

Standard Two: Institutional Integrity

The institution subscribes to, advocates, and demonstrates honesty and truthfulness in representations to its constituencies and the public; in pursuit of truth and the dissemination of knowledge; in its treatment of and respect for administration, faculty, staff, and students; in the management of its affairs and in relationships with its accreditation association and other external agencies.

2.1 The institution represents itself clearly, accurately, and consistently to its constituencies, the public, and prospective students through its catalogs, publications, and statements, including those presented in electronic formats. Precise, accurate, and current information is provided in the catalog concerning (a) educational purposes; (b) degrees, curricular offerings, educational resources, and course offerings; (c) student fees and other financial obligations, student financial aid, and fee refund policies; (d) requirements for admission and for achievement of degrees, including the academic calendar and information regarding program length; and (e) the names of administrators, faculty, and governing board.

Descriptive Summary

Los Angeles Trade-Technical-College is a public community college that offers associate degrees in arts and sciences, certificates of completion, and skills certificates in numerous academic and vocational disciplines.

The college publishes an annual catalog (Doc.2.1). Information about programs, course descriptions, and other vital information is contained in the catalog. The college catalog is the binding agreement between the college and the student, for the year the student enters the college. Department heads and associate deans are provided the opportunity to update, review, and approve their department's entries, including a final review of page proofs.

Requirements for admission, course requirements and descriptions are stated in the catalog. This information is provided through a published print and CD-format catalog and the LATTC website catalog. The college publishes schedules for fall and spring sessions, as well as the winter and summer intercessions. The schedule provides information about courses, dates, times, room numbers, and faculty.

Self Evaluation

The college awards associate degrees to students who successfully complete a designated curriculum and general education requirements as outlined in the college catalog. The college mission statement is provided in the college catalog. In addition, the catalog offers information concerning degrees, curricular offerings, educational resources, student fees and other financial obligations, financial aid, fee refund policies, admission requirements, the academic calendar

and course descriptions, program length, academic calendar, a list of faculty administrators, and the Board of Trustees, and other pertinent college information.

There continue to be minor errors in the catalog, schedules, brochures and other college publications. Recent schedules had errors due to the college's adaptation to a compressed calendar in fall 2001. Obsolete course offerings have been deleted from the new catalog 2002-2003. Errors in relation to compression, co-requisites, course outlines, schedules, have been addressed.

In the past, the college catalog and schedule of classes may have contained conflicting information regarding college prerequisites. Fee information in the catalog is accurate at the time of publication. The catalog does not contain precise information on the cost of books or tools that may be needed by students. There are no plans to publish information regarding the cost of books, tools, or other items in the catalog, as these costs change frequently. This information is offered through the various programs and departments.

The class schedule contains advertisements from other colleges, which are not evaluated for accuracy (Doc. 2.2, p. 86).

The new mission statement, as approved by the Board of Trustees was published in the college catalog 2002-2003.

Planning Agenda

The college must improve the process of accurately collecting, updating and linking curriculum data to the college schedule of classes and catalog.

It is recommended that published college information contain the following consistent elements to facilitate the dissemination of updated, accurate campus information:

1. A contact person, along with title, office location, telephone number, and email address, must be included for each department and major listed in the print, web and CD-ROM versions of the college catalog. Currently campus contact names and departments are listed in a separate section in the printed catalog (Doc. 2.1, p. 164) without email addresses, and other departments only list a phone number. Information in all formats must be consistent, complete and accurate.
2. Information in brochures, flyers, and other campus publications must correspond with information in the catalog.
3. All information distributed must be current and accurate. Department chairs will notify the individuals responsible for publishing the brochure, flyer, or other campus publication of any errors or revisions by email or written memo before the brochure is printed.

- 2.2 *The institution has a readily available governing board-adopted policy protecting academic freedom and responsibility, which states the institutional commitment to the free pursuit and dissemination of knowledge and fosters the integrity of the teaching-learning process.*

Descriptive Summary

The district Board Rule on Academic Freedom addresses the issue of academic freedom. The Contract Agreement between the LACCD and the Los Angeles College Faculty Guild, contains a statement regarding faculty academic freedom (Doc. 2.3, p.1 article 4) that states: “The faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students.”

The 2002-2003 LATTC college catalog contains two statements guaranteeing academic freedom. One relating to faculty under the heading of Academic Freedom, (Doc. 2.1, p. 7), and one relating to students under Standards of Student conduct (Doc.2.1, p. 9).

