

NCA Meeting
Friday, October 21, 2011
Room 218
Time 9:00 a.m.

Members Present: Andy Johnson, Dr. Scott Hanson, Tasha Morin, Judy Belgarde, Marilyn Delorme, Luke Baker, Carl Eller, Stacie Blue, Pauline Trottier, Gene LaFromboise, Ben Chromjy, Cecelia Benimon, and Michelle Short-Azure.

Not present: Gloria Belgarde, Jason Dahl, Stephanie Demontigny, Rhonda Gustafson, Kathy Henry, Dennis Houle, Leonard Keplin, Brian LaRocque, Kevin Morin, Jon Patnaude and Yvonne St. Claire.

Handouts were given. Andy Johnson and Dr. Scott Hanson are the co-chairs of the Academic Programs, Evaluation and Improvement Committee. Andy opened the meeting. Roll call was taken by Judy Belgarde, recorder for this committee.

Andy suggested that we all introduce ourselves one by one and find out what each of our titles are and what are our jobs here at the college, just a little information about ourselves. Andy started with himself and told of his experience with accreditation and Dr. Hanson did the same.

What is accreditation? Accreditation is to recognize a college as an educational institution that has met a standard and to provide educational services to the community. Andy explained accreditation to his experience and knowledge of it.

The North Central Association Conference (NCA) is held every year in Chicago, IL. There are certain TMCC employees that attend this conference every year.

Andy would like to see a graduate survey of TMCC students.

NCA will want electronic links to our study when it is finished. A focus visit might be possible in the near future. Larry Henry is waiting to hear Karen Solomon of NCA in Chicago, IL.

Questions that came up: What do we do to help TMCC students survive? If there's a weakness or we find a deficiency at TMCC, let's acknowledge it and offer a solution or an idea on how to fix it. Let's always try to improve TMCC in all ways.

Break from 10:00 a.m. – 10:05 a.m.

Andy went through the minimum expectations of the groups. This committee will be broken up into three groups. Sections will be assigned to each group.

Minimum expectations listed:

4-1. Faculty members have the authority for the assignment of grades.

4-2. The institution has formal and current written agreements for managing internships and clinical placements.

4-3. A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such an agency exists.

4-4. Faculty members communicate course requirements to students through syllabi.

4-5. Faculty members have significant involvement in the institution's processes for assessment of student learning.

4-6. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, student learning, access to learning resources, and faculty qualifications for dual credit programs.

The faculty is heavily involved in the assessment of TMCC's classes.

~~Questions to think about:~~

~~1. CTE (Career & Technical Education) are our efforts designed for improvement?~~

~~2. What is faculty senate?~~

~~3. Do we assess institutional effectiveness? Or do we assess it differently?~~

~~1.~~

Andy commented on the Institutional Effectiveness/Assessment of Academic Achievement report sent to the higher learning commission in the summer of 2005. Some of that report seemed problematical to him, i.e., the section on the faculty senate. He also said the report seemed confusing since it combined a focused issue like institutional effectiveness with the assessment of academic achievement report into a single report.

The committee discussed library issues and its future.

Look at Criteria # 4 in the self-study outline.

Andy put us into three groups. Discuss the minimum expectations for 20 minutes and then we will adjourn. Questions to ask:

- a. What is TMCC doing?
- b. Is there any evidence of what TMCC is doing?
- c. Weaknesses and strengths?

About half of the people listed to attend this group did not show up. Discussion was held on why they did not show up. There were a couple of them on travel and there was one that had a technical emergency with technology and it had to be taken care of right away.

Email minutes to Andy and Scott and to everyone.

No further business, so Andy adjourned the meeting.

Minutes submitted by Judy Belgarde and the recorders from the three groups.

GROUP # 1

MINIMUM EXPECTATIONS

Members present in group one:

Group Leader: Tasha Morin & Jason Dahl

Luke Baker, Stacie Blue

Not present: Jason Dahl, Kevin Morin, Leonard Keplin, Jon Patnaude and board member.

