

Accreditation NOTES

Accrediting Commission for Community and Junior Colleges

Western Association of Schools and Colleges

Reflections on Institutional Leadership and Accountability

By Dr. E. Jan Kehoe
Commission Chair

In observing, over the years, many institutions and their struggles to address student needs, I have come to the conclusion that these struggles are linked to issues of leadership and accountability in our institutions. In reflection on some of the current dilemmas in which institutions find themselves, I have come to believe that some leaders are neglecting certain fundamental priorities to assure they are fulfilling their missions. By no means do I profess to have all the answers to problems that plague many institutions, but in piecing together my observations from many years experience as a college president, vice president, researcher and faculty member, I want to share a few reflections that may stimulate some consideration and even action.

Student Needs

The first reflection is on the need for leaders to focus on the demands of both current and future students who come to their institutions with increasing needs for pre-collegiate, basic skills. Institutions need to make many changes in order to increase students' persistence toward attaining a degree or completing a training program. In assessing the characteristics of entering student populations, it is important that institutions consider the degree to which students are prepared for collegiate work as well as the increased language and computational demands placed on students in all programs. The "college entry" literacy skill level that was set years ago as expected and common to most entry level students is no longer reliable for at least two reasons.

First, more students are coming to community colleges poorly prepared for the rigors of college level work and occupational programs even though they may carry the appropriate secondary credentials (diploma or GED). While some students come with goals of transfer, they may not expect or survive the basic skills or degree requirements. Even for those who come with goals of Associate degrees or certificates, unexpected basic skills requirements in addition to the requirements needed to complete the degree or certificate, may prove to be insurmountable barriers.

Second, there are students with diverse backgrounds in which there may be few, if any, educated role models not to mention family members who possess a real understanding of the value of an education toward achieving success. Those students are often required to maintain full or part-time jobs in order to help support their families. They may also be the ones who are selected to remain home from class whenever there is a sick child in the home, a family member needs to be driven to a doctor's appointment, or repairmen are due to make house calls during the middle of the day. For these students, one or two classes per semester may be the biggest load they can expect to carry successfully.

These cases point to an important shift: students' lower entry-level skills and the lack of familial support for the time and commitment needed to successfully complete a college program or degree result in a longer period of time that colleges

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must assist students in their persistence in order to show institutional success. College leaders need to commit to fully supporting these students by offering sufficient numbers of pre-collegiate level courses at various times of the day and evening (including weekend courses) and by providing support services that will allow a student to sustain steady, if slow, progress toward his/her goals.

This is a delicate leadership situation in post-secondary institutions. Initiatives which support the basic skills preparation of students are not always endorsed by those believing that post-secondary education should consist of only “college-level” coursework. In fact in some states, public institutions receive no funding or funding at a reduced rate for basic skills courses even though the financial expense to the institution is equal to other “college level” courses. The cost to institutional outcomes, not to mention to our society, is even greater if the need for basic skills is not addressed by an institution’s leadership. Similarly, many first-generation college students will experience some failure and minimal progress toward goals—often having to “stop out,” work for a semester or two, later to return when conditions are more favorable. These students are rarely considered successes in the short view as they do not contribute to high marks in data related to persistence to end of semester, progression to the next level of a course, or continuing student status. Yet, institutional leaders must not toss these students aside in favor of more gifted or fortunate students; they must continue to offer the programs and services the students require.

Qualified Leadership

The second reflection is on the challenge our institutions face in finding well-prepared personnel, especially for leadership positions. There is much anecdotal evidence of the increased difficulty in finding a skilled, well-educated workforce at all levels in this country. The community colleges seem to be experiencing the same difficulty as business, industry, and government in finding not only those individuals who are well trained but who also have the required leadership skills. At the executive level, there is increasing demand for those who have recently

retired to come back as “rental” presidents and vice presidents. With the “baby boomers” reaching retirement age in large numbers, there appears to be a lack of well-prepared leaders-in-waiting ready to step up to the next level and assume the responsibility for institutional leadership.

