Lead-off Batter: Applying New ACCJC Standards

Anna Badalyan
Dean of Institutional Effectiveness
Standard I.C – Institutional Integrity

Concept of consistent and ethical actions, values, methods, measures, principles, expectations, and outcomes, as defined by institutions; and of clear, accurate, and current information available to the college community and public.
About Dr. Tharp’s study: X vs Y Colleges

• X - schools had been placed on sanction five or more times
• Y schools had never been placed on sanction
• Identified gaps for colleges comparing cultural practices
Cultural Practices & Accreditation

**Process:**
- Nathan M Tharp, Doctor of Education. Study helped identify cultural gaps at the college.
- Monthly Days of Dialogue (5) sessions used to determine LATTC cultural issues

**Outcome(s):**
- Identified seven potential issues and had open dialogue
- Identified improvement strategies & act on them
- Improvements are visible!
Map between LATTCs cultural issues and New accreditation standards
Days of Dialogue (DoD)

DoD Website

Monthly IE Reports
Activity – Are we X or Y College?

Instructions:
- For each statement count the number of X and Y per statement for your table using.
- Identify the most recurring statement and theme.
### Division of Labor (3 min)

<table>
<thead>
<tr>
<th>X Colleges</th>
<th>Y Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1A</strong> Campus-wide role definition not as clear; roles are not universally agreed upon.</td>
<td>Roles are agreed upon and clearly defined.</td>
</tr>
<tr>
<td><strong>1B</strong> Conflict longer lasting and more intense</td>
<td>Minor and short term conflicts</td>
</tr>
<tr>
<td><strong>1C</strong> Progress in-spite of conflict</td>
<td>Conflict facilitated and work through (ad-hoc, repetitive reinforcement, mediation, co-leading).</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>X Colleges</td>
<td>Y Colleges</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
</tr>
<tr>
<td><strong>2A</strong> Accreditation is not universally interpreted as important.</td>
<td>Accreditation is universally interpreted as important.</td>
</tr>
<tr>
<td><strong>2B</strong> Motivation is externally driven.</td>
<td>Motivation is internally driven.</td>
</tr>
<tr>
<td><strong>2C</strong> Enforcement of accreditation-related processes has not been historically consistent.</td>
<td>Enforcement of accreditation processes is a permanent part of the institution’s practices.</td>
</tr>
<tr>
<td><strong>2D</strong> Lack of broad participation and leadership.</td>
<td>There is a broad participation and leadership</td>
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### Integration (3 min)

<table>
<thead>
<tr>
<th></th>
<th>X Colleges</th>
<th>Y Colleges</th>
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</thead>
<tbody>
<tr>
<td><strong>3A</strong></td>
<td>Level of contact with accreditation has varied.</td>
<td>Contact with accreditation is constant.</td>
</tr>
<tr>
<td><strong>3B</strong></td>
<td>The development of nascent accreditation processes.</td>
<td>Integrity of existing formal processes (transparency, faithfulness, simplicity, productivity) is in place.</td>
</tr>
<tr>
<td><strong>3C</strong></td>
<td>The focus more on procedures rather than on interconnectedness.</td>
<td>Different informal and formal approaches are in place that connect constituents and activities across the institution.</td>
</tr>
<tr>
<td><strong>3D</strong></td>
<td>Lack of resources.</td>
<td>Resources are readily available.</td>
</tr>
</tbody>
</table>

| Total =    |                                         | Total =                                             |
Lessons Learned

• Culture has a lot to do with accreditation results
• Plan ahead and visualize the end result
• Establish a mechanism to meet and communicate
• Be a creative problem solver
• Everything takes time
• Deal with resistance – the end result will show the value
• Involve all constituencies, relate it to them
• We need CRITICAL mass
• Majority of people do NOT do OPTIONAL
Professional Development - Administrators

• Process:
  - Developed database with evaluator questions
  - Provided analysis for gaps
  - Developed a plan to address gaps

• Outcome(s):
  - Report of gap analysis
  - Administrator acknowledgement of the work ahead
  - Established org chart with roles and responsibilities by substandard area
Accreditation Database & Org Chart

Accreditation Standard Element Entry Form, v2

1. B. 2.

Select an Accreditation Standard Element: Standard I: Standard II: Standard III: Standard IV:

or ACCJC IE Rubric Elements: Performance: Prog. Ret.: SLO:

Standard Element/Rubric: Overall Status: Yellow: Responsible: Anna Badalyan: Date: 7/30/2013

The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Database

Accreditation Timeline, Org & Responsibility Chart
Professional Development - Staff

**Process:**
- Mandatory Summer Accreditation Campaign for Classified Staff
- Attempted to include students (Tutors)
- Formed taskforces by sub-standard and classified joined them

**Outcome(s):**
- Enhanced staff knowledge about the college and standards
- Input from classified for each sub-standard response
To all LATTC faculty, staff, administrators and students

Our summer accreditation effort has been launched and I’m happy to be moving forward. Today and every Thursday during the summer, between 1:00pm and 3:30pm, we all need to gather to participate.

We’ll meet in the Library (Mariposa Hall).

This will be EVERYONE’S assigned work area from 1:00p to 3:30p each Thursday during the summer. Unless you have an approved vacation request or a specifically approved job assignment exemption (e.g., IT at a required site), you must close your office, report to the Library and participate. I’m looking forward to a great session. We will see you today at 1:00pm.

Many thanks,

Larry

Laurence B. Frank
President, LATTC
Professional Development - Faculty

• Process:
  - Faculty participation in the taskforces was required
  - Faculty provided points for evidence of meeting standards
  - Convocation exercise for draft report – each-one grab-one

• Outcome(s):
  - Identified Faculty Co Chair Leads by sub-standard
  - Faculty input
  - Evidentiary points to begin writing
  - Comments/changes to enrich the draft report
Faculty involvement

Accreditation 2016

Session 1: Activity

Standard I.A.1: The mission describes the institution’s broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)

- Step 1: Read and reflect on the statement and the draft response – 10 minutes
- Step 2: Group discussion:
  - “Does the response fully address all components of the statement?”
  - “What, if anything, can be done to improve the response?”

2013-2016 Accreditation
Get INVOLVED!
Trade-Tech Needs YOU!

What’s involved?
The College conducts a thorough self study, involving faculty, administrators, staff, and students. We judge our performance, using the Commission’s standards and our own goals. Based on our discussions and research, we draft a report and gather evidence to back up our conclusions.

The Visit:
Between Monday, March 7 through Thursday, March 10, 2016, a team from the Commission will visit the campus, read our report, look at our evidence, interview some of us, and write up their findings, with commendations for exemplary practices and recommendations for areas needing improvement. The Commission determines our status and makes its decision public by July 2016.

Participate!

Your Role as an Accreditation Team Member

- Days of Dialogue
- Read and Provide Feedback on the Self Study
- Post to the Online Blog (coming soon)
- Today → Feedback

Faculty Accreditation Coordinator
Kendall Le - ext. 7652, email: Lok@lattc.edu
http://college.lattc.edu/accreditation/
Questions and Sharing