

Standard Four: Educational Programs

A. General Provisions

A.1 The institution seeks to meet the varied educational needs of its students through programs consistent with its institutional mission and purposes and the demographics and economics of its community.

Descriptive Summary

The Board of Trustees holds the college accountable through decentralization authority given to the Chancellor, to ensure that the college's educational programs and student needs are consistent with college and district mission statements, and district policies

Los Angeles Trade-Technical College, in keeping with its mission statement adopted on December 5, 2001, is committed to providing programs that are rigorous, technologically current, and designed to promote student success in vocational/technical education; career and workforce advancement; university transfer; life-long learning; and participation in our democratic society. The college provides courses for general education, vocational training, basic skills, and transfer education. It offers sixty-six associate degree programs and seventy certificates of completion. Certificates of completion document the student's mastery of specific skills and coursework within a discipline. In addition, the college offers twenty skills certificates directed to specific industries.

Degree and certificate programs in vocational education are available for acquiring new skills that may lead to job placement in a new career or promotion within an established one. Advisory committees composed of members of the community provide input regarding curriculum and employment trends for the vocational programs.

The college also provides Alternative Instructional Programs such as PACE, Teach Project, Puente Program, GAIN/CalWORKs, Instructional Television (ITV), Continuing Education and Community Services Center. These programs provide flexible and individualized learning opportunities for students. The college is in the preliminary stages of developing a complete online degree program.

The college's PACE program delivers a selection of academic courses presented in an accelerated format for working adults that leads to transfer. The Teach Project is a unique way for individuals to continue working, attend college full-time, and attain their teaching credential. The Puente Project aims to increase the number of educationally underserved students who enroll in four-year universities, earn degrees, and return to the community as leaders and mentor to future generations. CalWORKs is a basic welfare-to-work program that focuses on education, training, and work. ITV uses videotaped lectures as its main form of instructional delivery.

The college's Continuing Education and Community Services Center provides noncredit education at no cost for learning new skills and gaining knowledge by offering continuous registration throughout the year for classes such as: Preparing for Citizenship, Basic Skills English, and ESL.

The college relies on sound data about students and potential students as part of the planning process in developing and evaluating courses and educational programs. Demographic data, such as gender, ethnicity, age, economic status and employment, are collected from a variety of sources, as discussed in Standard Three.

Self Evaluation

Several programs offered by LATTC are consistent with the institutional mission and purposes of the college, and also with district policies. The program review process allows the academic and vocational programs the opportunity to analyze courses and seek ways in which to make the programs compatible with the college's mission statement, especially in the areas of rigor and technology. The college is committed to quality education, recognizes the need to be accessible, and adopts programs to meet the changing needs of the students.

A.2 Programs and courses leading to degrees are offered in a manner that provides Students the opportunity to complete the program as announced, within a reasonable time.

Descriptive Summary

Degree and certificate program course requirements, course descriptions and class sequences leading to degrees are explained and published in the college catalog and schedule of classes. In addition, counselor advisement forms, some of which are found within the college catalog and schedule of classes, are used to map a student's course progression in a particular major (Doc. 4.1). Courses are offered frequently allowing the students the opportunity to complete programs in a timely manner to meet their educational goals.

Self Evaluation

Through the college's Office of Planning and Research website, the college regularly monitors the number of students taking particular courses, and the times at which the courses need to be offered. Deans and department chairs review enrollment figures prior to the start of school sessions in order to determine if additional class sections need to be opened due to high enrollments. The college is on a sixteen-week compressed calendar, which includes a winter intersession. Currently the college is in its second year of a two-year pilot program testing the compressed (sixteen-week) calendar. In some departments such as Culinary Arts, required classes are held during all sessions (fall, winter, spring and summer) to allow students to accelerate their program completion. Some faculty

through informal interviews, have expressed concerns regarding the shortened time span for classes. Faculty perceive that they do not have enough time to cover all the course materials and students do not complete the classes; therefore a student's ability to complete a program in a timely manner is hindered by having to repeat classes.

A.3 When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner, with a minimum of disruption.

Descriptive Summary

If a program is eliminated or a requirement is changed, efforts are made to assist students with program completion. An alternative course for the student may be developed or other courses may be substituted through the petition process, with approval from the department chair. The college's Academic Affairs office and department chairs make arrangements to permit students to complete their education with minimal disruption. A district-wide task force, with representation from the LATTC Academic Senate, is drafting a multiple step policy on Instructional Program Discontinuance (Doc. 4.2). Drafting and implementing the policy is a long term project with an anticipated completion goal of March 2003.

Several campus educational programs are currently participating in the program review process. As part of the vocational program review, these programs will also undergo program viability review, which assesses relevance to current industry needs and trends.

Self Evaluation

All the college's vocational programs will undergo "Program Viability Reviews" to assess their labor markets, saturation of similar programs and the measurement of employment and completion success of their students. These two-year reviews, in conjunction, with the Academic Senate's policy on Program Discontinuance, will establish a rational procedure, thus reducing the amount of disruption of program completion for the students.

The commercial photography program was abruptly cancelled for the spring 2002 semester without sufficient notice and without any program review. Photography students were unable to progress and complete the program. An Introduction To Photography class has been offered for fall 2002 and will be offered for spring 2003. Third and fourth semester students were allowed and encouraged to complete their program through courses in complementary disciplines and courses at other community colleges.

The college's senior administration stated that the reason for cancellation of the spring 2002 photography classes was low enrollment, but the department's enrollment met the standards of the faculty contract. Taking this action, which resulted in canceling a

program without following the shared governance process or program viability review, indicated a critical need for a formal program discontinuation process.

Planning Agenda

Currently the degree/certificate program in Photography is listed as inactive in the college catalog. The college will investigate adding the degree/certificate program as active in the college catalog.

The college must explore creating a formal program discontinuation process for canceling campus programs that reflect the shared governance process. The college's vocational programs will undergo program viability reviews to assess their labor markets, the saturation of similar programs and the measurement of employment and completion success of the students. These two-year reviews, in conjunction, with the State Academic Senate's policy on Program Discontinuance, will establish a rational procedure for the college to follow, thus reducing the amount of program completion disruption for the students. The college understands that it is vital to monitor all programs and has revisited the entire process of campus wide program review since the last Accreditation visit.

A.4 The institution provides sufficient human, financial, and physical (including technological) resources to support its educational programs and to facilitate achievement of the goals and objectives of those programs regardless of the service location or instructional delivery method.

Descriptive Summary

The LACCD Controller's office provides the board, the Chancellor and the colleges with extensive financial information and analysis. The district is aware of its generally insufficient funding status and it continuously monitors financial indicators and communicates financial information through direct contacts at the college level. This is accomplished through regular meetings with board of trustee and college presidents in attendance, with hard copy presented and open to discussion.

