

## 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 catalogues, 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

East Los Angeles College (ELAC) publishes an annual catalog (**Document 2.1**) during the late summer or early fall for distribution and purchase. An update noting important and substantial changes, additions, and deletions is also published when necessary. The catalog and update provide information on course offerings, degree and program requirements, student fees, financial aid, refund policies, requirements for admission, program length, and faculty. Some of this information is also published in the class schedules. This information is also posted on the campus Web site <[www.elac.edu](http://www.elac.edu)>.

Schedules of classes (**Document 2.2**) are prepared for the fall and spring semesters and winter and summer sessions. These publications include schedule information for both the main campus and off-site locations.

The student newspaper (**Document 2.3**), *East Los Angeles College Campus News*, remains free of restraints. Its “100 budget” line-item provides continuous funding for publication throughout the academic year. Its usual release is Wednesday of each week.

East Los Angeles College publishes numerous brochures, pamphlets, local newspaper articles, and newsletters (**Document 2.4**) throughout the year and has purchased radio and local cable television spots to inform the community of its programs and services. Many of these releases have been intended for wide distribution, while some, such as department newsletters, are for in-house use. All types of literature are reviewed for accuracy by their publishing offices.

Information on Los Angeles Community College District (LACCD) administrators and elected Board members is placed in most publications and can also be found on the District Web site, <www.laccd.edu>. District administrators, Board members, and college administrators are listed in all official college publications. Information on faculty is provided in the college catalog.

In fall 2002 East Los Angeles College switched to a new calendar, designated by the District as the “Red Calendar” (**Document 2.5**). This change to a “compressed calendar” brought East Los Angeles College into line with all the other LACCD campuses. The change was from two 18-week semesters to two 15-week semesters, a 5-week winter intersession, and a summer term comprised of two back-to-back 5-week sessions.

Prior to its adoption, the proposed compressed calendar was discussed in forums, and a vote of students and faculty was conducted. While there was not a clear plurality for a particular semester length, of the three options presented (retaining the standard-term, or shifting to a 15-week or 16-week semester) the two short-semester options received a combined majority vote. Through the shared governance process, the 15-week semester was adopted and started with the fall 2002 semester. Students and the community were notified of the changed term through extensive use of local media, campus posters, flyers, the campus newspaper, and large banners placed across major boulevards in the local neighborhood. In addition, the fall 2002 schedule and mini-schedule (released in April and June, respectively) reminded students of the shortened term and later start date.

### **Self-Evaluation**

Production of annual campus publications, such as the college catalog and schedules of classes, is the responsibility of the Office of Academic Affairs. These are massive undertakings and are placed under the supervision of deans who have publication experience from earlier administrative positions and from similar efforts before becoming deans. They have developed detailed and comprehensive checking systems that use faculty and classified staff to produce the most timely and accurate publications that printing deadlines permit.

The college catalog, for example, has achieved a high degree of accuracy in its publication through formation of a Catalog Committee comprised of administration, faculty, and staff who work in the areas of curriculum, articulation, transfer requirements, admissions, and counseling. The committee puts extensive effort into revising each year’s issue to reflect the latest changes and current information. All offices, programs, and departments are given reprints of the current year’s catalog on which to make proposed changes. The changes are returned to the Academic Affairs Office for inclusion in the new catalog. Also, the committee invites department chairpersons to meet with the committee individually to discuss their departments’ proposed changes—curricular, faculty and narrative—for the catalog, and to review the department’s entire proposed catalog entry. In discussions involving proposed curricular changes to the catalog, the Curriculum Committee chairperson and curriculum dean coordinate and verify that such changes have been approved by the Curriculum Committee and are eligible to be reported

in the catalog. Further, the curriculum secretary serves as the catalog secretary and all materials—change forms, additions, deletions, etc.—are logged by the secretary.

