

**Accreditation Steering  
Committee**

**Wednesday, August 29, 2012  
2:00 p.m. – 3:30 p.m.  
A 140**

**Agenda**

1. Standard update: membership / chair recruitment
2. Standard progress on gathering info / evidence for respective recommendation and/or improvement plans
3. Progress of writing report (Questions or Problems?)
4. Other

**ACCREDITATION STEERING COMMITTEE  
MINUTES**

**August 29, 2012  
2:00 – 3:30 p.m.  
Room A 140**

**ATTENDANCE:** Tina McDermott - Faculty Co-Chair, Sharon Lowry – Administrative Co-Chair, Dr. Tom O’Neil, Dr. Ron Chapman, Aaron Voelcker, Ann Steinberg, Terry Cleveland, Scott Tuss, Dr. Les Uhazy, Dr. Karen Cowell, LaDonna Trimble, Dr. Nancy Bednar, Kim Fite, Melanie Parker, Dr. Susan Lowry, and Maria Clinton.

*Minutes: Gloria M. Kastner*

**CALL TO ORDER:** Meeting was called to order at 2:03 p.m. by the Faculty Accreditation Co-Chair, Ms. Tina McDermott.

**1. Approval of Previous Minutes – April 24, 2012 All**

On a motion made and seconded to approve the April 24, 2012 meeting minutes. Motion carried.

Action items: None.

Persons responsible:

Deadline:

**2. Standard progress on gathering Information and/or Evidence for respective Recommendation and/or Improvement Plans Tina McDermott**

Ms. McDermott distributed a copy of the Steering Committee Guidelines for Midterm Report 2013. A draft of the Midterm Report is expected to be completed by January 10, 2013, as the report needs to go to the Board of Trustees for approval on March 11, 2013. This tentative deadline date is dependent upon the response to the submitted Follow-Up Report. Generally, feedback on submitted Follow-Up Reports is received during the first week of February so the established deadline dates may need to be adjusted. A Steering Committee Guidelines and Midterm Report 2013 handout was distributed to all members present (see attached). The handout included pertinent deadline dates to ensure the Midterm Report is completed in a timely manner. In addition, the document includes a summary of the report goals in regards to writing updated responses to recommendations, writing improvement plans, and guidelines to writing. Ms. McDermott provided a brief overview of this information and proceeded to review the backside of the handout which included information on how to divide and coordinate work for each standard. She indicated this was a model she created to incorporate a collaborative effort among co-chairs and committee members. She encouraged chairs and members to use a remember to use a positive tone, use existing data while incorporating results from a new survey, and to remember to keep the writing style concise and business oriented. The goal is to move away from redundancy and to keep the Midterm Report to approximately sixty pages in length.

Action items: Ongoing.

Person responsible: All

Deadline:

**3. Progress of writing report (Questions or Problems?) All**

**STANDARD 1 – Institutional Mission and Effectiveness:** Dr. Tom O’Neil reported they are still looking for committee members, have read through the material as a group, and are establishing a future meeting date to determine roles and responsibilities. Ms. McDermott indicated a call would be distributed to the campus community soliciting volunteers to serve on this standard.

**STANDARD II A&C – Academics and Library:** Dr. Karen Cowell reported the chairs met in May to discussed how to delegating work needed for this standard. Ms. Wendy Stout, Respiratory Care instructor has volunteered to serve on this committee standard. The chairs met and determined the standard should be split into two group Standard IIA members (Dr. Karen Cowell, Ms. Melanie Parker, Dr. Fredy Aviles, Dr. Irit Gat, and Ms. Wendy Stout), and Standard IIC members (Dr. Cowell, Ms. Maria Valenzuela, Dr. Scott Lee, and Mr. Van Rider). The committee will coordinate their efforts to address the Academic and Library progress occurring on campus.

STANDARD II B – Student Services: Ms. LaDonna Trimble reported they have a full group of committee members. She indicated this standard did not receive any recommendations therefore they do not have anything to work on in regards to responses to recommendations. Ms. McDermott indicated it might be helpful for committee members to consider working with a different standard group to assist in the efforts to address recommendation responses, etc.