4-1. Faculty members have the authority for the assignment of grades.

- a. What type of authority?
 - a. Evidence – How instructors track grades to justify grades that are assigned.
 - b. Survey faculty to demonstrate any incidence in administrative involvement in grade assignment.
 - i. Include qualitative comments.
- b. What are the requirements for hiring faculty?
- c. \$ to pay for survey – possibly contact Anita Frederick for guidance.
- d. Will survey be accepted by NCA?

4-6. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, student learning, access to learning resources, and faculty qualifications for its dual credit programs.

Fire Parts: Prerequisites of courses – Larry Henry – who determines:

- a. Rigor of courses:
 - a. TCUP courses reviewed by UND
 - b. Common course numbers
 - c. Academic standards – approves courses
- b. Student learning
 - a. FARM Assessment – Andy & Ron
 - i. Brenda Davis – Voc. Ed.
- c. Access to learning resources
 - a. Steve DeCoteau
 - b. Chad Davis
 - c. Donna Thomas
 - d.
- d. Dual credit faculty qualifications
 - a. Sandi LaRocque

4-1 – Stacie will work on survey.

4-6 – Jason Dahl – talk to Andy about her course evaluation by UND.

Stacie will work on rigor of TCUP.

Luke – resources provided by Voc. Ed. – Brenda Davis.

NCA Self-Study Meeting

Criteria Four: Academic Programs Evaluation Improvement

Questions to Guide Reporting:

1. Are we doing what we say we are doing?
2. How well are we doing what we say we are doing?

Next meeting December 2nd.

4-1 Faculty members have the authority for the assignment of grades?

- a. What type of authority?
- b. How do we know that this is true?
- c. What do we have to prove it? Possibilities for proving it and electronic form.

4-6 The institution maintains and exercises authority over the prerequisites.

GROUP # 2 **MINIMUM EXPECTATIONS**

Members present in Group two:

Group Leaders: Michelle Short-Azure and not present: Kathy Henry

Members present: Pauline Trottier.

Members not present: Kathy Henry, Ben Chromjy, Stephanie Demontigny, Brian LaRocque, Yvonne St. Claire.

4-4: Faculty members communicate course requirements to students through syllabi.

Is this statement true as it applies to all faculty including adjunct faculty?

Evidence – Paula (Hunt) or Angel (Gladue) look/collect all syllabi for a semester and have those syllabi attached to the schedules for NCA review.

4-5: Faculty members have significant involvement in the institution's processes for assessment of student learning.

Meet or speak w/faculty members & assessment personnel regarding this area.

Evidence – minutes from assessment mtgs, assessment manual.

GROUP # 3

MINIMUM EXPECTATIONS

Members present Group three:

Group Leaders: Marilyn Delorme and Gene LaFromboise.

Members Present: Andy Johnson, Cecelia Benimon, Carl Eller.

Members not present: Dennis Houle, Rhonda Gustafson and student gov't rep.

4-2: The institution has formal and current written agreements for managing internships and clinical placements.

Clinical placements (hard copy, electronic)

- I.H.S.
- Northland Clinic
- Presentation Medical Center
- Heart of America (Rugby)
- Saint Andrews (Bottineau)

1. Internship – practice teaching
 - a. Do they have agreements with the schools they practice in?
2. Internships – welding (apprentice) 5 yrs.
 - a. Electrical certification
 - b. Carpentry

Check on CDL classes & licenses

1. What would it take to start program?
2. How up-to-date is equipment for all programs
 - a. Welding (old equipment)

4-3: A predominantly or solely single-purpose institution in fields that require licensure for practice is also accredited by or is actively in the process of applying to a recognized specialized accrediting agency for each field, if such agency exists.

Some specialized programs are already accredited or in the process.

- a. Process – we need to check on the teaching (do they have any specialized accreditation – they need to do specific to their program?)
- b. Minimum requirements don't seem to match core components (Marilyn will email Andy on it)