One of the seven strategic priorities identified in the *Strategic Plan* is improved public relations and image enhancement of the college to give the members of the ELAC service area a positive view of all of the opportunities for cultural enrichment and educational growth at the college. The recently appointed Dean of Resource Development and Community Relations, who is also the administrator of the Foundation, is leading this effort. She is assisted by a seasoned administrator who transferred from a LACCD sister college during academic year 2000-2001. Through her years of experience working mainly with vocational education departments, this administrator has developed outstanding skills in the field of publicity, advertising, and public relations for the community college, and has been instrumental in the development of a student recruitment program. The two deans are a powerful team who work to keep ELAC in a high profile posture through the media. Their campaigns have included, among others, development of informational student brochures for most departments on the ELAC campus, buying space in local area newspapers for regular advertising and “infomercial” type articles that highlight one department per issue, buying spots on neighborhood cable television channels for advertising ELAC programs, and capitalizing on the world-famous artist Raul Anguiano and the mural he painted for the campus during the 2001-2002 academic year. Their efforts to conduct public relations and image campaigns and to connect with the “hard-to-reach” population in the ELAC service area have been successful. One example of a “hard-to-reach” population is the Chinese population in Monterey Park. A Chinese New Year celebration is being planned as a campus event.

The efforts of the staff responsible for improving the image of the college are not being well communicated to the campus at large. Many campus personnel are not aware of the function of the Resource Development and Community Relations office or the Foundation. Further, campus constituencies are not aware of any process for conveying the accomplishments of staff and students to the appropriate individuals for communication to the community. Therefore, the office is not fully tapping a valuable resource - staff and students at ELAC - for information about accomplishments on the ELAC campus. The Academic Senate president recently began discussions with the Dean of Resource Development to discuss more faculty involvement in the work of the Foundation.

The college Web site, which is the responsibility of the Information Technology Department, has improved greatly during the past year. One area of concern has been the timeliness with which the staff updates the Web site, particularly for academic department links. A random sampling of department Web pages reveals broken links, no e-mail or telephone numbers, and dated information. This is largely owing to the ability of the limited number of staff in the Information Technology Department to gather information for the development or updating of department Web pages and the fact that the procedure for getting information posted is not widely publicized. In a series of questions posed to faculty, staff, and administrators in a survey (**Document 2.7**) regarding ELAC’s representation of itself to the community, well over 60 percent

felt that ELAC represents itself accurately. Furthermore, in a student survey conducted in fall 2000 (**Document 2.8**), 75 percent of the responding students reported that they believe the college catalog, schedule, and Web site to be accurate.

### **Planning Agenda**

- A plan for disseminating information regarding the operation of the Resource Development and Community Relations office and the Foundation office and the process for publicizing the accomplishments of students and staff will be developed and implemented.
- Efforts will continue to identify and attract hard-to-reach populations to the college through additional public relations and image campaigns and events.
- The Academic Senate will explore the possibility of appointing a faculty member to serve on the Foundation Board of Directors.
- The Information Technology Department will publicize its procedures to submit information for inclusion on the college Web site so that the information can be posted in a timely manner to ensure accuracy.

<p><b>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.</b></p>
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### **Descriptive Summary**

The Board's policy on Academic Freedom is contained in Article 4 of the LACCD's Agreement with American Federation of Teachers College Guild (**Document 2.8**). This article states that "The Faculty shall have the academic freedom to seek the truth and guarantee freedom of learning to the students."

Academic freedom at East Los Angeles College is supported and protected by the Board of Trustees for the Los Angeles Community College District, Academic Senate, and the American Federation of Teachers (AFT), the faculty bargaining unit. Acknowledgment by the District is included in the catalog. Board rules concerning academic freedom are available to the Academic Senate. The AFT negotiated contract outlines the policies and procedures for protection of academic freedom. The policy is also included in the *Faculty Handbook* (**Document 2.9**), but it is not stated in the recently published *Adjunct Faculty Handbook* (**Document 2.10**).

### **Self-Evaluation**

The documents for determining, protecting, and supporting academic freedom are clear, concise, and readily available. Assistance is available from the Academic Senate, the bargaining unit, and campus administration for interpretation of the policies and procedures. Equitable recourse is available through formal procedures provided in the bargaining unit contract. The bargaining unit representative is familiar with the

procedures and can assist any faculty member who feels he/she is not permitted academic freedom. The documents relating to academic freedom are available to each bargaining unit member via the contract. Administrative offices and the library house academic freedom information. However, knowledge of the location of the materials may be not known by all part-time and substitute staff.

The fact that academic freedom is written into the agreement with the AFT College Guild reflects the Board's commitment to this principle; however, it may appear that it is a negotiated right and not a matter of policy. Also, leaving this issue within the confines of a bargaining agreement does not include the District Academic Senate, which should be involved in the development of such a policy. The Board may want to pursue adopting a board rule that reiterates and expands its commitment to academic freedom.