In any institution, there are bound to be differing philosophies between and among faculty and staff, conflicting notions of how best to distribute dwindling resources, varying views on which new programs to implement...and which programs to close. Leaders at the CEO level and below must be chosen for their ability to bring divergent groups together and who can work toward solutions through their leadership skills. They must demonstrate they have experience in ending divisiveness and settling disputes for the good of the institution as a whole and the benefit of the students it serves.

Institutional Self Assessment and Continuous Improvement

The last and perhaps most compelling reflection is the need for serious institutional self assessment and continuous improvement. While in the process of reviewing our institutions, some negative indicators, or at least practices that should be improved, will almost always be found. This seems to elicit great fear at several levels. Take, for example, a study of community colleges recently done at a major university to analyze community colleges’ failure to serve some segments of the population. When the numbers were in, some community colleges pulled out of the study because leadership feared that any information or publicity that might indicate that their colleges were less than perfect would be damaging.

At the executive level, elected (and sometimes appointed) Board members as well as presidents understandably want to be able to report only improvement or a “perfect” institution to their constituents. This is especially true during an election in which an incumbent wishes to retain a seat on the Board, or a president wishes to retain employment. Many administrators are afraid of allowing in-depth assessment of the college in the face of current demands for perfection and excellence.

This fear of accountability is contagious and can be linked to a lack of understanding and support by

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college leadership at all levels for honest, internal self assessment. This simply reinforces the “fear of punishment” for identifying institutional weaknesses and making them public. When the modus operandi favors concealing flaws over analyzing them and developing plans for improvement, mediocrity (or worse) will prevail.

Perhaps the reason colleges find themselves in this state is because most public funding is based only on positive attainment, not on need to improve. In competition for students in the private and for-profit segments of education, any negative publicity may affect even the ability to survive. There are certainly other reasons that college presidents and Boards do not want to have anything less than perfection known by the public; however, it is certainly not the way to increase institutional effectiveness and achieve the level of perfection that is so highly prized.

There is and always has been resistance to being held accountable at all levels. At the classroom level, some faculty members are hesitant to be held accountable for student learning outcomes. There is hesitancy to define outcomes at the program, department, and division levels within institutions because defining means being accountable. If the expected outcomes are not defined and responsibility for those outcomes is not accepted, how can the current needs of students be addressed and met? Without accountability, the mission of the college may very well be lost.

Setting New Expectations

Based upon my experiences in higher education, I have a few suggestions for college leaders in meeting student and institutional needs. I propose that all leaders, including leaders of all constituent groups at colleges, set an example of integrity and accountability and require honest evaluation of all employees, courses, programs, and services. Leaders should not fear looking introspectively and critically at their institutions. They must encourage assessment of the college’s mission in light of student and community needs and then determine if they are meeting those needs. If there is no internal, skilled staff to perform a valid and reliable assessment, the college must seek outside assessment assistance. Furthermore, they

should not be afraid of discovering in the process that their institutions are less than perfect. Rather, they should use that as an opportunity for growth, development, and improvement.

College leaders must determine whether their colleges offer sufficient basic skills classes to meet the needs of those students seeking an education and whether or not it assists them as much as possible in persisting in order to reach their goals. It is important that the CEO and Board become as knowledgeable as possible about community needs, including the importance of providing basic skills. They need to require honest reports on how well students are succeeding in these courses. In addition, the president should continually educate the Board and support the Chief Instruction Officer, Chief Student Services Officer, and others in addressing needs of students and insisting on accountability in their areas.

For the president and Board, it is imperative to train or hire the very best and most skilled professionals and hold them accountable while supporting them in holding the rest of the institution accountable. If the need for professional development opportunities for promising employees cannot be met, then the college must develop opportunities or “home-grown” programs to help prepare employees for advancement.

While these ideas may sound basic and even simple, unfortunately, it is not always easy to stay the path. What may be missing are bravery and the courage to be accountable. Constituent leaders must stay the path to accountability. Most compellingly, Boards and presidents must be valiant captains of their ships, for the educational mission that they carry is too precious to be lost.

