and update your intervention information (for example, updates on your student success policies and practices). (Due May 15)
- [2013 Leader College Application](#): Colleges that are applying for Leader College status must also complete Appendix Two (Due May 15). If your college is not applying for Leader College status, you do not need to complete this application.