### **Planning Agenda**

- Academic Affairs and Student Services via the campus Academic Senate representation will consult with the District Academic Senate regarding the development of procedures and timelines for reviewing and making recommendations on a policy of academic freedom for inclusion in the Board rules.

<p><b>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.</b></p> <p style="text-align: center;"><b>AND</b></p> <p><b>2.4 Institutions which strive to instill specific beliefs or world views or to require codes of conduct of faculty, administrative and support staff, or students give clear prior notice of such policies.</b></p>
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### **Descriptive Summary**

East Los Angeles College fosters integrity in the teaching-learning process. As a public institution, the college is prohibited by law against instilling specific beliefs or world views or imposing codes of conduct on faculty, staff, or students. Personal convictions do not override proven conclusions. All relevant data pertaining to a course of instruction are published in an overview in the course outline. Course outlines are maintained by the Office of Academic Affairs. The contents of courses are reviewed by the department chair and the supervising dean. Syllabi are distributed by faculty to students as a template of the course activities.

Board rules and the college catalog identify appropriate standards of conduct for students and staff. Conduct parameters are also contained in the faculty bargaining unit contract.. The catalog identifies student responsibilities.

## **Self-Evaluation**

Faculty do not appear to intentionally violate public institutional law concerning the imposition of their specific beliefs or world views on students; further, no attempts are made to impose codes of conduct on faculty, staff, or students without their being given appropriate notice. Conflicts in points of view have an informal and formal process for resolution. The overall policies and general procedures are outlined in board rules. Overall awareness by staff of conduct standards in the board rules may be limited. Course outline review by appropriate individuals is not always systematic but has proven to be adequate and not to violate public institutional law. The Curriculum Committee and the Associate Dean of Planning are working to improve the course outline review process.

## **Planning Agenda**

- A more systematic process for reviewing course content through program review efforts and standards of conduct will be developed.

<p><b>2.5 The institution provides faculty and students with clear expectations concerning the principles of academic honesty and the sanctions for violation.</b></p>
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## **Descriptive Summary**

Board rules provide faculty and students with District policies and procedures concerning principles of academic honesty and associated sanctions. The Academic Senate has further refined policies on cheating that are outlined in the board rules. Students' academic responsibilities and sanctions are emphasized in the college catalog, which is provided to each new student and is available to all continuing students. The campus cheating policy is available to all faculty and related disciplinary offices.

## **Self-Evaluation**

Board rules have been refined and updated, but some of the information relating to academic honesty and the related sanctions may not be readily available to the entire faculty and staff.

The majority of new students receive catalogs, but extended-registration students may not always receive catalogs. Similarly new faculty members, who begin service after the beginning of the semester, may not receive the full orientation and information available for faculty. The lack of a faculty fact sheet or handbook may also make it harder for faculty to receive this information.

## **Planning Agenda**

- A designated area in specific locations, such as the Student Activities Office and the library, should be identified where faculty and students can obtain published

information about academic honesty and sanctions for violation. In addition, a summary list of available information should be placed in the same locations to allow students and faculty who enter the college after the normal registration/orientation period the opportunity to determine if they have received the most recent information.

<b>2.6 The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.</b>
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### **Descriptive Summary**

The District has a formal policy for promoting and supporting affirmative action and diversity. All major District and college publications contain clear information about the college's affirmative action and discrimination policy. The college has an Affirmative Action Officer, a Gender Equity Coordinator, a Disabled Programs Coordinator, an Ombudsperson, an ADA Officer (504), and a Compliance Officer for Sexual Harassment and Discrimination. In addition, there is an advocate for students.

The college mission, emphasizing lifelong association between students and the college, is reflected in the general education plans. The educational program provides opportunities for all students to develop into effective learners in major areas of knowledge. Courses in Natural Sciences, Social and Behavioral Sciences, Humanities, Language and Rationality, and Health and Physical Education are developed to produce an educated, technologically sophisticated, and multiculturally involved citizenry.

### **Self-Evaluation**

The college administration has promoted affirmative action and diversity through staff improvement activities. Access to the individuals who oversee these areas is readily available to all faculty, staff, and students. Literature is also available concerning specific types of harassment or discrimination. The bargaining units for faculty and staff support affirmative action and diversity programs. The District recognizes and respects ethnic diversity.