In 2001-2002 LATTC designated 92 percent of its \$44 million dollar instruction allocation for faculty and staff salaries for certificated, classified, and contracted employees.

The most recent Integrated Postsecondary Education Data System (IPEDS) from the National Center for Education Statistics documentation notes that as of 2001-2002, LATTC currently has 452 faculty positions. During both fall 2001 and spring 2002, 68 percent were full-time faculty (<http://www.ed.gov/ipeds/index.html>). The Vice President of Academic Affairs reported that the college filled sixteen replacement positions within the last two years, 2000-2002 (Doc. 4.3).

In accordance with AB1725 requirements, the college's Academic Senate Subcommittee

on hiring provides a ranked listing and recommendations for faculty positions. These recommendations are presented to the college PAC for approval.

IPEDS documentation also indicates that the college has 245 classified staff positions. Recommendations for filling classified replacement positions are presented to senior staff. Senior staff forward tentative selections to the District Personnel Commission for approval.

LATTC has also designated 8 to 10 percent of its allotted district budget to the support of educational programs. This includes the purchase of new computers and maintenance contracts for existing equipment. State Block grants, Vocational Education Services (VTEA), and Partnership for Excellence money provides supplemental funding to departments to assist in acquiring additional equipment and supplies.

The college currently has eleven onsite buildings designated for instruction, several of which are undergoing renovation and two of which are to be removed. Additional buildings will be built with Proposition A funding. In 2001 the college acquired a building, which will be removed and rebuilt to house a student services facility. Other buildings surrounding the college have been purchased or are in negotiation for purchase.

The student service programs, including admissions, financial aid, counseling, EOP&S & DSP&S are currently housed in various campus locations campus. Most student service offices are impacted by a lack of space and areas to maintain confidentiality. A new student service complex has been proposed and is in process, with funding from the passage of local bond measure, Proposition A, and will be under construction within one year. A single, unified location for student support services will create support a more accessible, effective, and less confusing environment for students.

The construction of a multi-level instructional building is also scheduled. The project will include two multi-level parking structures, which will significantly increase student and staff parking to accommodate the growing number of students served.

Although additional offsite instruction is provided in contracted and non-contracted facilities for programs such as PACE, and Labor Studies, LATTC does not have satellite sites.

Students at LATTC are offered a wide variety of both academic and vocational courses. A variety of instructional methods include classroom lecture, practical lab application, computer-based instruction, distance learning, self-paced courses, and learning communities developed via Title 5 grants. Students have access to computer and production labs in many of our vocational and academic programs. Students may also obtain assistance via the Math and Mortgage Finance Lab, the Mac Computer Laboratory, the Learning Skills Center, the Learning Resource Center and Library, and student support services.

Self Evaluation

LATTC is one of the nine campuses within the multi-college Los Angeles Community College District. As LATTC and other colleges in the system face deficits, all colleges will be affected similarly and may have to absorb additional costs. Financial constraints currently adversely impact the expansion of educational programs.

Due to the recent 2002-2003 California state budget cuts, the district has initiated a hiring freeze on new faculty and staff, and only limited or replacement positions will be approved. This has affected many departments and programs that already are insufficiently staffed.

LATTC offers more vocational programs than any other college in the state. As the number of full-time faculty falls below the 75/25 state guidelines, there is a need to hire hourly faculty to staff courses for the extensive list of vocational programs in the college's course offerings. There is concern that in addition to not being able to hire full-time faculty, some existing personnel may need to be reassigned to other positions and/or colleges.

LATTC has recently transitioned to a compressed schedule, which includes: two sixteen-week semesters; a five-week winter intersession; and two, five-week summer sessions. Friday evening and Saturday class offerings have also been increased. While enrollment has increased to 14,500 students, it is more difficult for student services programs to provide staff, services and resources for the increased number of students and college hours of operation. The state budget cuts, which will specifically affect student service programs, will further negatively impact the retention of many LATTC students in our vocational and academic programs.

While money from Proposition A is earmarked for campus renovation projects, additional funding will be needed for new furniture, supplies and maintenance of the new facilities. Many LATTC departments and programs benefit from Block grants and VTEA. This funding is not sufficient to offset costs accrued by the need to replace and maintain equipment and tools. In order to become a state-of-the-art institution, computers, equipment, and facilities in vocational programs and laboratories need to be continually upgraded. It is predicted that funding for such equipment and resources will no longer be available given the severe budget cuts within the next few years and that departments and programs will need to seek out other funding sources to replace and upgrade the resources.

The Vice President of Student Services states: "In a time of budget constraints, which affect hiring of new staff and replacement of staff, Student Services has had to determine how to most efficiently and effectively use the available human resources. No administrator supervises only one program. Each of the deans and associate deans has responsibility for a cluster of programs and coordinates the staffing and services in these areas. The activity supervisors in these programs meet together to plan scheduling and responsibilities of staff, how to not duplicate services, and supply and equipment purchases to support each other in a way that efficiently uses resources. By working

cooperatively and closely together, Student Services is able to meet their goals of providing services using the human resources that we have.”

Currently, campus renovation projects include, renovation of the physical education buildings, and the modification of the newly acquired property located at the northeast corner of Washington and Flower (formerly the Dunn Edwards property). Per the Vice President of Administration, regarding facilities resources: “The college has already started to implement the Facilities Master Plan in the areas in which it is obvious that the Educational Master Plan will not significantly affect programs. By 2005, many of the campus construction projects will be completed. In addition, as the upcoming Technology Master Plan 2003 is completed, it must be incorporated into the planning of college renovation projects.”

Planning Agenda

Facilities development, renovation or modernization for other areas is developing slowly to order to incorporate findings from the Educational Master Plan 2003. In addition, the college needs to continue to implement the Facilities Master Plan.

As the upcoming campus Technology Master Plan 2003 is completed it will be integrated with the other college master plans and incorporated into the planning of college renovation projects.

According to the Vice President of Academic Affairs: “What is being proposed in the area of Academic Affairs is that we provide Human Resources in line with our budgetary parameters, and that are also in line with the Educational Master Plan being developed.”

In regards to technological resources, Sang Baik, the supervisor of LATTC’s Management Information Systems (MIS) department states: “The development of a well documented technology plan will begin in spring 2003. LATTC is currently developing a strong backbone in terms of cabling, servers, switches, and databases. Once these projects are finished, then the development of the technology plan can begin.”

A.5 The institution designs and maintains academic advising programs to meet student needs for information and advice and adequately informs and prepares faculty and other personnel responsible for the advising function.

Descriptive Summary

LATTC provides comprehensive academic advising to new and continuing students utilizing full-time and part-time counseling faculty in various support service arenas and the classroom.

