Summary: December 17, 2007 meeting of the Accreditation Steering Committee


NEXT MEETING
Tuesday, January 8, 5:30 PM
Review executive summary, standard 1, strategic issues

MINUTES OF LAST MEETING
Get any changes to Jennifer Ballard by end of the week (12/21). Updated draft to Barbara Seidman and Dan Preston. Then, minutes will be posted to accreditation website.

NEWSLETTER
Next newsletter is in progress.

STANDARD 5 REVIEW
Generally, this standard is well constructed, integrating mission and values.

Strategic issue number 4 – role of faculty assessment & knowledge creation.
Include the planning process for Nicholson. Address how far Linfield has come in 10 years.
5.B.1 semi-weekly should be semi-monthly.
5.E.1 Patrice O’Donovan is chair of the nursing department’s curriculum committee.
5.D.4 TOG – what do those letters stand for? (Technology Oversight Group)
5.B.2 What is a ‘federated search tool’? (A google-like search tool that lets the user search all library resources in one search.)

Process question: Who is the audience for any one standard? How technical should the language be? (For example above, federated search tool would be readily understood by a typical standard 5 reviewer.) Primarily, one person will be assigned to any one standard in depth, but most others will skim.

Make clear the faculty usage of library resources, the library’s role in supporting faculty. New faculty have received greater support. The planning for Nicholson explicitly accounted for supporting faculty scholarship. See faculty survey for evidence that faculty are happy with library.

Senior Survey also indicates that students find what they need (at least in terms of their major) in the library.
5.A.1 Include Faculty Development Lab information, either here or in exhibit. The lab is another example of faculty support, both in terms of space and staffing (Meyertons).

Be cautious in use of ‘branch’ -- ‘Branch’ library or ‘branch’ campus. The Portland Campus has a branch library (commonly accepted description of library), however, the Portland Campus itself should not be referred to as a branch campus.

5.C Include comparison of current situation to that of 5/10 years ago. Current data makes less sense without old data.

5.D Faculty survey pointed to some concerns about resources for use of technology, staffing for use of technology.

Connect discussion of FDL lab in 5.A to 5.D.

Connect to high tech classroom descriptions in Standard 8. (Example: 50% of large classrooms? have some technology resources.

All data will be updated through 07.

What is current role of President’s Advisory Council? Is it still in existence? Does it play a role at Linfield?

Style question on use of adjectives. Are they appropriate when evidence or exhibit makes meaning clear (example: unspectacular)? It was suggested that the data be embedded in the text rather than use the adjective. On the other hand, the adjectives make the text more lively.

Style question on use of 1st person or 3rd person. Generally, use 3rd person pronouns instead of 1st (we, us).

Get any other details/corrections to Susan Whyte directly.

**STANDARD 2 REVIEW**

Note that the strategic issues will be streamlined as progress is made.

For today, what is being reviewed is the 1st draft of advising, the 1st draft of DCE with comments by Barbara Seidman, and the 2nd draft of International Programs with comments by Barbara Seidman.

**Standard 2 Advising:**
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Generally, good use of evidence, need more explicit reference to exhibits

Caution in use of NSSE results. Numbers higher or lower than comparison group may not be significantly different. The steering committee has previously advised standard authors not to rely too much on comparative information as it does not reveal how Linfield is fulfilling Linfield’s mission.

2.C.5 McMinnville – Clarify advising sequence. Advisors are assigned at entrance, chosen after that (usually based on major).

Include role of faculty advising and minors

Clarify/make explicit the distribution of advisees among advisors – though average may be 17-20, some have 60-70 and others 7-8. Include standard deviation information or simply include the distribution in a table.

Clarify advising for short-term (non-degree at Linfield) international students. Clarify relationships among academic advisor/international advisor/admission office for internationals.

General question: should all standards include future goals, as are included in this advising draft? This direction was included as a convention in Standard 2 sub-reports. Determination for entire self-study will be made later (January). [January decision: the strategic issues and the preamble/executive summary will be sufficient.]

Accreditation training points toward the inclusion of future goals as a logical component of the assessment process, that is, based on what the evidence discovered in the accreditation self study reveals, next steps are decided.