The District Academic Senate supports the adoption of a multicultural component of the General Education requirements. Although the Board of Trustees has not specifically included a multicultural component, board rules state that General Education requirements for the Social and Behavioral Sciences promote appreciation of how societies operate, and the Humanities requirements increase the student's ability to make value judgments. The *Proposed New Course Request* form asks specifically how a course contributes to cultural diversity. Many college-sponsored events are held throughout the year in recognition of ethnic- and gender-based occasions.

Faculty and staff, responding to the Spring 2001 Survey, indicated that they believe that the college's curriculum deals well with diversity issues. However, the Fall 2000 Student Survey reported that 66 percent of ELAC students wanted even more courses on other

cultures. Students were further questioned about their desire for more courses in the Fall 2002 survey; however, the results will not be reported until early 2003.

### **Planning Agenda**

- Dissemination of information about affirmative action and diversity will be continued. Additional efforts to enhance awareness about diversity will be incorporated into staff development activities.
- In response to the students' desire to have more courses on other cultures, the possibility of convening a diversity committee or task force with representatives from all campus constituencies, including students, will be explored. Development of a campus diversity climate survey might be considered.

<b>2.7 The institution demonstrates honesty and integrity in its athletic programs.</b>
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### **Descriptive Summary**

As part of the educational experience, the East Los Angeles College Athletic Program provides students with the opportunity to promote, develop, and pursue athletic excellence through a competitive intercollegiate program. All rules and regulations of the State Commission on Athletics are closely followed. Approximately 25 percent of the campus space is devoted to a men's gymnasium, a women's gymnasium, a swim stadium, a sports stadium, and playing fields and courts. The use of these facilities varies according to the sports season and physical education classes that are offered.

To ensure a full range of opportunities for participation, the Athletic Program attempts to offer as broad a scope of intercollegiate activities as possible; however, the availability of sports is subject to sufficient student interest and college financial resources. The college also ascribes to an environment in which equitable athletic opportunities, benefits, and resources are available to all students, especially when new or reinstated sports are considered or requested.

The program currently serves approximately 250 to 300 student athletes a year. About 175 to 200 male student athletes and about 80 to 95 female athletes compete each year. The Men's Intercollegiate Budget finances five sports teams, baseball, football, basketball, soccer, and wrestling, on an annual budget of \$380,000. Currently the women's program offers nine intercollegiate sports, soccer, men's and women's cross country, softball, volleyball, and men's and women's track and field, badminton, and basketball, on an annual budget of \$260,000.

To be eligible to compete, a student must attend classes full-time, enrolling in and completing a minimum of 12 units each semester (24 units in one year). An academic advisor is provided, and an individual file on each athlete is maintained by clerical staff assigned to the Athletic Department. Student eligibility to participate in intercollegiate activities is checked three times a season.

## Self-Evaluation

About 60 percent of the student population at East Los Angeles College is female, a figure that has held steady for a number of years. The male students are offered approximately 125 opportunities to participate in 7 men's intercollegiate sports. (An opportunity to participate is defined by Title IX as the number of slots on teams as determined by the number of athletes on each team.) The female students on this campus are offered approximately 90 opportunities to compete in 9 women's intercollegiate sports.

These figures reveal that women are offered about 35 fewer opportunities a year to participate in athletics. This fact, coupled with the fact that women comprise 60 percent of the student population, indicates an even lower percentage of opportunity to participate. The benefits, opportunities, and treatment afforded student athletes of each sex at East Los Angeles College are not equal. While ELAC has demonstrated a continuing history of program expansion for women's sports, female participation is still not currently proportionate to female enrollment.

The college is committed to providing equitable athletic opportunities to all students. To enhance facilities for women's soccer and track and field teams, the stadium playing field was resurfaced during summer 2002; the track is scheduled for resurfacing in December 2002. The women's softball field is currently in review for expansion and relocating of the infield in late spring 2003. The field will be resurfaced and a scoreboard will be added. Women's water polo is scheduled to be reinstated in fall 2003 and swimming and diving, in spring 2004.

## Planning Agenda

- In its effort to increase opportunities for females to participate in sports, the college will continue to provide women with the benefits and resources necessary to encourage their attendance and participation.
- The athletic directors will continue to request financial and physical assistance from administration to maintain viable and safe programs and facilities for ELAC athletes and competitors.