High school students receive advisement and counseling via the Steps Ahead Program for high school students, which includes the Middle College program and the Saturday Academy that is coordinated by the High School Relations office. The Matriculation

office and General Counseling coordinate the new student enrollment process and open enrollment for the general student population throughout the school year. In the recent past the Matriculation office hired vocational faculty, “faculty mentors” during the new student enrollment process to advise and assist students in the selection of their classes. These faculty mentors received training from the Matriculation office.

Orientation, advisement and counseling services are also coordinated for special student populations including the Extended Opportunity Programs & Services Early Admissions Program, Disabled Students Programs & Services Early Admissions Program, Open Enrollment in the GAIN/CalWORKs office, and the Program for Accelerated College Education (PACE). Continuing students receive counseling and advisement from the general counseling department, the University Transfer Center, EOP&S, DSP&S, Matriculation office, Middle College, Saturday Academy, GAIN/CalWORKS, Career Center, PACE office, and the Financial Aid office.

The General Counseling Center has three full-time counseling faculty and utilizes several part-time counseling faculty to staff the department days and evenings to meet the high student demand for counseling services. Students are seen daily, Monday through Saturday, on a walk-in basis, by appointment upon request, and by faculty referral. The General Counseling Center (H-130), the University Transfer Center (A-232), the Puente Counselor’s offices (A-238), and the Counseling Chair’s Office (E-107) provide students with personal, academic, vocational and career counseling, referrals to campus and community offices, educational planning and student advocacy. Counseling faculty also teach Personal Development courses in College Survival Skills, Career Planning, Interpersonal Relationships, and The Transfer Experience.

Six full-time counseling faculty, including the chairperson, have had release time for other college responsibilities that include University Transfer Center Director, Accreditation Co-Chair, Articulation Officer, AFT Contract Negotiator, Academic Senate President, Curriculum Chair, and Puente Counselor.

The Financial Aid Office recently wrote and was awarded a Partnership for Excellence grant to increase student retention. This Partnership for Excellence grant funded four part-time counselors to develop educational plans for 1,500 students on academic probation in the spring of 2002.

EOP&S services are provided by three full-time counseling faculty and four part-time faculty.

A learning disability specialist advises Special Services, individually and in groups for DSP&S.

The PACE program wrote a Partnership for Excellence grant in 2000-2001 for counseling onsite and at offsite facilities to serve students. With no PACE Partnership for Excellence funds available in 2001-2002, the counseling program now provides funding for two part-time counselors.

The Puente Program is new to the campus as of the fall of 2001. One half-time counseling faculty provides advisement, academic counseling and teaches a Personal Development course each semester. The counselor and an English faculty member coordinate a mentorship program for the Puente students. Seventeen students participated in the pilot year. As of 2002, the Puente Program has thirty-eight enrolled students. At the end of the Fall 2001 semester, faculty mentor assignments were temporarily terminated. After researching the faculty mentor role and the service provided to new students during the New Student Enrollment orientations, the Dean of Enrollment Management's findings were that the faculty mentor service was in need of restructuring. At the same time the Matriculation unit had been informed by the State Chancellor's Office that there was an impending matriculation budget reduction (Doc. 4.4).

The University Transfer Center provides academic and personal advisement, transfer planning and options strategies, application workshops, college fairs, college visits, and coordinates visiting college representatives for the campus community. Two half-time counseling faculty serve as the Transfer Center Director, Articulation Officer and Puente/Transfer counselor. A part-time counselor is also available once a week.

The International Student program wrote a Partnership for Excellence grant for three part-time counseling faculty to provide counseling services to students in the year 2000-2001. This year the faculty advisor refers students to the Counseling Center or other appropriate student services.

Other special populations such as athletes may also be seen for advisement, while issues related to eligibility are referred to the Athletic Program Director. As of the spring of 2002, athletes do not have a designated academic counselor or eligibility clerk.

Self Evaluation

Prospective, new, and continuing students at LATTC have a rich selection of resources available to them for academic advisement, although the resources may be fragmented in terms of location.

A fall 2000 Student Survey conducted by the Campus Research Office indicates that students agreed that counseling and advisement services are pleasant and helpful, knowledgeable and available (Doc. 4.5).

In addition to academic advisement made available to all students, EOP&S students receive additional one-on-one or small group advisement. The program has expanded to become the second largest in the district. The program has also expanded its part-time counseling faculty by four, to help meet the need for services of this population. The EOP&S program just completed a sit review in March 2002.

Coordination of the counseling and advisement programs into a central location for all student services would greatly improve the quality, accessibility and the number of

students utilizing these services. The college plans for a student services building in the next five years (Doc.4.6).

Face-to-face advisement formats are well developed, and the college has recently identified a webmaster (January 2002) and created a website committee to coordinate campus information. As of the fall of 2002, online advisement has not been formalized. Current online student services consist of informational access. The Counseling Department and University Transfer Center have web pages and all areas in student services are planning to develop web pages.

General Counseling and advisement involvement in the matriculation process increased with the implementation of the matriculation computerized ACCUPALCER assessment tool.

Planning Agenda

With the advent of the updated LATTC website and LATTC distance education courses, the General Counseling Department should explore the possibility of online advisement.

The General Counseling Department will take a greater role in the orientation process for implementation, advisement and follow up.

B. Degree and Certificate Programs

B1. The institution demonstrates that its degrees and programs, wherever and however offered, support the mission of the institution. Degree and certificate programs have a coherent design and are characterized by appropriate length, breadth, depth, sequencing of courses, synthesis of learning, and use of information and learning resources.

Descriptive Summary

After review by the college, district trustees and the Academic Senate, the revised college mission statement was approved in early 2001. In support of the mission, the college offers sixty-six degree programs and seventy certificate programs as listed in the college catalog. LATTC, one of only two primarily vocational community colleges in the state, is an oasis of opportunity for the 90 percent minority, lower-income population that surrounds the campus. The college is set in the urban core of Los Angeles and has served the community for over seventy-five years. Recognizing the important role the college plays in the community, it has adopted policies and procedures to insure quality programs.

The Board of Trustees relies on District Academic Senate review and approval, the college curriculum review process, and college administration recommendations, to insure the appropriate criteria have been met. Nontraditional programs undergo the same

approval and assurance process. Coherence of program design is now assessed through decentralization provided by E-Regulations 64, 89, and 90.

The LATTC Curriculum Committee is responsible for ensuring that new programs have coherent design, length and breadth. All growth and discontinuance of programs is given consideration in the budgeting and long term planning process. The course offerings are reviewed for proper sequencing and synthesis of learning before being approved. The combination of the college program review process and the state required Vitality Report offers each department and the college the opportunity to reevaluate and modify our courses as necessary. All instructors are required to prepare and present a syllabus to the students containing details of the subject matter to be covered and other pertinent information about the class offering. This is created early in the semester and includes the grading method, course objectives and time allotted to each subject (Doc. 4.7).