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Accreditation: Higher Education's Effective System for Self Regulation and Continuous Improvement

By Barbara Beno

In joining the ACCJC, accredited institutions have agreed to be self evaluative and self-improving, and to use the Standards of Accreditation and Commission policies to guide their own institutional pursuit of educational excellence. This promise is the crux upon which the higher education community has asked the public to let it be self-regulating. The Commission's many standards on evaluation, planning, improvement, and assessment reflect the higher education community's commitment to uphold its own professional values and principles. These values and principles include a strong commitment to the good of students and the public, a willingness to learn and improve, as well as a commitment to honesty and integrity in all operations. Only a few other such important endeavors that provide for public good are permitted to be self-regulating. Two with which I'm most familiar, health care and law, also rely on the professional values of the staff, instilled in their graduate and professional education, to motivate their organizations to engage in self-assessment and continuous improvement.

During the 2006-7 academic year, several public debates challenged the efficacy of higher education as well as the effectiveness of accreditation in assuring institutional quality and responsiveness to new demands placed on higher education. The academic year began in September with the Spellings' Commission Report which argued that higher education was not sufficiently effective to meet the nation's needs for an educated workforce, and that accreditation was "broken" and unable to assure that higher education was accountable to the public. The argument continued in November with a National Summit on Accreditation. By spring the tenor had become less harsh, and five regional summits on higher education quality began to explore how higher education might be encouraged to change. Negotiated rulemaking sessions on accreditation ended in June, and the Secretary of

Education, at the request of the Senate, decided not to issue new regulations. Even as I write this article, the U.S. Senate is again taking up the Higher Education Act and the "Part H" provisions that pertain to accreditation. Will there be new demands that accreditation ask institutions for even more accountability data? We'll know in a few weeks!

During all of these national discussions, the ACCJC and other regional accreditors have represented regional accreditation as a system of quality assurance that sets very high expectations for institutional performance and also requires institutions to continuously improve their quality over time. We've argued that the public can count on higher education's own commitments to quality to ensure that public needs will be met. We've argued that accreditation can help higher education institutions meet the challenges posed by needs for a more highly educated or technically trained workforce to build national and international economies, by needs to train a more diverse and less well prepared student body, by needs to develop degrees and training in new areas that may help address national and global needs, and by needs to solve national and global problems.

Even as I've participated in the various national discussions of higher education quality and accreditation, I've been struck by the challenge to accreditation to convince all of the accredited institutions to implement program review, research and evaluation, planning and improvements that constitute a commitment to continuous quality improvement.

As I've participated in the many national discussions of higher education quality and the important role of accreditation in assuring and improving that quality, I've also thought about the challenges facing the ACCJC-accredited institutions. Community and two-year colleges are often praised by governmental leaders as a critically important sector of American higher education, as "the most flexible and responsive" segment of higher education, and as

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providing vital educational opportunities to a large portion of the people that will need a postsecondary education. These institutions usually have open admissions, a broad mission ranging from providing pre-collegiate education to providing transferable associate degrees and highly technical training and degrees.

In order to maintain this well-placed public confidence, community and two-year colleges need to develop and maintain an ongoing process for assessing educational quality, while planning and making improvements to that quality. In the past year, a few important reports on community college student success have indicated that the number of students completing a college degree or technical/vocational certificate program is low compared to the number that enter college and seek such completion. The public once expected community and two-year colleges to provide access for all who might benefit. This expectation has changed; the public now expects community and two-year colleges to provide students with a completed education. If these reports on student completion are accurate, and by all accounts there is good deal of truth in them, community and two-year colleges are being asked to make improvements.

The ACCJC Standards of Accreditation provide a good deal of guidance to institutions in how to set up and maintain ongoing institutional assessment,

planning and improvement. An annotated copy of the Standards of Accreditation, which highlights the focus on assessment and improvement, has been placed on the Commission's web page. Many of the ACCJC-accredited institutions are already doing a good job in the area of research, planning and improvement, but some are not. Most of the institutions that required Commission follow-up in the last three years have not yet fully implemented an ongoing institutional process for research, planning and improvement. Some institutions, particularly small ones, lack the institutional capacity (human and data resources) to do a good job in this area. Faced with providing direct educational services or building institutional capacity for assessment and improvement, institutions sometimes choose the former. Yet unless the entire higher education community can live up to the standards that define continuous assessment and improvement, the public will not continue to grant higher education the privilege of being self-regulating. Institutional leaders have to make the tough choice to commit resources and attention to institutional assessment and improvement if they hope their institution will prosper.