<b>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.</b>
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## Descriptive Summary

The college president, with the approval of the Academic Senate, appointed a faculty member to oversee the accreditation self study process. That faculty member has also served as the Accreditation Liaison Officer (ALO) for seven years and has served on visiting teams to validate self studies for the Accrediting Commission. The entire college community has been actively involved in and aware of the accreditation process. Faculty,

administrative, and/or classified co-chairs for each standard recruited students, classified employees, faculty, and administrators to serve on their committees. A review of the accreditation process was a significant part of the Opening Day Program for fall semester 2001. All members of the college community were given opportunities to review the self study document at various stages of its development and were encouraged to provide input to ensure that the accreditation process is honest and open.

The Board of Trustees reviews and monitors all college accreditation processes and has for the past two rounds of accreditation visits reviewed the District's compliance with accreditation standards by completing its own self study (**Document 2.11**). Furthermore, the Chancellor appointed a liaison to coordinate the gathering of information about the District by the three colleges that are currently undergoing self study and report on their progress to the Board. The accreditation liaison officers and the self study chairs from the three colleges met several times to discuss issues. They also reported directly on their progress to the Board of Trustees' Accreditation and Planning Committee one time each semester. All standard co-chairs and ALOs met one time during fall 2001, spring 2002, and fall 2002 to share information.

### **Self-Evaluation**

It is the responsibility of the Accreditation Liaison Officer and the college president to ensure that the college complies with Commission standards, policies, guidelines, and self study requirements. The self study and validation by the visiting team are the major components of this process, augmented by an annual report to the Commission, which describes major activities and changes at the college.

The college approached the current Reaffirmation of Accreditation process in an open manner and provided the necessary resources, including full release time for the self study chair, to the accreditation staff and process. The Steering Committee has had a beneficial working relationship with the ACCJC. The Chancellor's appointment of a liaison to coordinate questions for District officials, particularly relating to Standards 9 and 10, and to coordinate group meetings was helpful. The District's self study was very helpful. The college and the Board of Trustees have made every effort to be as inclusive as possible and to adhere to the Commission's guidelines.

**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 General Counsel has oversight responsibilities in ensuring that the Board, District office, and colleges are conducting their operational practices in conformance and compliance with all applicable state and federal laws, regulations, and rules. The college president and senior administrators have direct access to the District's General Counsel. District policies are discussed in regularly scheduled meetings of the Council of Vice

Presidents from the nine campuses and of the Chancellor's Cabinet comprised of the college presidents.

The college catalog is revised annually, through consultation with department chairs and individual faculty, and key personnel who are knowledgeable about the content. The schedule of classes is reviewed carefully before it is published. Each publication is checked to ensure accuracy and compliance with state and District policies and regulations. An addendum is published if errors are found after the publication is printed. The mission statement is likewise reviewed about every two years to ensure that it reflects the college's current direction.

### **Self- Evaluation**

The current oversight/cross-check process established by the Office of Academic Affairs and overseen by a dean and a committee, the assignment of a dean to oversee the development of college publicity, and the establishment of a Planning Office headed by the Associate Dean of Planning have been effective in ensuring that East Los Angeles College honestly portrays itself in all representations about its mission, programs, and services. However, the process, developed by Academic Affairs is not written and is reviewed only as needed.

### **Planning Agenda**

- The Office of Academic Affairs in coordination with the Planning Office will develop a policy whereby procedures for ensuring the accuracy of all campus information will be written and will be reviewed regularly.

## **STANDARD 2 SUPPORT DOCUMENTS**

- 2.1** East Los Angeles College *2002-2003 General Catalog*
- 2.2** East Los Angeles College *Schedule of Classes Winter Session and Spring Semester 2003*
- 2.3** **Samples:** East Los Angeles College *Campus News*
- 2.4** **Samples:** East Los Angeles College program brochures and news clippings from the *Monterey Park Cascade*
- 2.5** "Red Calendar" for 2002-2003, p. 168, *AFT Contract 7/1/99 to 6/30/02*
- 2.6** East Los Angeles College Faculty/Staff/Administrator Survey 2001-2002
- 2.7** East Los Angeles College Student Survey Fall 2000
- 2.8** *AFT Contract 7/1/02 to 6/30/05, Article 4, Academic Freedom*
- 2.9** East Los Angeles College *Faculty Handbook*
- 2.10** East Los Angeles College *Adjunct Faculty Handbook*
- 2.11** *Los Angeles Community College District Self Study 2001-2002 (Draft)*