Since the establishment of the institution as the Frank Wiggins Trade school in 1925, the college has been committed to the achievement and maintenance of high quality programs. Many of these programs are unique to the college. Programs range from traditional courses such as accounting, to courses seldom offered at other colleges, such as wastewater technology. LATTC serves a large geographical area without competing with neighboring colleges.

The college educational programs are structured to be consistent with the mission of providing students university transfer and life-long learning opportunities, and career and workforce advancement. The college partners with all sectors of the community to ensure that programs are relevant and lead to the achievement of the college's mission. To comply with the above standards and guidelines, departments must regularly conduct a program review to insure the effectiveness and quality of our programs. The college is committed to this faculty-based program review.

The program review process is required when any major change is anticipated, or at the minimum, every five years. In addition, all vocational programs are evaluated every two years to comply with the Educational Code 78015-78016, requiring that all programs meet labor market demand, do not duplicate other training programs in the area, and demonstrate effectiveness in employment. The program must also exhibit successful completion records of participants. The college administrative staff confers with other institutions in the community periodically to insure that it does not duplicate the efforts of ongoing programs and to inform others of the college's intention to develop new programs.

The college facilitates the transfer of its students by its articulation efforts and identifying transfer courses in our literature. It has made online access to the schedule of classes and the college catalog. In addition, the college has made available a CD-ROM-formatted version of the catalog describing many special programs and support services available to both students and the community at large (Doc. 4.8).

The college offers support services for special populations, including ESL, GAIN, Special Services, and Community Services, which are further discussed in other document sections. A library and Learning Resource Center, Writing Lab with computer access, and tutorial assistance, are available to the students. The degree programs are in full compliance with the Title 5 requirements.

Self Evaluation

The college offers an excellent educational program, as evidenced by the feedback from student surveys (Doc. 4.5) and employer reports (Doc. 4.9). The students generally report that the classes needed to meet objectives in a timely manner are available. In addition, the college transfer rate is increasing (Doc. 10).

The college continues to have a large evening enrollment of former students and others upgrading their skills, including new students entering the labor market seeking specific skill training to advance. As an example, the college has established a Child Development major and tripled enrollment in Child Development between 1997 and the spring of 2002. Most of these students are employed in the field and are increasing their qualifications for advancement. A special bridge program was designed to meet the needs of these students.

Planning Agenda

The college must focus on combining the renovated program review process and the state required departmental Vitality Reports, in order to effectively reevaluate and modify courses as necessary.

B2. The institution identifies its degrees and certificates in ways which are consistent with the program content, degree objectives, and student mastery of knowledge and skills, including, where appropriate, career preparation and competencies.

Descriptive Summary

Through the Curriculum Committee, discipline committees, and advisory committees, the college identifies the content, learning objectives, and skills the student will need to master the subject area. These various groups keep abreast of the transfer requirements and job skills necessary to keep the discipline current and are responsible to the changing learning environment. LATTC accomplishes its mission by providing the students with the latest requirements of industry and the needs of transferring students.

Using advisory committees, labor market information from both state and local agencies and input from staff, the college is able to adjust to the needs in each discipline.

LATTC has a Dean of Economic Development, and a working relationship with the Los Angeles Economic Development Corporation, the Figueroa Corridor Improvement District and other agencies to obtain the latest information on changes needed in the

curriculum. The information obtained through the Employment Development Department can be used as one measurement of the wage gain after educational experience completed. To aid students in selecting courses of study, degrees and certificates are identified in the catalog with a brief description of objectives. A list of typical positions is sometimes added to aid the student or prospective employer. In addition, a list of academic requirements, electives, and the required courses in the major are provided.

Self Evaluation

The college policy requires that each department chair review the catalog each year to make any required changes. Any substantive changes must go through the department and Curriculum Committee approval process. Programs that have not been offered for five years are eliminated from the catalog. In addition, all course outlines and program curricula are reevaluated every six years on a rotating basis by individual departments and the deans responsible for each area.

District-wide discipline committees are part of this process. All vocational programs have advisory committees representing the outside community that meet periodically to review curriculum. This permits the college to ensure relevance and keep up-to-date. The minimum for meetings is an annual meeting. As part of this process all courses are also evaluated to reflect measurable outcomes and prerequisites

B.3 The institution identifies and makes public expected learning outcomes for its degree and certificate programs. Students completing programs demonstrate achievement of those stated outcomes.

Descriptive Summary

Each program is individually summarized in the college catalog as part of the introduction to the program offerings and requirements. A detailed description of the course of study, expected learning outcomes and the suggested sequence of courses is listed. The listing of courses is designed to satisfy the requirements for a degree, a certificate, or transfer to a university. Direct department inquiries permit other modes of communication, including brochures, department orientations, and more detailed program literature.

Self Evaluation

The LATTC course outlines identify course objectives, validated prerequisites, necessary entry and existing skills, content knowledge, and the development of critical thinking skills. The District Academic Senate Course Outline of Record form has specific student activities that are used to ensure the course has SCANS (Secretary's Commission on Achieving Necessary Skills) competencies (<http://wdr.doleta.gov/SCANS/>), as well as critical thinking activities integrated in the course work. This ensures that all courses within the degree or certificate program have all the learning objectives as well as the instructional modes and evaluation methods identified.

LATTC students demonstrate achievement by earning degrees or certificates. Students must complete a predetermined core of introductory classes that includes a broad range of subject matter, and then complete requirements towards a specific major. They can also choose to transfer to a four-year college or university. When the student has demonstrated that all requirements are met by showing course mastery through a variety of methods, including quizzes, written exams, research papers, essays, oral statements, problem solving and presentations, he or she is eligible to receive a degree or certificate.

The Transfer Center and the LATTC Curriculum Committee, by expanding general education transferable course options for students, have been effective in providing the information and requirements necessary to allow students to be successful in transferring to a university or pursuing a job in industry. The center could, when needed, expand personal guidance, in addition to the carefully listed information in the catalog regarding degree and certificate programs.

B.4 All degree programs are designed to provide students a significant introduction to the broad areas of knowledge, their theories and methods of inquiry, and focused study in at least one area of inquiry or established interdisciplinary core.

Descriptive Summary

To earn an Associate in Arts or an Associate in Sciences degree at Los Angeles Trade-Technical College, students must fulfill a series of general education requirements. The 2002-2003 college catalog outlines the requirements that ensure the development of the following basic capabilities: "...to think and to communicate clearly and effectively both orally and in writing; to use mathematics; to understand the modes of inquiry of the major disciplines; to be aware of other cultures and times; to achieve insights gained through experience in thinking about ethical problems; and to develop the capacity for self-understanding." In addition, each particular degree provides a course of study in a specific discipline, which the catalog stipulates will provide a student with "sufficient depth in some field of knowledge or contribute to lifetime interest and broad exposure to other areas of learning" (Doc. 4.11, p.36).