How can the Commission, the state higher education systems, professional associations (for example, associations of researchers, of chief instructional officers, etc.) and the institutions that are performing at or above standards help underperforming institutions develop the capacity needed? Share your thoughts with me; the Commission is committed to trying to help its membership to work together for the benefit of institutions and their students. I can be reached at bbeno@accjc.org.

June 2007

Commission Actions on Institutions

At its meeting, June 6-8, 2007, The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, took the following institutional actions:

Reaffirmed Accreditation

Copper Mountain College
Gavilan College
San Joaquin Valley College
Coastline Community College
Golden West College
Orange Coast College
Los Angeles Mission College
Los Angeles Pierce College
Los Angeles Valley College

Removed from Warning and Reaffirmed Accreditation

Feather River College
Fresno City College

Placed on Warning

Los Angeles County College of Nursing and Allied Health
Western Career College
Victor Valley College

Placed on Probation

Hartnell College
College of the Redwoods
Brooks College

Accepted Progress Report with Visit

City College of San Francisco
El Camino College
Solano Community College
West Los Angeles College
Berkeley City College
College of Alameda
Laney College
Merritt College

Continued on Warning

Hawai'i Tokai International College

Continued on Probation

Lassen Community College
Northern Marianas College

Accepted Progress Report

Defense Language Institute
Merced College
Reedley College
Mission College

Removed from Probation

Heald College

Accepted Focused Midterm Report

College of Micronesia-FSM
College of the Siskiyous
Glendale Community College

Accepted Focused Midterm Report with Visit

Palau Community College

Accepted Midterm Report

Allan Hancock College
Chaffey College
Monterey Peninsula College
Santa Monica College
Mira Costa College

Placed on Show Cause

American Academy of Dramatic Arts-Los Angeles

Withdrawal and Termination of Accreditation

Don Bosco Technical Institute

Accepted Special Report

Diablo Valley College

Substantive Change Actions

Cabrillo College – Approved the request to offer 50% of a transfer degree program at the Scotts Valley center.

Citrus College – Approved the request to offer 50% or more of the AS degree in Public Works via distance delivery.

Guam Community College – Deferred action on the request to offer the Certificate and AA degree in Emergency Management.

Heald College – Approved the change of ownership and control of the institution.

June 2007
Commission Actions on Policies

Las Positas College – Approved to offer through distance delivery: certification programs in Accounting Technician, Administrative Assistant, Business Entrepreneurship, Supervisory Management, and Computer Applications Software; and AA and AS programs in Administrative Assistant On Line, Business On Line, Business Administration Transfer Preparation On Line, Business Entrepreneurship On Line, Computer Information Systems On Line, and Marketing On Line, Network Security and Administration On Line.

Lassen Community College – Deferred action on request to approve the dual AS Administration of Justice Correspondent Program and the AS Correctional Justice Correspondence Program; and to approve the AA Liberal Arts Comprehensive Program.

Los Angeles Pierce College – Approved the Program for Accelerated College Education (PACE) at two off-campus sites: Beardry-Shatto and Kennedy High School.

Mira Costa College – Approved the Associate in Science Degree – Nursing Major, accommodating the College’s LVN-RN Step-Up Program.

Palau Community College – Approved the Early Childhood Program for the island of Yap.



Policies Approved for First Reading:

Consistent with Commission procedures, the following policy will be circulated to ACCJC member institutions and other interested parties for review and comment:

Policy on Review of Commission Actions – The ACCJC President sought legal counsel review and recommended revisions of the Commission’s Policy on Review of Commission Actions to ensure its alignment with the revised WASC Appeals Policy and Procedures document. The Policy Committee also reviewed this policy and made additional recommended revisions.