STANDARD III A&B – Human and Physical Resources: Mr. Terry Cleveland indicated the committee is working with Ms. Cynthia Hoover, Director of Human Resources, to create the narrative for the recommendation received in this standard. The committee has several members but have an issue with the Classified Chair. Originally, Ms. Gwenette Preston was appointed as the Classified Chair but was removed from this position for reasons unknown. It appears there may be an issue of her appointment and the Classified Union. Mr. Cleveland reported he has been in contact with Ms. Preston and she would like to remain the Classified Chair and the committee would also like for her to remain the Classified Chair. Ms. McDermott indicated if she was appointed to the position she should serve in this capacity. The Accreditation Committee is a campus wide committee and is open to all interested participants. Mr. Cleveland stated he would again contact Ms. Preston and indicate that she will remain in the Classified Chair position and should expect to participate in the process in the future.

STANDARD III C&D – Technology and Financial Resources: Ms. Ann Steinberg reported they have a meeting established with Mr. Calvin Madlock, Director of Information Technology Services (ITS), to be debriefed on the status of IT projects on Wednesday, August 22, 2012. Mr. Madlock has been working diligently to collect the necessary information needed to respond to recommendations in this standard prior to taking another position at Peralta Community College District. The committee is in need of high end computer and technology user to participate in the review and documenting progress. Ms. Gloria Kastner indicated she could work on the committee. The committee will be working to establish computer and technology progress since June 2012. Ms. Diana Keelan will be lead person responsible to address the GASBI recommendation and will be handling this portion of narrative in this standard.

STANDARD IV A & B – Leadership and Governance: Dr. Les Uhazy indicated the committee has not met to discuss progress or delineate tasks but are in need of someone with a historical perspective (i.e. Ms. Paula Norsell). One of the major tasks for this committee is to determine the definition of consensus in relation to voting.

Action items: Ongoing.

Person responsible: All

Deadline:  
Jan. 2013

#### 4. Other

- Ms. Sharon Lowry reported for all standard committees to share the important information regarding Student Learning Outcome (SLO), Program Learning Outcome (PLO), and Operational Outcome (OO) requirements. There is a report required by ACCJC due in October requesting the statistical data and brief narratives on the campus progress in regards to SLOs, PLOs, and OOs. It is important for the campus community to understand this is an ongoing process. The campus has some work to complete with regards to PLOs and OOs.
- Ms. McDermott indicated the tri-chairs should be ensuring committee members understand when writing they should also be acquiring supporting evidence. Ms. McDermott indicated she would post a handout including annotated standards with SLO, PLO, and OO language. This is a helpful reference for committee members to understand how to integrate SLO, PLO, and OO language into narratives.
- Dr. Nancy Bednar reported there is new Distance Education and Technology requirements being discussed. This information may very likely become an additional piece, like SLOs, which will need to be addressed and interwoven into individual standards. She indicated she would provide the recent information to Ms. McDermott to post to the Accreditation group for review. Based on the recent information it looks like Distance Education will become the next big issue being addressed by the Accrediting Commission of California Junior Colleges, therefore it would be prudent for the campus community to be diligent and start addressing some of these issues currently being discussed.
- Dr. Tom O'Neil suggested that all Accreditation Steering Committee members email accounts be converted to a gmail account for continuity and utilization of Google Docs. If members are all on gmail document files could be shared among standard group members, therefore making the communication process easier and facilitating a smoother writing process. Mr. Tuss stated the ITS staff member in charge of this project would have to be contacted

to see if this is a feasible task. The gmail email transition date is established for November 2012. He stated he would be willing to inquire about this request and provide an update at a future meeting.

- Ms. McDermott reminded committee members to review the Follow-Up Report and make the necessary connections to write the narratives for the Mid-Term Report. If there are obvious overlapping information it is imperative for committee members to coordinate efforts between each standard to eliminate excess redundancy.

### **Adjournment**

Meeting was adjourned at 3:08 p.m. The next tri-chair meeting will be coordinated at the end of September or early October 2012. A doodle poll will be distributed to obtain the date and time most available for chairs to meet.

# STYLE SHEET

## For Team Reports

### Writing Style

- Be accurate. Nothing else matters if your facts aren't correct.
- Do not write in the first person; use third person.
- Avoid jargon in your text. Avoid "alphabet soup" created by acronyms as much as

possible. Spell out the names of groups on the first reference, followed by the acronym, e.g., Governance and Planning Council (GAP). The organization's acronym (GAP) may be used alone on second reference.