Students meet the general education requirements by taking classes from five different categories: Natural Science, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health and Physical Education. Competency requirements for reading, writing, and mathematics can be met either through specific qualifying courses or their equivalent, for example, the English Placement Test and the Mathematics Competency Exam.

Variety is promoted and a broad range of knowledge is assured by limiting students to using no more than two courses from any one department to fulfill their general education requirements. Many students transfer to other institutions, in addition to earning an AA or AS from Los Angeles Trade-Technical College; therefore, the degree requirements

reflect the current transfer criteria as indicated in the UC, CSU, and IGETC transfer outlines (Doc. 4.11, p. 42).

Self Evaluation

The college adheres to Title 5 guidelines and adds new courses consistent with IGETC criteria. Faculty assess the strengths and weaknesses of their disciplines and the ways they can meet student needs through periodic program review. The Curriculum Committee evaluates new course proposals presented by the specific disciplines and departments for inclusion in the general education plan. The emphasis on critical thinking in IGETC stimulated the development of new courses in English, Health, Political Science and Psychology.

All the departments keep current with developments in their particular disciplines and add new courses to reflect current trends. Campus courses include the new Psychology of Women course in the psychology discipline, Human Sexuality, and Women's Personal Health in the health discipline, and African-American Literature in the English discipline. Departments work through the Curriculum Committee to adjust their course offerings on a regular basis. This allows departments to offer a variety of classes that meet students' general education needs and adequately prepares them with the knowledge and learning they need to succeed in the future.

B.5 Students completing degree programs demonstrate competence in the use of language and computation.

The certificate degree programs offered by the college require language and computational skills achievement. The primary measures to evaluate students' overall competencies in these areas are quizzes, in-class essays, course final exams, and written reports. Research skills are required for all certificate and degree programs. The college classes do not offer official "exit" exams, and in some departments, hands-on projects are used to demonstrate knowledge that has been learned in the classroom.

The college offers both appointment and walk-in math and English tutoring at two centers. The Learning Skills Center offers tutoring in all subject areas including math and grammar. Students may also go to the Writing Center for assistance with their papers. Computer labs designed for improving reading, writing, and math skills are available to all students. Study skills workshops are conducted throughout the semester (Docs. 4.12).

Self Evaluation

The general education requirements are reviewed and revised by the Curriculum Committee, consisting of voting members from the Academic Senate, one faculty member elected from each department/discipline, one chairperson/associate dean from each department, one faculty member appointed by the AFT College Guild, one faculty member appointed from each apprenticeship, (Articulation, Cooperative Education, Labor Center, PAC), and one student appointed by the Associated Students Organization.

Learning Communities have been established for the fall of 2002. The Liberal Arts Department, in conjunction with the Automotive, Construction Technologies and Culinary Arts department, has developed certificate and degree related English classes geared toward specific vocational programs.

B.6 The institution documents the technical and professional competence of students completing its vocational and occupational programs.

Descriptive Summary

The college stresses the importance of industry standards and where applicable, the professional board certifications for any vocational or occupational programs.

The competence of students completing vocational programs is constantly in review and is part of the process in developing new curriculum, adjusting existing courses or modifying delivery methods of instruction. The theme of student competence is considered very important to the vocational education programs. As the departments complete program review, meet with their advisory members, or request employer evaluation, student competence is an important consideration in any decision.

The college is committed to providing quality instruction for vocational students. It demonstrates this commitment by hiring well qualified instructors with recent experience in the discipline assigned. It follows this procedure in both day and evening offerings. Staff development opportunities for instructors are provided to increase their skills. The faculty evaluation process is under revision with the purpose of insuring quality.

A review of the catalog faculty listing will illustrate the many additional certifications instructors have obtained to demonstrate their competence. When completing many of our programs the students must then demonstrate by qualifying for licenses. For example, nurses take the registered nursing exam to meet state requirements, RN, LVN and CAN all must pass state tests after completion, plumbers take backflow procedure testing by the County to protect fresh water, apprentices take tests to become journeyman, refrigeration mechanics must take tests to qualify for refrigerant recovery licenses. In addition, LATTC engineer/operations students prepare for the high-pressure boiler license, and welding students are tested to the certification level required by the City of Los Angeles.

A form of documentation occurs when a representative advisory committee monitors the program and outlines the skills that are required by students when entering the workplace. When the advisory committee indicates changes are needed, consideration is given to the need and the curriculum is adapted. For example, the Cabinet Millwork Committee suggested a change to de-emphasize laminated surface products and an increase in the European method of cabinet construction. The curriculum was changed to reflect this need. The same industry gives graduates preference in pay when entering employment as apprentices. The placement office receives requests for qualified employees as evidence of the competence of students.

The college vocational programs are scheduled to allow day students to complete the coursework in a reasonable amount of time via a block schedule. Some of the evening programs do not offer parallel scheduling, thus evening students may take a longer time to complete the program when offered in the evening. Many of the evening programs offer the opportunity to earn degrees in their majors by attending only evening classes. This was accomplished by offering more lab classes and adding a cooperative education requirement to insure more “hands on” experience before the degree is awarded.

Self Evaluation

The deans and department chairs responsible for vocational disciplines are charged with the task of long term planning and budgeting to keep the programs current and relevant. The various structures described above are a continuous process at LATTC. The efforts to participate and stay in contact and working with business and industry associations, combined with our advisory committees for each discipline provides the college with insight into the needs of the business and industrial community we serve.

Departments are constantly requesting Block grants. Performance for Excellence grants allow instructors completing temporary employment in industry to update skills, and make requests for new equipment to stay current with the workplace. These requests are often evidence that the framework being followed is vital to the success of our students in vocational and occupational programs.

Planning Agenda

It is recommended that transfer programs be more clearly identified and listed in both the “Educational Programs” and “Index” sections of the college catalog.

C. General Education

C.1 The institution requires of all degree programs a component of general education that is published in clear and complete terms in its general catalog.

Descriptive Summary

All academic, vocational, and transfer programs, in which an associate degree can be earned at LATTC have a general education component for Plan A and Plan B appropriate to the number of major units completed. These are stated clearly in the college catalog.

Self Evaluation

All academic, vocational, and transfer programs, in which an associate degree or certificate can be earned are reviewed by the Curriculum Committee for a general educational component. However, it is recommended that transfer programs be more clearly identified and listed in both the “Educational Programs” and “Index” sections of the college catalog.

C.2 The general education component is based on a philosophy and rationale that are clearly stated. Criteria are provided by which the appropriateness of each course in the general education component is determined.

Descriptive Summary

Los Angeles Trade-Technical College adheres to the Los Angeles Community College District's Board Rule 6201.14 that determines the appropriateness of the general education component in a program. The Board of Trustees of the LACCD has adopted guidelines from the State Chancellor's Office and the four-year State Universities. The college uses these guidelines in determining the placement of new courses into the general education pattern requirements.

