

ACCREDITATION TASK FORCE MEETING

Friday, February 3, 2006

2:00 p.m., Mayock House

MEETING NOTES

Task Force Present: S.Kinsella, J.Harmon, T.Breen, K.Wagman, C.Scattini, L.Lockhart, J.Sandow, L.Jennings, M.Soares

Guests: B.Lawn, M.Dwyer, B.Donovan, R.Hannon, F.Lozano

Ken began the meeting by thanking the standard team members for their hard work. He distributed the previous accreditation recommendations. He asked team members to contact Anne Ratto for the proper way of referencing evidence. Because of the volume, task force members agreed to forward their requests for clarification/comments to Marlene Dwyer in advance for discussion at the next meeting. Team members agreed to forward requests for research to Ken.

The following were clarifications requested/comments made regarding Standard IIA.

Page #	Standard IIA Language in Question	Clarification Requested/Comment Made
2	All existing and future programs and offerings are determined through a combination of factors: some are driven by the mission of the college; some are initiated through ideas and conversations at a program or department level; some are begun because of a desire to improve the numbers of students obtaining certificates or transferring; some are proposed in order to generate more revenue for the college, such as the noncredit program.	Check board agenda for additional reasons. (S.Kinsella)
2	However, on a practical, day-to-day level, administrators and other staff do not appear to make decisions about programs and courses with the stated mission or educational master plan in mind.	Cite evidence. (S.Kinsella)
3	It is not clear how an emerging noncredit program will enhance the stated mission of the college given that there are many credit programs already addressing many of the areas of focus given to a noncredit program. Revenue enhancement alone is not enough to justify offering noncredit courses.	Meeting educational needs of older adults are not addressed in other programs. All curriculum went through college process and does not overlap credit program (S.Kinsella)
3	Many credit programs feel unsure at best and threatened at worst as to how proposed noncredit courses will articulate with existing future credit courses.	Explain concerns and identify if they are factual and give evidence or perceptual. (S.Kinsella)
3	...The membership of the IEC Committee is currently not in compliance with Board Policy.	State which representative group is not represented. (L.Lockhart)

3	The effectiveness of the IEC is further diminished because IEC recommendations on a program or instructional non-instructional unit have no real weight and do not determine instructional emphasis or financial allocation.	Other statements in report indicate that IEC recommendations are being followed, statements are contradictory. (S.Kinsella)
4	The Board of Trustees, for example, determined in 2001 the need to hire on Athletic Director and this decision did not go through the shared governance process. In another instance, the president of the college recommended to the Board that a noncredit program be started and a staff member named director, again without following shared governance process.	Balance statement with other examples that have had extensive time and participation such as the 16-week calendar, 5-year faculty plan, etc. (S.Kinsella)
4	A third example is the annual Budget Guidelines document which is insufficiently shared and discussed beyond administrative circles.	The shared governance process is followed by including representatives from all groups. It is their responsibility to disseminate information to their constituencies. (S.Kinsella)
5	Though the college has some HRDAC funds available and full-time faculty are allocated \$250 per academic year for professional growth...	The State eliminated HRDAC funds, the college makes funds available for faculty travel and conference.
5	...(with \$500 over two years and as much as \$750 with careful planning)...	Faculty receive an additional \$250 (for a total of \$750) by submitting a professional development plan to the Faculty Staff Development Committee. (A.Oropeza)
5	...few faculty members attend conferences as it is very difficult to coordinate substitute teachers.	Is this the only reason? Check Faculty Staff Development Committee minutes for number of faculty attending conferences
7	The committee is understaffed and overworked.	State if the committee not complete. (S.Kinsella)
8	This discussion did not involve the presentation of research into the many ripple effects of a 16-week calendar, which are well-documented elsewhere, with the predictable result that its implementation may create a number of unforeseen results.	There was a complete discussion involving all groups. Reference the 16-week committee minutes. If statements are perceptions, identify them. (S.Kinsella)

Submitted by Angie Oropeza