- Be specific, definite, and concrete. Explicit writing holds the attention of readers.
- Use the active voice. The active voice is more direct and vigorous than the passive voice.

Example:

Passive: Commencement was attended by hundreds of people

Active: Hundreds of people attended commencement.

- Keep it as simple as possible. Be concise.
- Specific words:
  - a. Spell out "and." Do not use the ampersand (&) except in lists and in company names as specified.
  - b. "Coursework" is one word.
- "Insure" vs. "ensure"
  - a. "Insure" means to establish a contract for insurance of some type.  
Example: Her parents told her to insure her car even though she lived on campus.
  - b. "Ensure" means to guarantee.  
Example: Good study habits ensure better grades.
- "That" vs. "which"
  - a. "That" is correct in restrictive clauses; "which" is correct in nonrestrictive clauses.
  - b. Use commas with nonrestrictive clauses.  
Examples: The textbooks that are damaged should be replaced. (This means the damaged textbooks should be replaced; it is restrictive.) The textbooks, which are damaged, should be replaced. (This means all the textbooks should be replaced; it is nonrestrictive.)
- "Toward" or "towards"  
One takes action "toward" something, not "towards" it.
- Abbreviations  
In general, it's best to avoid abbreviations. It's clearer and less distracting for readers to read full words rather than abbreviations. When in doubt, spell the word.
- a.m./p.m.  
Express divisions of the day as "a.m." and "p.m." with periods and

lowercase.

## Percent

Use the word “percent” with the numeral. The percent sign (%) is used only in scientific, technical, or statistical copy.

- State Names

Spell state names in text; abbreviate them only in addresses, lists, etc.

- Colon

Colons go outside quotation marks unless they are part of the quotation itself.

- Comma

Use a comma to separate three or more elements in a series. When a conjunction joins the last two elements in a series, use a comma before the conjunction. Commas always go inside quotation marks. Don’t use commas excessively.

- Dash

The most commonly used dash is used to indicate sudden breaks and abrupt changes in a sentence or to give added emphases or explanation. No spacing should go before or after the dash.

- Hyphen

Don’t hyphenate words beginning with “non,” except those containing a proper noun and those in which the second element consists of more than one word.

Examples:    nonresident  
                  non-German  
                  non-degree-seeking

Don’t hyphenate words with the suffix “wide.”

Examples:    districtwide  
                  collegewide

Hyphenate “part-time,” “full-time,” “on-campus” only when used with a compound modifier.

Examples:    a full-time student attending school full time

Hyphenate two-word adjectives.

Example:            high-unit program

Do not hyphenate “self study.”

- Capitalization

a. Having too many words capitalized is distracting to readers. When in doubt, use

lowercase.

b. Upper case is more difficult to read and actually slows down reading speed.

c. Don’t use words in all capital letters for emphasis; use italics instead.

d. Capitalize names of academic departments only when the complete name is used.

Examples:    Department of History  
                  history department

e. Capitalize the discipline when citing a course

Example: History 101

- f. Do not capitalize “college” or “district” when the word is used alone.
- g. Capitalize the first word following a colon when the word begins a grammatically complete sentence, not merely a list.
- h. Capitalize the days of the week. Do not abbreviate them except when needed in a tabular format.
- i. Do not capitalize “federal” or “state,” unless part of an official name.

Capitalize the names of months. When a phrase lists only a month and a year, do not separate the year with commas.

- k. Capitalize titles that precede names but not those following names or standing alone

Examples: Mission Bay College President Christopher Jones  
Christopher Jones, president of Mission Bay College  
Marchelle S. Fox became president in 1996.

- l. Do not capitalize fall or spring

Example: Enrollment in fall semester was up.

- Numbers

- a. Spell out numbers one through and including ten; use figures for larger numbers.
- b. Exception: numbers applicable to the same category should be treated alike within the same context. Do not use numbers for some and spell out others.

Example: There are 9 students in the philosophy department, 125 in the modern languages department, and 212 in the biology department.

- c. Always use numbers when referring to ages.
- d. Credit hours should be expressed as numerals.
- e. A number at the beginning of a sentence should be spelled. If the spelled number would be awkward because of its length, rewrite the sentence.
- f. When referring to “Title V” use Arabic numbers. (Title 5)

- Bullets

Use the circle bullet, small size.

- Latin terms

Do not underline and do not italicize.

- Emphasis

Use italics, not bold

- Underline

Titles of books and the Commission’s publications should be underlined.