The district participates in determining the appropriateness of the general education component through Board Rule 6201.14. The board relies on college and DAS review, which in turn is based on State Chancellor and State University guidelines (Doc. 4.13).

Self Evaluation

All current general education courses have been reviewed by the Los Angeles Trade-Technical College Curriculum Committee to ensure they meet Title 5 guidelines. When new courses are submitted for consideration as general education requirements, the Curriculum Committee uses the Title 5 guidelines to determine the appropriateness of the course before including them in the general education requirement pattern.

C.3 The general education program introduces the content and methodology of the major areas of knowledge: the humanities and fine arts, the natural sciences, and the social sciences. The general education program provides the opportunity for students to develop the intellectual skills, information technology facility, affective and creative capabilities, social attitudes, and an appreciation for cultural diversity that will make them effective learners and citizens.

Descriptive Summary

Title 5 is used as the criteria for determining the placement of courses in the college's general education plan. General education is comprised of two components: exposure to the major areas of knowledge and the development of skills, capabilities, attitudes, etc.

State and Board regulations and guidelines are adhered to by the Curriculum Committee, a standing committee of the Academic Senate, for the approval of courses and programs. Title 5 requires that all programs and courses be scrutinized in the areas of appropriateness to mission, need, quality, feasibility, and compliance.

The Los Angeles Trade-Technical College Course Outline is required for all new courses and is periodically updated as the state of the subject matters and program review processes require. The LATTC course outline reflects state and local regulations and

guidelines, as well as articulation of courses with four-year colleges and universities. The LATTC course outline includes extensive information about the course, including entry skills (from prerequisite courses, if required), exit skills, course objectives, critical thinking activities, instructional and evaluation methods, as well as an outline of course content.

The Proposed New Course Request (PNCR), also required of all new courses to the college, complements the LATTC Course Outline in ensuring courses meet state and local requirements and guidelines. The PNCR does this by addressing cultural diversity, general education status (GE area or elective), degree status, and articulation (including requests for IGETC and CSU certification).

Currently, a district committee is reformatting a combined course outline/PNCR so that all colleges district-wide will be able use the same forms.

Self Evaluation

The Board of Trustees, acting upon recommendations of the District Academic Senate, determines the structure of the general education program. The District Academic Senate has adopted a multicultural component, however the proposal has yet to be forwarded to the Board of Trustees for action. Although LATTC offers courses that promote culturally diverse perspectives, there has been no graduation requirement outlined in this area. Further decentralization of present district functions will permit LATTC to develop some of its own general education requirements.

C.4 Students completing the institution's general education program demonstrate competence in oral and written communication, scientific and quantitative reasoning, and critical analysis/logical thinking.

Descriptive Summary

Board Rule 6201.14, adopted in 1996, sets forth the standards that must be met by students to demonstrate competency in reading, written expression, and mathematics. Competency may be met by completion of one of a series of appropriate courses with a grade of "C" or better. Math competency may also be met by earning a determined score on a District competency examination. In science courses that do not have a laboratory component, students may take competency test.

Self Evaluation

The college has maintained consistently high standards that must be met by students to demonstrate competency in reading, written expression, mathematics, and critical thinking.

Evidence of LATTC's high standards is evidenced by students' demonstrated success at transfer institutions. A Board of Trustee's resolution dated August 11, 1999, "commends

the faculty of LATTC for ensuring that the educational curriculum and instruction offered were at levels that well prepared its students for transfer into the UC and CSU systems.”

Planning Agenda

It is recommended that the college continue to maintain consistently high standards for students demonstrated by competency in reading, written expression, mathematics, and critical thinking.

D. Curriculum and Instruction

D.1 The institution has clearly defined processes for establishing and evaluating all of its educational programs. These processes recognize the central role of faculty in developing, implementing, and evaluating the educational programs. Program evaluations are integrated into overall institutional evaluation and planning and are conducted on a regular basis.

Descriptive Summary

The faculty is key in developing, implementing and evaluating the educational programs at LATTC. The campus Academic Senate was instrumental in developing the program evaluation process, which includes all segments of the campus, including all educational programs. The district ensures uniform standards across the campuses through E-Reg. 64 (Doc. 4.14).

The college has attempted to develop a uniform program review procedure. Due to the nature and size of vocational programs on campus, two different sets of program review models were used in 1998. With a program review model for the vocational programs that elected to use a different format, and different model for the academic and student services programs, faculty members who served on the review committees encountered confusion and little enthusiasm for the process. Faculty expressed greater emphasis on the outcomes of the program review to influence growth and improvement as cited in the program reviews for the respective areas. As each model had a different emphasis regarding outcomes or department needs, a uniform evaluation and assessment of improvement was difficult to decipher.

The 1998 program review process also lacked administrative follow-through to connect program review to planning, as did a model from the early 1990's. The 1998 Program Review Committee forwarded recommendations to the PAC that the process be revised and uniformly implemented for the next cycle of program review.

Planning Agenda

The college has recently developed a uniform program review process through the Program Review Oversight Committee, which has been meeting since November 2001. Different models were researched based on other community college campuses and reported to the committee. The committee also cited three goals for the committee:

- Develop a calendar for programs to be reviewed. The model should include yearly, representative programs from the instructional, student services and administrative programs.
- Develop models for review during the spring 2002 semester, after reviewing different models by the committee membership.
- Determine what staffing will be necessary to maintain the program review process. (Doc. 4.15).

D.2 The institution ensures the quality of instruction, academic rigor, and educational effectiveness of all its courses and programs regardless of service location or instructional delivery method.

Descriptive Summary

All of the college curriculum, whether credit or noncredit courses, must be approved by the campus and district curriculum process, regardless of the location or delivery method. The faculty are responsible for following the approved course outline and delivering the information in a professional and approved manner.

In addition to employing high qualified and trained faculty on and off-campus, the college ensures the quality of instruction and academic rigor through biannual department and student evaluation of faculty, which includes classroom visitation.

The college has been fortunate in obtaining the use of facilities owned by others to accommodate off-campus course offerings. This has reduced some of the stress on campus facilities, and particularly parking. Some campus locations provide laboratory space, equipment, and facilities designed for the instruction. The college offers classes in hospitals, Apprenticeship Training Centers owned by trust funds, labor union-owned buildings and city and county facilities.

Qualified LATTC faculty members, who are selected and evaluated identically to instructional staff on campus, teach all off-campus classes.

Department Chairs schedule, monitor, support and evaluate instruction at off-campus locations. This affords the opportunity to insure that the same quality, rigor and effectiveness is maintained and that part-time and full-time instructors are evaluated consistently. This evaluation and monitoring is done in accordance with college-wide

standards and all examinations, prerequisites, and grading is consistent with on-campus offerings.