Policies Adopted:

Consistent with Commission procedures, the following policies have undergone review by the ACCJC membership and other interested parties and were adopted:

Policy on Institutions with Related Entities – This policy was developed through a CRAC collaborative in response to the increasing frequency with which holding companies that control several institutions in more than one accrediting region are being bought, sold, and merged. This policy is intended to apply to corporate ownership, and does not replace or supersede the Commission’s policy that deals with accreditation of colleges in multi-college systems or districts.

Policy on Joint Accreditation by Regional and Specialized Accreditors – There are three revisions made to this policy, last reviewed by the Commission in 1999. The term “Joint Accreditation” replaces “Relationship” to more accurately represent the topic of the policy. The phrase “Regional institution accrediting bodies” replaces the term “General Agencies” in the title and text of the policy. Language from the general education eligibility requirements is incorporated to specify general education expectations of ACCJC if a specialized institution desires to seek institutional accreditation.

Changes in Commissioners

Newly-selected Commissioners:

Dr. Adele Satele-Galea'i – Representing the PPEC

Dr. Adele Satele-Galea'i currently serves as the President of American Samoa Community College. She received her Bachelor of Science degree in Psychology and Sociology from Brigham Young University, her Master of Social Work from the University of Southern California, and her Doctor of Public Administration from Golden Gate University. Prior to her 25-year history at American Samoa Community College as instructor, counselor, Dean of Student Services, Dean of Institutional Advancement, Director of Title III Grant and Director of Institutional Advancement, she served as a Special Consultant and Director of the Office of Manpower Resources for the government of American Samoa. She has authored several articles and professional papers on the subject of Samoan culture and Samoans in Southern California as well as having produced two films “Weaving Values: Past, Present, and Future” and “Vaitafe – Running Water.” She also currently serves on the Education Commission of the States as a representative of the American Samoa Government.



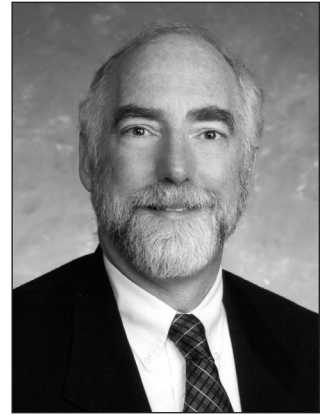
Dr. Marie Smith – Representing the Public

Dr. Smith is the recently retired Vice Chancellor of Education and Technology of the Los Rios Community College District. Prior to that position, Dr. Smith served as the President of American River College and as the President of the College of Alameda. She has had extensive accreditation experience having served on 13 comprehensive teams in the Western Region and five specialized accreditation teams for the Council on Chiropractic Education. Dr. Smith holds a Doctor of Education degree from University of San Francisco specializing in Organization and Leadership, a Master of Arts degree in Biology from Sonoma State University and a Bachelor of Arts degree in Biology from San Francisco State University.



Dr. Christopher McCarthy – Representing Administration

Dr. McCarthy is currently the Superintendent/President of Napa Valley College. He has held this position since 2002. Previously, he served six years as the Executive Vice President of Instructional Services at Glendale Community College and 14 years in various positions (including Dean of Academic Affairs and Professor of English) at Los Angeles Harbor College. He has served on eleven evaluation teams and chaired four. He holds a Bachelor of Arts degree from Immaculate Heart College, a Master of Fine Arts in Creative Writing from the University of Oregon and a Master of Arts in Education from the University of California at Los Angeles. He holds a Doctor of Education from the University of California at Los Angeles. He has published the chapter “Learning on the Job: Moving from Faculty to Administration” in the *New Directions for Community Colleges* series and “The Project for Adult College Education: Student Characteristics, Perceptions and Writing Development” as an ERIC Digest. Various essays and fiction pieces he has produced have also appeared in the *New York Times*, *Los Angeles Times*, and other publications.