Self Evaluation

Over 60 percent of the faculty members who responded to the Faculty/ Staff/ Administrator Survey issued in 2001 agreed that the college protects and supports the faculty in the exercise of their academic freedom rights.

The previous edition of the Academic Senate Faculty Handbook included a LATTC Academic Senate Code of Ethics. The Academic Senate Faculty Handbook was revised in 2002 and is available in CD-ROM format.

Planning Agenda

The college will take all necessary steps to ensure and maintain academic freedom in fulfillment of the educational mission of the college.

In response to academic freedom issues, the college administration must outline and demonstrate its commitment to and means of supporting the practice of academic freedom for all members of the college community.

The Academic Senate will consider reinstatement of the Academic Senate Code of Ethics in future editions of the Academic Senate Faculty Handbook.

- 2.3 *Faculty and other college staff distinguish between personal conviction and proven conclusions and present relevant data fairly and objectively to students and others.*

Descriptive Summary

District policy requires that the course outline of record list the content and objectives for all courses. Title 5 regulations require the college faculty to teach to the course outline. Instructors must teach to the course outline. Every discipline participates in the program review process every five years. Tenured faculty are evaluated every third year according to the 2003 Los Angeles College Faculty Guild contract and classroom visits are part of the evaluation process.

Self Evaluation

Instructors enjoy a relatively free environment within their individual classrooms. In a fall 2000 Student Survey, students agreed, "Instructors are up-to-date in their respective fields."

A college ombudsperson attends to student grievances and assists students in attaining informal resolution to grievances. If resolution is not obtained, the ombudsperson arranges for formation of a Grievance Hearing Committee, pursuant to the district administrative regulation E-55. Student grievance procedures are outline in the college catalog (Doc. 2.1, p. 10) and the schedule of classes each semester.

Planning Agenda

The college faculty and staff will continue to present relevant data fairly and objectively to students and others. Staff development activities may assist in obtaining data and achieving these goals.

2.4 Institutions which strive to instill specific beliefs or worldviews or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.

Descriptive Summary

LATTC is a non-sectarian public institution of higher learning that does not advocate or endorse any specific beliefs or worldviews.

The Standards of Student Conduct, including a list of clearly stated prohibited actions and a statement on student academic freedom and registration procedures, are published in the college catalog and on the college website at http://www.lattc.edu/lattc/catalog/catalog_general_information.htm#studconduct. The catalog states that: "Violations ... may result in disciplinary action."

Students are invited to visit the Student Services office for a copy of the Student Discipline Procedures. Students are not required to purchase or read the college catalog as a prerequisite to enrolling at Los Angeles Trade-Technical College.

Students are provided free of charge a catalog in print or CD-ROM format, an academic planner and a class schedule. Copies of previous and current editions of the catalog are accessible and available for review at the LATTC library reference desk and in the library reserve section, and in the counseling department and the admissions and records office.

Self Evaluation

The college catalog does not articulate the range of disciplinary action regarding student violations.

The college provides clear descriptions of prohibited activities in the Standards of Student Conduct. Yet, consequences for violating the Standards of Student Conduct are not clear and Student Discipline Procedures are not described in the catalog. The penalties for unsatisfactory student conduct, undue disrespect, and academic dishonesty are clear, but the terms are not defined in the catalog, the class schedule or in other campus publications.

The standards for academic probation, progress probation, and academic dismissal are clearly defined in the catalog. The campus has not published a list of recommended work habits or study methods or ethics.

The procedures for faculty accounting of student attendance are clear and readily available. There is insufficient reference to standards for faculty behavior in the current faculty handbook.

The Academic Senate Code of Ethics referred to in the 1997 Self-Study is not contained in the current faculty handbook.

Planning Agenda

The college will consider articulating the range of disciplinary action regarding student violations in future editions of the college catalog.

Future editions of the college catalog may include a range of desirable student work habits and study methods, clearly state the consequences of violating the Standards of Student Conduct, and define unsatisfactory student conduct, undue disrespect, and academic dishonesty.

The college will explore defining the terms, “unsatisfactory student conduct,” “undue disrespect,” and “academic dishonesty,” in future editions of the catalog, the class schedule and other relevant campus publications.

The college will attempt to address the concern of insufficient reference to standards for faculty behavior in future editions of the Academic Senate Faculty Handbook.