This tie to the community is an important part of the community college mission and expands off-campus activities as the college undergoes several construction projects planned in the near future.

Self Evaluation

Forty-nine percent of the faculty who responded to the Faculty/Staff/Administrator Accreditation Survey, believe that the college provides them with adequate opportunities to update skills and knowledge. This percentage is lower than the 62 percent during the 1997 self-study (Doc. 4.16). Twenty-two percent of the faculty who responded to the survey believe they are given opportunity to participate in planning and evaluation of staff development programs (Question 78 and 79, 1997 Accreditation Self-Study).

The college-wide retreats, attended by faculty, staff, administrators and student leaders that were held annually in the early 1990's, have not been held since the late 1990's. Campus goals and activities were developed at the retreats and implemented throughout the following academic year. The new employee orientation program and orientation handbook were outcomes of these retreats.

A critical problem of the former DATA panel was recruiting the necessary number of government and industry representatives to participate. In addition, it was cumbersome to administer and the results failed to meet expectations.

Planning Agenda

The college will continue to use facilities offered by outside agencies and to seek more opportunities for off-campus facilities. This will provide more flexibility in meeting space needs, as the completion of the planned construction and removal of campus buildings takes place over the next few years.

The college-wide retreats should be reestablished as a mandatory FLEX day, to support faculty and staff and administrators and afford campus members the opportunity to articulate and discuss the goals and agenda of the administration.

The DATA panel should be replaced by additional advisory committee meetings per year. Surveys of government agencies and industry businesses also need to be used more frequently to help our programs and faculty stay technologically abreast with changes as they occur in the fields.

The Triangle Associates Assessment Report (Doc. 4.17) regarding outdated course materials, as well as a reluctance on the part of some faculty to improve programs, provides a basis for the college's focus on an updated program review process, and other methods for ensuring currency and viability of courses and course materials.

Based on the reduced percentages of faculty accreditation survey respondents who believe that the college provides them with adequate opportunities to update skills and knowledge, it is suggested that the college invest further in the Staff Development office and in areas that support faculty training and knowledge building.

D3. The evaluation of student learning and the award of credit are based upon clearly stated and published criteria. Credit awarded is consistent with student learning and is based upon generally accepted norms or equivalencies.

Descriptive Summary

The college catalog clearly states the grading policies for the college. The curriculum committee monitors the course outlines, which contain detailed information of the essential components of the course. Specific grading policies and class objectives are outlined in each instructor's syllabus issued to the students as part of the initial class meetings. Requiring the distribution of a detailed syllabus assures that the instructor communicates their expectations to the students.

The established system of requiring that the syllabus for each course offering, each semester, be submitted to administration for review provides for the ability to confirm both instructor to student communication and compliance with established criteria for awarding credit. The administration can also refer to an instructor's syllabus should a misunderstanding occur between an instructor and students, to insure that critical areas of communication were provided. The course outlines and grading criteria are also reviewed during each program review cycle.

Students show mastery based on generally accepted norms and equivalencies through a variety of methods including: quizzes, written exams, research papers, essays, oral statements, problem solving and presentation.

Self Evaluation

Stated criteria are followed in the evaluation student learning and awarding of credit.

The evaluation of student accomplishment in a course is completed in accordance with the course outline and instructor syllabus. In addition, the stated criteria for college-wide grading standards is stated in the college catalog under a separate heading and is repeated each semester in the college schedule of classes. Via the college research process and the Office of Research and Planning, we are able to monitor grading history.

D.4 The institution has clearly stated transfer of credit policies. In accepting transfer credits to fulfill degree requirements, the institution certifies that the credits accepted, including those for general education, achieve educational objectives comparable to its own courses. Where patterns of transfer between

institutions are established, efforts are undertaken to formulate articulation agreements.

Descriptive Summary

The college accepts credit from lower division courses from accredited institutions in the United States. Credit is accepted from foreign institutions by petition, which includes an evaluation by a recognized evaluation service. Credit is also granted for high school Advancement Placement courses.

The college policy on transfer credit is explained in the College Catalog and class schedule. They also cover foreign transcripts credit policy, and credit courses completed at non-accredited institutions.

The Articulation Officer, located in the University Transfer Center, maintains a database that meets the needs of students transferring to other community colleges, the California State University, University of California, and independent four-year institutions. Several out-of-state articulation agreements on general education have been in progress, including a new initiative with nine historically Black colleges and universities. LATTC has also successfully articulated 2 + 2 programs from the vocational areas for transferring to three Engineering Technology programs at CSU, Los Angeles. Establishment of a similar agreement with CSU Long Beach is in process for an Occupational Studies Bachelor of Science degree for students in vocational programs.

In addition, the district maintains a directory of programs and courses that lists transferability to CSU and UC. Course equivalencies at those colleges, articulation agreements, and evaluation of foreign transcripts are decentralized and as such, reside with each college (Doc. 4.18).

Self Evaluation

Acknowledging the importance of maintaining and supporting the transfer function, the college increased the articulation officer's release time to 50 percent. The articulation officer is located in the University Transfer Center and provides a valuable liaison for focusing attention on transfer courses and offerings available at LATTC. The University Transfer Center Director and Articulation Officer have served as Curriculum Chairs for the past two years, and have contributed a great focus on transferable courses for the college.

LATTC counselors are well informed and aware of the importance of keeping up to date on providing assistance to students planning their programs to meet IGETC or CSU general education requirements. Counselors attend CSU and UC counselor conferences and are provided in-services or updates on transfer information.

In the fall of 2001, a pilot of the Puente Program was initiated at LATTC funded by a Partnership for Excellence grant and a start-up grant from the University of California.

A new counselor's position as halftime Puente counselor and halftime Transfer counselor was created to support the transfer function.

Planning Agenda

An articulation agreement with the LACCD and nine historically Black colleges is now in progress, funded by a grant from the Chancellor's office. The Articulation officer is involved in monthly meetings with her counterparts from the district to complete this task. A formal process to establish a 2 + 2 agreement with Cal State University, Long Beach with our vocational programs is planned for a small group of majors. Expansion of the 2 + 2 program with Cal State University, Los Angeles is underway with the Automotive Department and the Engineering Technology Bachelor of Science degree.

D.5 The institution utilizes a range of delivery systems and modes of instruction Compatible with the objectives of the curriculum and appropriate to the needs of its students.

Descriptive Summary

Through staff development workshops and educational conferences, faculty is made aware of new technology in learning delivery systems. While most classes are taught using the traditional lecture and discussion approach, a number of departments are integrating PowerPoint presentations, CD-ROMs and the Internet into their instruction methods. The health department has online courses available to students that employ the Internet, World Wide Web and email for instruction. Four online reading classes are available through Learning Skills department. Disciplines such as Information Systems, Fashion Design, Visual Communications and Learning Skills use the Internet, the Web, PowerPoint or other presentation software, and CD-ROM-formatted information for instruction and learning.