Ms. Carol Liu – Representing the Public

As a former member of the California State Assembly from 2000 to 2006, Ms. Liu chaired the Assembly’s Higher Education Committee, the Asian Pacific Islander Caucus, and the Select Committee on Adult Education. As an eight-year member of the La Cañada/Flintridge City Council, she twice served as Mayor, in 1996 and 1999. Currently, Ms. Liu serves as chair of the UC Berkeley Graduate School of Education Advisory Board, and as a member of the Claremont University Consortium Board of Overseers. Ms. Liu has twenty years of experience as a teacher and administrator in public school systems. She also serves on no fewer than eight boards, chairing two. She holds a Bachelors degree from San Jose State University and a General Secondary and Administrative Services Credential from the University of California at Berkeley.

Commissioners Ending Terms on the Commission:

Dr. Brice W. Harris – Dr. Harris is the Chancellor of the Los Rios Community College District. He has participated in a broad array of professional activities concerning

higher education in California, including service as chair of several accreditation teams. Dr. Harris was appointed to the Commission in 2001 and served as the chair of the Commission's Budget and Personnel Committee.

Ms. Susan Moses – Ms. Moses is the former President of the College of Micronesia-FSM and currently a faculty member at the college. She represented the Pacific Post-secondary Education Council made up of member institutions in the Western Pacific. Ms. Moses was appointed to the Commission in 2001 and served on the Commission's Substantive Change Committee.

Mr. Joseph Richey – Mr. Richey served as a Public Member of the Commission. Formerly the Director of Educational Relations for Pacific Bell and President and CEO of the Industry Education Council of California, Mr. Richey also served as President of the California State Council on Vocational Education. Mr. Richey was appointed to the Commission in 1998 and served as Commission Chair from 2005 to 2006.

Vice President Resigns

Vice President of Policy and Research, Dr. Deborah G. Blue, has resigned effective August 31, 2007 to accept the position of Vice Chancellor for the Contra Costa Community College District. Dr. Blue joined the Commission in January 2004 from her former position as President of Laney College in the Peralta Community College District. While at the Commission, Dr. Blue was actively involved with the Policy Committee, the External Review Committee, and Evaluation and Planning Committee. She also had oversight for the Commission's application for recognition by the United States Department of Education.

Vice President Positions

Two Vice President positions are now open at the Commission. Ads with additional detail will appear in the Chronicle of Higher Education (and its website: <http://chronicle.com/>) beginning in early August, 2007. Announcements will also be posted on the Commission website (www.accjc.org).

Vice President of Commission Operations – Under the supervision of the President, the Vice President of Commission Operations is one of four accreditation professional positions within the ACCJC. This position requires advanced knowledge of quality assurance issues and practices in higher education, the ability to work effectively with the Commission, its staff, member institutions, and the public. This position will have primary responsibility for developing and maintaining the Commission's substantive change processes and records and providing direct support to the Substantive Change Committee of the Commission. Also included is the responsibility for developing the

ACCJC-sponsored annual conference(s) for member institutions. The Vice President will also support the Commission's eligibility review processes and provide direct support to the Eligibility Review Committee of the Commission and to institutions seeking eligibility with the ACCJC. Additional responsibilities include assisting with the development of team and college training manuals, Commission workshops, conferences, and presentations; supporting team chairs in developing final team reports, as well as other duties.

Vice President of Policy and Research – Working under the President, the Vice President of Policy and Research has primary responsibility for major policy projects of the Commission, including revision of standards, revision of existing policies and development of new policies, and development of policy-related publications. The Vice President also has primary responsibility for designing processes that review or validate Commission processes and outcomes, the preparation of special studies for CHEA or the U.S. Department of Education, and research and quality improvement projects that advance the interests of the ACCJC. This position will provide direct support for the Commission's Policy Committee and the Commission Evaluation and Planning Committee while communicating to the Commission membership on new policy and standards. The Vice President has primary responsibility for preparing the Commission's application for recognition to the U.S. Department of Education and the Council for Higher Education Accreditation. The Vice President also has the major responsibility for collecting data from the colleges through the Annual Report and the Annual Fiscal Report, analyzing the results, and providing reports to the Commission on member institutions that stem from these annual reports. This position also has primary responsibility for all Commission research and evaluation activities.