Current web links to the statutes, regulations, and policies that govern the operation of the colleges and classrooms will be published in subsequent editions of the faculty handbook. The college faculty, staff, and administrators require Internet access at all times to access and review this information. The faculty and staff development office will continue to offer Web training sessions for faculty and staff and access to computers and the Internet in support of access to this information.

It is suggested that the Academic Senate Code of Ethics referred to in the 1997 Self-Study be included in future editions of the Academic Senate Faculty Handbook.

2.5 *The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.*

Descriptive Summary

LATTC students are encouraged to read the college catalog and the schedule of classes prior to enrolling. The reference to student academic honesty in the 2002-2003 college catalog Standards of Student Conduct section reads as follows: “Violations of such rules and regulations include but are not limited to the following: Board Rule 9803.12 Dishonesty: Dishonesty, such as cheating, or knowingly furnishing false information to the colleges.” (Doc. 2.1, p. 9) Many instructors make statements regarding cheating and/or plagiarism in their course syllabus.

The fall 2002 Schedule of Classes, page 104, and previous editions, state that the following regarding classroom conduct: “Enrollment in a class may be terminated due to unsatisfactory student conduct, undue disrespect to an instructor or administrator, or academic dishonesty.”

The 2002 catalog includes a “Policy for Responsible Computing Use” by students and college personnel: “Each individual user of these facilities is expected to do so responsibly, to use computing resources ethically, and to respect the rights and privacy of others, and to use computing facilities so as not to violate copyright or patent protections or license agreements.”

Self Evaluation

The 2002-2003 college catalog sections regarding probation or dismissal of students do not address cheating, or academic dishonesty.

Students are invited to visit the Student Services Office for a copy of the Student Discipline Procedures. Student discipline procedures are not described in the 2002-2003 catalog. In addition, no references to cheating, academic integrity, or dishonesty are made in the 2001–2002 Academic Senate Faculty Handbook.

The college does not provide clear expectations concerning the principles of academic honesty nor define the sanctions for violations. There is no specific statement regarding

academic honesty in the college catalog and cheating, plagiarism, or any other form of academic dishonesty is not clearly defined for students in a readily available campus-wide publication. The Student Discipline Procedures sanctions are also unclear.

Academic dishonesty in the classroom, such as cheating or plagiarism, is usually resolved by faculty giving penalty grades. Knowledge of most of the violations remains within the confines of the classroom, between the instructor and the student accused of academic dishonesty. Most instances of dishonesty are therefore, not communicated to the student body or the faculty-at-large. The majority of students and faculty remain unaware of the number of occurrences of academic dishonesty, possible consequences, or final dispositions.

The Vice President of Student Services estimates that two to three occurrences of student academic dishonesty are referred to the office each semester. Some instructors may handle the issue without an intervention or a referral to the Vice President of Student Services.

Planning Agenda

The college will attempt to clearly define cheating, plagiarism, and academic dishonesty and will subsequently add these terms to future editions of the LATTC college catalog. Penalties for cheating, plagiarism, and academic dishonesty will be determined by the Academic Senate and printed in all future editions of the college catalog and the faculty handbook.

Future editions of the college Code Of Ethics will attempt to address the issues of student discipline and student misconduct.

It is suggested that new faculty orientation sessions review the issues of student discipline, student misconduct, and related issues.

2.6. *The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.*

Descriptive Summary

The district mission statement notes the need to “affirm the importance of multi-cultural, international, and inter-cultural collegiate experiences that foster individual and group understanding” (Doc.2.4). Although Affirmative Action is no longer mandated by law, the policy of the LACCD is to provide equal opportunity to all qualified employees and applicants for employment, as listed in the college catalog and the schedule of classes. The LACCD and LATTC hiring policies and procedures include accessing *The Registry*, the Chancellor of California Community Colleges’ extensive and diverse pool of applicants.

In the schedule of classes, the District Nondiscrimination Policy is written in English and Spanish, (Board Rule 1202). It provides information regarding contacts for Equal Employment Opportunity issues, inquiries related to disabilities, special accommodations per the Americans With Disabilities Act, and the telephone number for the Telecommunications Device for the Deaf (TDD).

LATTC's commitment to campus diversity includes the Compliance and Equal Employment Opportunity office. All proposed new courses must include a completed a PNCR (Proposed New Course Request) (Doc.2.5), which is reviewed by the Curriculum Committee. According to the committee, all new courses require adherence to the following statements regarding cultural diversity and special class status:

“Accreditation Standard 2C, states that the educational program should provide opportunities for all students to develop an appreciation of cultural diversity. Please indicate how the course includes cultural diversity in its approach or content.”