Clarify “...continued professionalization of advising process...” How does this relate to faculty-student advising relationship?

What is academic advising’s role in supporting faculty?

For the Portland section, need more references to exhibits. Describes current situation, but does not make clear how process has changed over past 10 years.

The DCE section also needs more references to exhibits – data to show the 10 year decline in enrollments, for example.

How are faculty involved in working with DCE advisors?
Confirm whether or not RN to BSN students are required to take IDS 008 Entry Colloquium.

Has the entry colloquium been assessed? Is it equally effective online and in person?

With greater integration of McM and Portland Campus, what are advising issues? How are nursing & health sciences incorporated into the McM advising process?

What is relationship between DCE’s RN to BSN and the Portland Campus? There is the possibility of a new associate dean for distance learning on the Portland Campus with relationship/responsibility to DCE’s nursing program.

Kate Elias is commended for doing a great job with this advising draft.

**Standard 2 Division of Continuing Education**
Reorganize to match standard order (it was acknowledged that this was not part of the original set of instructions).

Note that the RN to BSN is not a major in and of itself – nursing is the major and is not unique to DCE.

Who has oversight of the RN to BSN program? If there will be a new associate dean for distance learning on the Portland Campus, clarify relationship to DCE and/or the Continuing Education Committee? Will this person be the department (nursing) liaison to the Continuing Education Committee?

A member of the Continuing Education Committee is developing some assessment tools to pilot before the end of the year.

There were several questions on absence of a parallel structure between Arts & Humanities major and the Social & Behavioral Sciences major. Why are these two majors handled differently? Should they be handled similarly? It appears to be a structural problem that these ‘divisional’ majors get lost because no one department is charged with oversight. (Compare to the Business and BIS majors where BUS and CSC have clear oversight responsibilities.)

There were questions about the relative number of students in the ‘divisional’ majors. *(Data provided in January 8 meeting: of the 06-07 graduates, there were 6 Arts & Humanities graduates and 26 Social & Behavioral Science graduates; of the current students in the fall of 2007, there were 12 Arts & Humanities majors and 80 Social & Behavioral Science majors.)*
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In the assessment section, more evidence is needed.

Make explicit the delivery system. Make explicit what a ‘classroom’ experience is when it is online, when it is in person.

Provide evidence that working in and of itself provides experiential learning.

Make explicit academic motivations as well as market motivations, how the program connects to Linfield’s mission.

**Standard 2 International Programs**
General comments, this section is well done. Following the standard order would be helpful, but it was acknowledged that this was not part of the original set of instructions.

3rd paragraph – presence of international students for the community
page 3, 2nd paragraph – need additional detail (participation in non-Linfield study abroad programs)
page 4 changes since 1998. Make sure that the changes include new programs.
Represent all programs including Asia.
ELCP program, 1st paragraph, correct spelling of KGU. Add Kyoai.

Include more detail about consultant’s report. Make sure that the results are included somewhere.

Adjust balance between semester abroad, JanTerm abroad. However, JanTerm is also described elsewhere.

Make explicit the recommendation to take Intercultural Communication prior to study abroad.

Make explicit that semester abroad and JanTerm abroad have different goals (Semester abroad -> immersion; JanTerm -> exposure). Is there are shift to encourage more to go abroad?

An increase in study abroad participation, particularly the relatively new accessibility of spring semester, may make small department’s course planning difficult when majors don’t plan ahead or when a 2 year course rotation doesn’t mesh with a study abroad opportunity.
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Get any other details/corrections in Standard 2 to Barbara Seidman directly.

DEPARTMENT REPORTS REVIEW
What is steering committee’s sense of the department review process?

Though different departments are at different places, it seems that the dean is ahead of the chair, who is ahead of the faculty, in understanding the need for assessment.

Sufficient assessment activity is an area of significant concern going forward. Linfield is making a good faith effort. Linfield is probably where a lot of schools are with assessment. Linfield may not have gone as far as NWCCU would like, but has made a lot of progress, especially with respect to general education.

The question of how Linfield accomplishes what it says it does is not going away. Linfield’s response may be complicated by workload issues. An assessment officer might help.