The college has several computer labs equipped with upgraded hardware and software to teach such diverse programs as Sign Graphics, Culinary Arts, Visual Communications and Fashion Design. These labs are in addition to classrooms where computer courses such as Computer Information Systems, Electronics Technology and Computer Applications and Office Technology are offered. Learning Skills offers computer assisted instruction courses and special equipment and software, such as Kurzweil software that aids visually impaired students in accessing information. Nontraditional teaching methods are used in the college's PACE program where courses are taught in the evenings at three off-campus sites and on Saturdays on campus. All PACE classes require eight hours on instructional television viewing by the students.

Vocational and Technical Education and state equipment funds are used to acquire instructional computers and other high-tech equipment. For example, the Sign Graphics program has a large computer lab for the design and production of signs and the Commercial Photography department has recently introduced digital photography into the program. The faculty keeps current on the use of technology in the classroom by attending conferences,

workshops and trade fairs.

Self Evaluation

The college is active in introducing and evaluating new forms of technology to enhance instruction and facilitate student learning. Emphasis has been placed on assessing the advantage to students of new teaching formats with continuing reevaluation and refinement.

Planning Agenda

In keeping with the goals of the college mission statement to provide rigorous and technologically current offerings, the college will continue to encourage and provide the necessary training and support for faculty to reconfigure existing and establish new courses in an online, distance learning format.

D.6 The institution provides evidence that all courses and programs, both credit and non-credit, whether conducted on or off-campus by traditional or nontraditional delivery systems, are designed, approved, administered, and periodically evaluated under established institutional procedures. This provision applies to continuing and community education, contract and other special programs conducted in the name of the institution.

Descriptive Summary

The faculty, through the Academic Senate and the Curriculum Committee, determines the substance of a course, on or off-campus, and credit or non-credit course status. The course outline is clear on the goals and objectives of a class and the tools that are used to measure the learning outcomes. The department chair uses the established instructional procedures to maintain the standards of all courses taught on or off campus. The administration also provides evaluation of grievances received about an instructor or the operation of a class. Community education, contract education, cooperative education and classes taught under specially funded programs must also meet the class and program standards established by the Curriculum Committee.

Contract education offerings are developed by an academic department in consultation with the particular company representatives to determine the most appropriate avenue for delivery. All credit and non-credit classes follow the campus and district Curriculum Committee's approval process.

All vocational programs are required to hold annual advisory meetings to assist in evaluating materials and courses and to ensure course content and offerings are up to industry standards.

Self Evaluation

Interest surveys are used in Community Services-Extension classes to ensure that these classes are of appropriate interest and are satisfactorily received by the participants. LATTC

continues to strengthen its ties with the community, which includes providing high quality contract education to meet the needs of industry partners.

Planning Agenda

The college, through the use of surveys and other assessment resources, will continue to enhance its contract education offerings, developed by an academic department in consultation with the industry and company representatives regarding needs and delivery methods.

Vocational programs will continue to hold and analyze the results of annual advisory meetings to ensure present and future course content and offerings are consistent with industry standards.

D.7 Institutions offering curricula through electronic delivery systems operate in conformity with applicable Commission policies and statements on Principles of Good Practice in Distance Education

Descriptive Summary

LATTC, through the Curriculum Committee guarantees the quality of instruction and Academic rigor of all its academic or vocational classes, irrespective of delivery mode. All distance education courses are required to be presented to the curriculum committee for approval (Doc 4.19).

During the past five years LATTC faculty have designed many online courses. The majority of the classes offered online are in the areas of Health, Physical Education and Reading. Students must have email addresses and World Wide Web access in order to take these classes. Physical Education 666– Body Conditioning; Health 11–Principles of Healthful Living and Health 8–Women’s Personal Health were offered during the spring 2002 semester. LATTC uses prepared flyers, which described in detail how to enroll online and how online courses work. The instructor has developed a series of lesson plans, class assignments, tests and student self-evaluations to illustrate how online classes work.

Other online classes include reading and are taught through the Learning Skills department. Students are able to access these online classes on campus through the Learning Skills Lab (Doc. 4.20). A Culinary Arts faculty member developed an online Vegetarian Cuisine class, but has had minimal success in offering the course. Students have been unable to access the class due to online enrollment problems at the district, as the system was limiting total college-wide online enrollments to only ten students.

The LACCD has offered Instructional Television (ITV) classes for a number of years. ITV responsibility for conformity to commission policies rests with Los Angeles City College (Doc. 4.21). Students watch lectures on television, then attend monthly seminars and take final exams at one of four LACCD community colleges. Current offerings include sixteen

sections of different courses in anthropology, English, geography, health, history, mathematics, political science and sociology with successful enrollment.

The Staff Development Office has organized a series of FLEX Workshops, which focus on designing online or hybrid classes. Currently, a Staff Development officer faculty teaches a majority of the current online class offerings and shares her online course design and teaching experience with other faculty members via one-on-one training sessions, workshops and Staff Development Office home page web linked information.

Self Evaluation

The college needs to develop more online classes and eventually entire programs. To facilitate this process the college has upgraded its website to include faculty access to e-mail, rosters, grade posting and class enrollments. The college is working to provide future Internet access to all faculty offices and has developed a system to assure that as more electronic delivery systems are developed, the college will continue to operate in conformity with applicable commission policies and statements on principles of good practice.

Planning Agenda

The college must invest in supporting training faculty to create more online classes and distance education based programs.

The college will continue to work towards the goal of providing Internet access to all faculty offices and that as the campus develops more electronic delivery-based systems, that the college will continue to conform with applicable commission policies and principles of good practice statements.

D.8 Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with applicable commission policies and guidelines.

The above criterion is not applicable to the curricula of LATTC, at this time.

Standard Four: Educational Programs Documents List

- 4.1 Counselor Advisement Forms
- 4.2 Instructional Program Discontinuance
- 4.3 Video Interview 5/2/02
- 4.4 A, B, C
- 4.5 Fall 2000 Student Survey
- 4.6 College Plan for Student Services Building
- 4.7 Syllabus
- 4.8 CD-ROM formatted version of College Catalog
- 4.9 Employer Reports
- 4.10 College Transfer Rate
- 4.11 Los Angeles Trade – Technical College Catalog
- 4.12 Learning Skills and Writing Center semester-end logs and advertisements
- 4.13 MCPP#'s 109 and 106
- 4.14 MCPP# 114
- 4.15 Program Review Standing Committee Minutes
- 4.16 1997 Accreditation Self-Study
- 4.17 Triangle Associates Assessment Report
- 4.18 MCPP #121
- 4.19 Health – Distance Education
- 4.20 Learning Skills Department
- 4.21 Instructional Television**