## Formatting

Times New Roman 12 pt. font

Block, left justified

Paginate bottom right or center for team report

**Titles in Times New Roman 14 pt. bold**  
**Subheadings in Times New Roman 12 pt. bold**  
**Margins: 1.25" left, 1" right, 1" top, 1" bottom**  
**When using ACCJC letterhead: 2.4" left**

II.	RESPONSES TO THE RECOMMENDATIONS OF THE COMMISSION
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RECOMMENDATION # 1 (a-d)

In order to comply with the standards, it is recommended that the college modify its processes in a manner that creates documentation and other forms of evidence that can be used to reveal the college's progress toward implementation of SLOs and assessment of those outcomes. More specifically, the team recommends that to show compliance with the standards, that the college:

RECOMMENDATION #1 a

Develop a method to monitor progress made when implementing activities identified in the program reviews to include listing steps in action plans, listing of individual student learning outcomes for each course and assessment activities matched against progress made to achieve assessment activities (I.B.3).

\*start narrative here

RECOMMENDATION #1 b.

Provide evidence in the form of documents or other deliverables to result from the operation of the integrated planning cycle (I.B.3)

\*start narrative here

RECOMMENDATION #1 c.

Provide evidence that outcomes demonstrate the integrated planning cycle, from SLOs to making budget decisions (I.B.5).

\*start narrative here

RECOMMENDATION #1 d.

Assess program learning outcomes (PLOs) and provide evidence of program, student service and administrative changes and improvements as a result of changes made (II.A.1.a.; II.A.1.c).

\*start narrative here

RECOMMENDATION #2 a.

To meet the standards, it is recommended that the college establish clear connection with and document the involvement of members of professions, association and professional organizations when curriculum is being modified and at other appropriate points in time to demonstrate input from vocational/occupational advisory boards and experts in the field so that the College can verify the quality of educational programs is based on experts in the profession (II.A.2.b).

\*start narrative here

RECOMMENDATION #2 b.

To ensure each department is being consistently evaluated under the program review process it is recommended that the college develop a list of minimum areas considered to ensure a rigorous self examination is conducted consistently across the college (II.C.1).

\*start narrative here

RECOMMENDATION #2 c.

To meet the standards requirement that adequate resources be allocated to support the Library function of the college, it is recommended that the college conduct a comparative analysis against other similarly-sized colleges to assess whether the amount of resources to meet the needs of students who rely on the Library to complete their educational goals (I.B.7).

\*start narrative here

RECOMMENDATION #2 d.

To meet the standards and to enhance the effectiveness of its technology, it is recommended that the college adjust its technology advisory committee structure to ensure that the needs of administrative and instructional computing are equally well addressed, and that this dialogue then results in equitable priorities, implementation, and budget allocations for all technology needs (III.C.1 and III.C.1.d).

\*start narrative here

RECOMMENDATION #3

To enhance the effectiveness of its technology, a variety of different levels of network security should be implemented to permit more flexible responses to instructional computing requests, while maintaining appropriate security for administrative data (III.C.1 and III.C.1.d).

\*start narrative here

RECOMMENDATION #4

To comply with the standards it is recommended that the college, when making its short-range financial plan, e.g. the annual budget of the college, consider its long-range financial obligation to pay the cost of the GASB 45 – Other Post-Employment Benefits (OPEB) as the costs are incurred instead of delaying payment to some future date. Specifically, the college is encouraged to prepare a comprehensive plan to prevent disruption of services offered to students by paying the Annual Required Contribution (ARC) determined using generally accepted accounting principles into

an irrevocable trust fund at the amount equal to the actuarially determined Annual required Contribution (III.D.1.c).

\*start narrative here

III.	NINETEEN IMPROVEMENT PLANS IN THE 2010 SELF STUDY
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**Standard II: Student Learning Programs and Services**

**II.A.1b** The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

**Improvement Plan 1:** Each year develop and administer a questionnaire that will collect perceptions of students to determine their degree of satisfaction regarding the various methods of delivery and how effectively these methods of delivery meet students academic and support services needs. Incorporate questions regarding both on campus and online delivery systems, with possible modification from the instrument used at Palmdale in 2007-2008. Results collected from the questionnaire will be used to improve the delivery of existing programs and services, and add new methods when funding is available.

\*Start narrative here