ACCJC Fall 2007 Workshops

Each year, ACCJC holds workshops to train evaluators and team chairs who will conduct comprehensive reviews of member institutions as well as workshops for institutions about to begin the process of self study leading to the Self Study Report and comprehensive visit.

Team Training Workshops

Team Training Workshops are held for specific teams of evaluators and require that all team members and chairs attend. This process benefits team development and allows the teams to begin work on the upcoming visit well in advance. Workshops will be held at the locations indicated for the following teams:

September 5, 2007 – Oakland – Cabrillo College, MTI College, Riverside City College, Norco Campus, and Moreno Valley Campus

September 6, 2007 – Oakland – Sierra College, Cañada College, Skyline College, Imperial Valley College, and the College of San Mateo

September 11, 2007 – Los Angeles – Cuyamaca College, Grossmont College, Marymount College, and Salvation Army Crestmont College.

Self-Study Training

Self Study Training Workshops will be held this fall for the following institutions preparing for self study review and comprehensive visits:

September 14, 2007 American River College, Cosumnes River College, Folsom Lake College, Sacramento City College

September 17, 2007 Citrus College, National Polytechnic College of Engineering and Oceanering, Santa Barbara City College, Taft College

September 21, 2007 Chabot College, Las Positas College, Napa Valley College

September 28, 2007 Southwestern College, National Polytechnic College of Engineering and Oceanering

Other ACCJC Workshops

Accreditation Liaison Officer – To be held in conjunction with the annual conference of CCLC November 15-17, 2007, in San Jose, California.

Accreditation 101 – A Workshop on the Basics – To be held during the annual conference of the CCLC November 15-17, 2007, in San Jose, California.

Other ACCJC Sponsored Workshops

Strengthening Student Success – ACCJC is again proud to be a co-sponsor of the Strengthening Student Success Conference this fall (Oct. 3-5) in San Jose. Last year's conference received rave reviews. This year, expansion to more than 80 sessions, includes a special strand for student learning outcomes coordinators, and numerous sessions on assessment practices and how the results can be used to improve teaching and learning. Keynote speakers include Lee Shulman, Vince Tinto, and Elizabeth Barkley. More information about the conference can be found at the conference website at <http://www.rpgroup.org/SuccessConf-Main.htm>. Registration is now open with a special early registration price. Last year the conference sold out early.

Annual CCLC Convention – This year's Annual Convention of the Community College League of California (CCLC) will be held November 15-17, 2007, in San Jose, CA. For more details about the convention and registration information, please visit the CCLC web site at www.ccleague.org/.

Substantive Change Committee Meeting Schedule 2007-2008

Meetings are usually held on the 3rd Friday of each month from 2:30 to 4:30 P.M.

For the purposes of scheduling, and for an initial staff determination about the nature of the change in question, it is important to contact staff *before* submitting a substantive change proposal. Institutional proposals for substantive change must be completed according to the requirements as detailed in the Substantive Change Manual (www.ac-cjc.org). The Committee reserves the right to return incomplete proposals without review.

Copies of each institutional substantive change proposal must be mailed directly to each of the members of the Substantive Change Committee (mailing list will be provided). One copy of the college catalog should accompany every application. In addition, every application must include supporting materials as detailed in Section VI of the Manual. Applications must be received no later than *one month BEFORE* the date of the scheduled meeting.

Dates of Meetings

(subject to change depending on scheduling circumstances)

There are no meetings in September and December because of calendar conflicts.

Fall 2007

October 19
November 16

Spring 2008

February 15
March 21
April 18
May 16
Summer as needed

COMMISSIONERS

Dr. E. Jan Kehoe, Chair

Community College Leadership Development
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Dr. Sherrill L. Amador

Public Member

Ms. Holly Beernink

Western Career College

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Ms. Christina L. Dyer

Schools Commission Member

Dr. Adele Satele-Galea'i

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Ms. Tess Hansen

Foothill College

Dr. Louanne Kennedy

Accrediting Commission for Senior Colleges and
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Public Member

Dr. Ann Morey

Public Member

Dr. Victoria P. Morrow

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Napa Valley College

Ms. Margaret Tillery

Allan Hancock College

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