The question is posed as: *“How does this course include cultural diversity in its approach and/or content?”*

“This is a designation for a "special class" for students with disabilities required by the Management Information System (MIS Data Element CB13) of the Chancellors Office for the California Community Colleges.”

All new courses must indicate if the following Management Information System MIS CB11 category of the Chancellors Office for the California Community Colleges, applies: *Courses for Substantially Handicapped (Learning Skills for DSPS students).*

Each campus hiring committee includes an Equal Employment Opportunity Officer or representative. The college mission statement focuses on the need for learner-centered programs for “...students who reflect the global diversity of the Los Angeles region...” and the college recognizes the imperative of developing leadership that strengthens urban communities.

The active campus DSP&S office provides varied services, programs and classes to support disabled students, including specialized counseling, priority registration, assessment, materials in alternate media formats, and a liaison with the State Department of Rehabilitation.

Self Evaluation

In the fall of 2002, the Hiring Procedures Committee constructed hiring procedures based on the district's request that each of the nine campuses revise faculty hiring procedures, using as a foundation, the district's hiring policies and equal opportunity guidelines.

Responses to the 2002 Accreditation Self-Study Faculty/Staff/Administrator Survey indicate that the college recognizes differences in religion and cultural backgrounds.

Planning Agenda

It is recommended that the college continue to actively pursue hiring pools that reflect campus diversity. Strategies for promoting campus diversity may include the campus personnel office creating a list of resources outlining methods and sources for diversity recruitment, including relevant publications and organizations. This regularly updated information may be printed and accessed in the Vice President of Academic Affairs' office, the Compliance and Equal Employment Opportunity office, and added as a web link to the campus website.

The college may encourage and provide materials for campus individuals attending conferences to take and share campus descriptions and promotion materials, to inform interested conference attendees to consider applying for available positions at LATTC.

A reflection of the appreciation of campus diversity is the variety of campus hosted individual events celebrating campus cultures and the many student clubs focusing on diverse populations. An extension of this may be a campus-hosted annual diversity or international day, or fair highlighting campus diversity with special events and activities.

2.7 The institution demonstrates honesty and integrity in its athletic programs.

Descriptive Summary

The board delegates responsibility to the college president for determining compliance with Commission on Athletics rules (Doc. 2.6).

The college is a member of the South Coast Athletic Conference. The formal rules and policies are enumerated in the State Constitution and the college catalog publishes eligibility information.

The Los Angeles Trade-Technical College started its Athletic program in 1958. According to the college catalog and website, <http://wellness.lattc.cc.ca.us/athletics/history.html>): The college is a member of the South Coast Conference of the California Commission on Athletics, which includes ten colleges. The formal rules and policies are enumerated in the State Constitution of the California Commission on Athletics. Eligibility information is published on p. 39 of the 2002-2003 LATTC catalogue. LATTC is not a member of the NCAA.

Self Evaluation

LATTC athletic teams are always well coached in sportsmanship and the teams are respected for their intense competitive spirits. This is due to the best coaches in the system, past and present.” Programs include: cross country, track and field, water polo, and basketball.

There is a well-organized system of oversight in place in the college’s athletic department. The Department of Physical Education, Health, Dance, and Athletics ensures that athletic program practices are integrated with the district and college’s educational goals, mission and vision. Athletic faculty, staff members and students receive in-service training on appropriate rules and regulations. They are subsequently required to sign that they have received training and understand the rules and regulations. College administrators review the content, interpretations, and implications of the State Constitution. The State Constitution is approved by the college athletic director, the dean and the college president.

LATTC athletes receive college policy information regarding a drug-free campus environment, diversity, and sexual harassment. The Athletic staff members regularly review and ensure that students are aware of the South Coast Conference rules, the constitution of the Commission on Athletics, other relevant regulations and policies, course offerings, conference schedules, games and results.

In addition to the college oversight committee, off-campus oversight committees consist of the South Coast Conference, and the State Commission on Athletics and its Hearing Boards.

The Department of Physical Education, Health, Dance, and Athletics offers a rich selection of sports activities, programs and courses for both women and men and provide opportunities for students to develop physical performance and the positive effects of responsibility, teamwork, and leadership.

Planning Agenda

The college will continue to participate in athletic programs. Faculty, staff, students, and administrators will continue to receive in-service training regarding athletic rules.

The college catalog will be updated annually by the Office of Academic Affairs to reflect the current status of the athletic offerings. The catalog and scheduling department will be advised of new policies and revisions.

