Accreditation Information Now Targeted Toward LATTC Students

As we move full-throttle toward completing our accreditation response, we need to make sure that simple and concise information is readily available to students. Recently several students visited the LACCD Board of Trustees meeting and stopped by some classrooms, and offered misinformation about our accreditation response. It is very clear that we must engage our students with truthful information. We have now instituted several strategies to answer common questions and to keep students up-to-date on the accreditation efforts. Our probation status DOES NOT affect their credits, their financial aid, or any student service. We have augmented our accreditation information strategies by delivering to students:

--Frequent messages on campus Twitter and Facebook sites.
--More Accreditation Centers around campus which will display videos of our efforts.
--Email blast to students on a weekly basis, to dispel falsehoods about our response.

Accreditation Steering Committee Actions 12/7/09

--The ASC has recommended a mini-retreat for the College Council to complete discussion and responses to the participatory governance issues. The mini-retreat will be on campus on December 16th between 9a-1pm.
--Three College Council committees have turned in their committee self-evaluations. Three other committees will submit their evaluations shortly.
--The Staff Development Committee will have a first draft of a college acronym glossary completed this week.
--Over the last few weeks, the ASC developed a draft Code of Ethical Conduct to address the ACCJC’s Standard III.A.1.d. The proposed code of ethics applies to all college staff, and supplements the Faculty Code of Ethics available on the LATTC Academic Senate website.
Theme three focused the college on building a program improvement plan by basing our strategic directions and goals on the results from assessing student learning. Our efforts to complete authentic assessment are not just in the classroom but include an evaluation of the quality of our policies, processes, and procedures related to facilitating students’ access and pathways through the college. For students to be successful, the college must have organizational structures that support student success. The Guide to Evaluating Institutions describes the Organization theme as follows:

The standards require colleges to have inclusive, informed and intentional efforts to define student learning, provide programs to support that learning, and to evaluate how well learning is occurring. This requirement means that the institution must have in place the organizational means to identify and make public the learning outcomes, to evaluate the effectiveness of programs in producing those learning outcomes, and to make improvements. This requirement for adequate staff, resources and organizational structure (communication and decision making structures) is not new to accreditation standards, but the new expectation is that these be oriented to produce and support student learning. Consequently, they will be evaluated in part by how well they support learning (Guide to Evaluating Institutions, August 2009 p. 8).

This theme is related to how the college functions in regard to its resource allocation and decision-making structures. As stated in the description, the requirement for adequate staff, resources, and structure have always been in the standards. These best practices must be documented by the college in its responses to Standard 3, which covers human resources, technology, finance, and facilities. Added to these very tangible college resources is the expectation that there is a structure that supports communication and decision making about the allocation of these resources in service of student learning. For the first time in this theme, we see the Commission’s emphasis on making public what we do at our college. This theme of intentionally publishing our mission, learning outcomes, policies, and procedures is further defined in theme six, Institutional Integrity. Naturally, all of this activity relates back to the first theme about making an institutional commitment to providing a high quality learning experience congruent with the college mission.