

# First Monday Report

Focus on Accreditation:  
Curriculum, Scheduling,  
Enrollment Management,  
Programs and Services



Issue 11, December 3, 2012

## Upcoming Events:

- Dec 7-16 ART  
LAPC Theatre
- Dec 10 Holiday Breakfast  
7 AM – 9 AM  
The Great Hall
- Dec 24 – Jan 1  
Holiday Break
- Feb 4 Spring 2013  
Semester begins

## The Scheduling Advisement Committee and the Enrollment Management Committee

By: VP Anna Davies

Many have asked about the relationship between the Scheduling Advisement Committee and the Enrollment Management Committee. In the paragraphs that follow, I will provide you with a definition and organizational placement and functional work of each of these committees.

The Scheduling Advisement Committee (SAC) was formed in 2011 by the Pierce College Academic Senate. This committee was established to provide recommendations to the vice president of academic affairs on matters related to the scheduling of classes, which can include looking at enrollment trends, schedule allocation, department scheduling patterns, and transfer and completion rates.

The Enrollment Management Committee (EMC) was established in 2012, as a subcommittee of the Pierce College Council. This shared governance committee is responsible for the development of the College's Plan for Enrollment Management (PEM) and considers institutional factors which promote student access,

*continued on page 2*



## Accreditation Basics

The Accrediting Commission for Community and Junior Colleges (ACCJC) has made an online course called "Accreditation Basics" available on their website. This seminar covers all of the essential elements of the accreditation process, including: an explanation of the

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## How the SAC and the EMC work together for our students

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College publications and communications with students, matriculation and graduation processes.

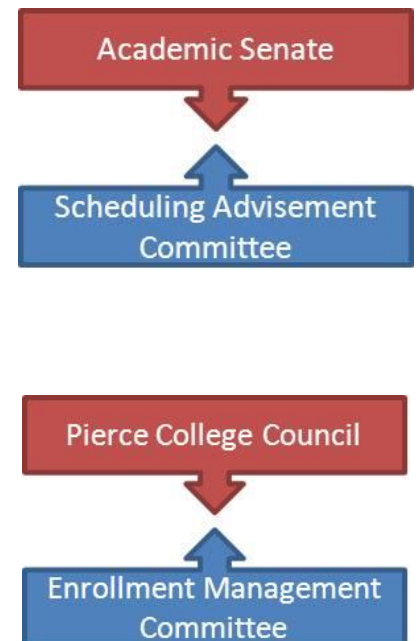
The essence of both committees is to make recommendations that improve access and services to students. The SAC has a narrow focus on the schedule of classes and the EMC concentrates on broader institutional matters.

In 2011 the SAC made a recommendation to shift some of the schedule allocation to improve access to English, math, and speech courses.

This resulted in an increase in access to courses which are required for all CSU transfer students. The EMC also made a recommendation related to

improving student access, but on a broader level by recommending that our schedule of classes be modified to include CSU/IGETC information at the course level. The rationale is that as students have a better understanding of how their individual course selection contributes to their transfer preparation, they will make informed choices and minimize any unnecessary coursework.

As we move forward, these two important committees will continue in their roles of looking at the broader issues (EMC) as well as the makeup of the schedule of classes (SAC) to improve the experience of our students.



## The Basics of Accreditation

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ACCJC's relationship with the U.S. department of Education; discussion of Eligibility Requirements, the Standards, and Commission policies; the process for reports that are required for submission to the ACCJC; and the procedure and timeline for the team visit and the final decision by the Commission following the visit.

Everyone seeking to better understand exactly what accreditation is and why we participate in this process would benefit from completing this course. You will even receive a nifty certificate at the conclusion to prove that you understand the basics of this important process.

To enroll in the course, go to [www.accjc.org](http://www.accjc.org). In the right-side column under *New on the Website*, you will find the "Accreditation Basics" online course link. Once you open the link, follow the directions to enroll in the course. Below are a few helpful hints about completing this seminar:

*continued on page 4*

## Accreditation Standard II: Student Learning Programs and Services

By: Dr. Mia Wood

When I was still fairly new to Pierce College, I had an experience that informed my emerging view of what a college should do for its students. A young man in my Philosophy 9: Symbolic Logic course caught my attention. He would not make eye contact with me, and sat as far away from his classmates as possible. From the start, it was clear he was struggling with the material but his work showed that his intellectual "instincts" were good.

A few weeks into the term, I asked him if he would meet with me to discuss how things were going. I learned that he had some personal difficulties that made him feel isolated and insecure. Fortunately, Pierce College's support services were there to help this young man in ways I could not. Shortly thereafter, he had an appointment with DSPS and was signed up at The Learning Center (now the Center for Academic Success) for a variety of tutoring needs. By the middle of the semester, he had migrated from the margins to the middle of the classroom. Quite literally, he sat as dead center as one could get, surrounded by welcoming classmates. He also joined study groups with his fellow logic students and began to excel in the course. He asked and answered questions, he came to see me for help, and he succeeded.

This story is not unique. Pierce College's instructional programs, student support services, and library and learning support services work together to provide integrated approaches to helping students determine and achieve their academic goals. That's the way it should be, and that's why accreditation Standard II demands so much from us. A first-rate college seamlessly develops, implements, assesses, and revises its organizational practices and processes. It's "seamless" because, even when changes are made, access to, and completion of, a stellar education is never disrupted. Of course, that's easier said than done. We all know for example, that budget cuts to higher education have prolonged completion rates. So, in some cases, a two-year program has increased to three years.

External forces should not, however, automatically dictate how we do things. Despite our size, we can still be fairly nimble — provided we plan ahead. If we plan for probable futures, there will likely be fewer difficulties in guiding students toward their academic goals.

A review of each of the main standards for instructional programs, student support services, and library and learning support services should make clear why these expectations are reasonable. (Emphasis is placed on significant concepts in each standard.)

**Standard IIA**, which focuses on instructional programs, expects the institution offers **high quality instructional programs in recognized and emerging fields** of study that culminate in identified student outcomes leading to **degrees, certificates, employment, or transfer** to other higher education institutions or programs consistent with its mission. Instructional programs are **systematically assessed** in order **to assure currency, improve teaching and learning**

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## Accreditation Standard II...

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**strategies**, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

**Standard IIB**, which focuses on student support services, expects the institution **recruits and admits diverse students who are able to benefit from its programs, consistent with its mission**. Student support services address the **identified needs** of students and **enhance a supportive learning environment**. The entire student pathway through the institutional experience is characterized by a **concern for student access, progress, learning, and success**. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

**Standard IIC**, which focuses on library and learning support services, expects the library and other learning support **services for students are sufficient to support the institution's instructional programs and intellectual, aesthetic, and cultural activities** in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides **access and training to students so that library and other learning support services may be used effectively and efficiently**. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

As we near the end of the fall 2012 semester, we should consider each of these standards individually, but also as an integrated whole. Each of us should ask ourselves what we know about the highlighted concepts, and be ready to ask a resident expert about what we don't know. You just might turn a student's life around.



## The Basics of Accreditation

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1. It takes about 90 minutes to complete, but you may log in and out; your place in the course is held so you are not required to begin again each time you login.
2. In addition to the text, there is a voiceover that gives you more information that is written on the slide. You will need headphones or speakers to listen to the audio portion.
3. There are six quiz question opportunities placed throughout the training. These are in addition to the final quiz you must pass to get your certificate.
4. You must complete a 15 question quiz at the end of the course. In order to get your certificate of completion, you must correctly answer 14 of the 15 questions.