- 2.8 *The institution demonstrates honesty and integrity in its relationships with the Commission and agrees to comply with Commission standards, policies, guidelines, public disclosure, and self-study requirements.*

Descriptive Summary

A change in campus administrative leadership has resulted in an attention to details that have been unexamined over the past decade. The difficulties of this transition are reflected in the current administration's approach. The college examines and assesses programs, and identifies and evaluates areas requiring improvement.

The college's relationship with the commission is based upon the expectation that the commission will evaluate programs and suggest recommendations that will assist the college in enhancing and improving program offerings. Subsequently, the campus will move forward to implement the necessary changes to improve the operation of the college.

The current college philosophy is to support the flow and exchange of information and ideas between the commission and the college. The campus Accreditation Liaison Officer is the Academic Vice President, and the campus Accreditation Co-Chairs are library and counseling faculty members. An active relationship is maintained with the commission via the LACCD commission contact, Gary Columbo.

In addition, the campus Accreditation Liaison Officer and Co-Chairs meet regularly under the direction of the commission contact and conduct CitySide Accreditation meetings with the other two district campuses participating in Accreditation in March 2002. These participating campuses include East Los Angeles City College and Los Angeles City College.

Self Evaluation

The past campus relationship with the commission has been weak and underdeveloped. In the past, the campus reaction was rushed in response to the commission's pending review. There has been a marked change in the past year. The approach to this accreditation review has been more positive and collaborative. With the assistance of the commission the campus is better equipped to prepare for the changing future and the direction of the college is moving to a learning-centered, rather than a teacher-directed curriculum.

Planning Agenda

The college needs to envision, anticipate, and plan for the future and continue to develop and maintain contact and positive relations with the commission. The college needs to maintain all of the commission's 1997 recommendations. The major shift from a teacher-centered to a learner-centered curriculum will require continued open discussions with faculty, classified staff, students, and administrators, to institutionalize these changes.

- 2.9 *The institution regularly evaluates and revises institutional policies, practices, and publications to ensure integrity in all representations about its mission, programs, and services.*

Descriptive Summary

The college catalog is updated annually and a new schedule of classes is created four times per year. These are revised prior to publication to ensure accuracy and compliance with state and district regulations and policies.

The college catalog and the class schedule outlining pertinent college policies and regulations are conveniently accessible via the LATTC website.

Self Evaluation

The college mission statement was revised November 26, 2001 and approved on December 5, 2001. In addition, on October 29, 2002, the PAC agreed upon a vision statement for LATTC.

The catalog and schedule are updated regularly. Other publications are updated as required. Institutional policies and practices are not regularly evaluated or revised.

Although it is recognized that ideally, program review process results are a significant source for the subsequent campus Accreditation Self-Study document creation, the most recent campus program review process began in the summer of 2002:

<http://www.lattc.edu/dept/programreview/ProgramReview.htm>.

The timeline is as follows:

<i>August 2002</i>	<i>Campus Orientation</i>
<i>September 2002</i>	<i>Department training and development of student surveys</i>
<i>October 2002</i>	<i>Distribute student surveys</i>
<i>January 2003</i>	<i>Faculty surveys; faculty data packets and student surveys distributed; start writing plan</i>
<i>May 2003</i>	<i>First draft due</i>
<i>September 2003</i>	<i>Review by Program Review Committee; revisions/updates of course outlines and prerequisites.</i>
<i>October 2003</i>	<i>Final report due</i>

Planning Agenda

Program Review has recommenced as of summer 2002, with the assistance of procedures developed by the Academic Senate. Committee meeting times are scheduled to provide greater access and participation by classroom faculty.

The PAC will investigate developing procedures, and review and implement course schedules and assessment methods to identify, evaluate, and revise institutional policies and practices to ensure integrity in all representations of the college's mission, programs, and services.

The newly designed campus program review process ensures that program review is regularly scheduled and that each program will participate every five years. This will support the college mission statement that "Our programs are rigorous, technologically current, and designed to promote student success..." and that "...our programs are relevant..."

Standard Two: Institutional Integrity Documents List

- 2.1 Los Angeles Trade – Technical College Catalog 2002-2003
- 2.2 Los Angeles Trade – Technical Fall 2002 Schedule
- 2.3 LACCD and the Los Angeles College Faculty Guild p.1 article 4
- 2.4 District Mission Statement
- 2.5 PNCR
- 2.6 Compliance with Commission on Athletics rules #40