This is the third of a nine-part series highlighting each accreditation standard.

The latest Northwest Commission on Colleges and Universities Accreditation Handbook begins with this rationale for the process: “Accreditation is a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public.” By undertaking this voluntary effort, Linfield assumes responsibility for demonstrating how the college fulfills and achieves – or plans to achieve – expected levels of performance within the context of our mission.

As a community, then, we are tasked to report on and evaluate Linfield according to nine standards identified by the Northwest Commission. Each of those standards consists of related performance measures, some of which overlap. The various members of the Accreditation Steering Committee oversee the discussions and assessment efforts related to each standard and have already formed working groups to investigate college practice in their assigned areas.

**Standard Three – Students**

Standard Three speaks to the programs and services that support Linfield’s mission and goals by contributing to the educational development of students. The standard assesses whether our support services for students are consistent with our educational philosophy and that essential services are provided regardless of where or how students are enrolled and by whatever means educational programs are delivered.

The support programs and services assessed in Standard Three include those pertaining to academic credit and record retention, admission, academic advising and placement, graduation requirements, financial aid and student loans, new student orientation, career counseling and placement, safety and security, student health care, housing, food services, co-curricular programs, recreational fitness and athletics, bookstore, and student media programs.

Generally, Linfield’s student services should reflect and address an assessment of student needs. The stated goals of the institution and the support offered to reach those goals should be in accord with each other.

Standard Three sets high expectation that policies and information affecting students be clearly stated, well publicized, readily available, and implemented in a fair and consistent manner. Examples of this include students’ rights and responsibilities (including those related to academic regulations and academic honesty and procedural rights), student safety, admission requirements, financial aid information and policies, and goals and objectives of intercollegiate athletic programs.

Student participation in institutional governance is measured and reported, as is the involvement of faculty in the development of policies for student programs and services.

Academic records policies and practices are assessed to assure that records are accurate, secure and comprehensive. Transfer credit practices are evaluated in conjunction with Standard Two – Educational Program and Its Effectiveness. The expectation is that academic records will be secure and that Linfield provides confidentiality in accordance with individual privacy rights.

Admission policies should be consistent with our mission. Attention should be given to the characteristics of the student body, balancing factors of ethnic, socioeconomic, and religious diversity to students’ rights and responsibilities.

Professional health care, including psychological health and... See Standards on page 2
health education, should be readily available to residential students and others as appropriate. Housing should be competently staffed. It should also be designed and operated to enhance the learning environment as well as meet standards of health and safety.

Co-curricular activities should foster the intellectual and personal development of students, in keeping with our mission. The spirit and intent of equal opportunity should infuse and inform student participation in the life of the college. Efforts should be made available in co-curricular activities to serve traditionally under-represented students such as physically disabled, older, evening, part-time and commuter students.

Intercollegiate athletics should operate under senior administrative control and oversight. The program should be evaluated regularly to ensure that the education of athletes corresponds with the educational mission of the college.

Athletic administrators as well as head and assistant coaches should annually review policies and rules. Admission requirements, academic standards, and financial aid awarding should be controlled by the same offices that administer those programs for all students. Budget development should be systematic, approved by the administration and accounted for through standard practices of documentation and audit.

Intercollegiate athletics should further demonstrate a commitment to fair and equitable treatment of male and female athletes in providing opportunities for participation, financial aid, support services, equipment, and access to facilities.

Required Documentation (an incomplete list):
- Four year table of admission information
- Profile of student affairs staff, including position, degree achieved, years in field, etc

Required Exhibits (an incomplete list):
- Policies and procedures on student conduct, rights and responsibilities, student grievance process
- Statistics on student financial aid
- Most recent financial aid reviews conducted by state and federal agencies
- Copy of mission and goals of each student services unit
- Evidence of goal attainment of each student services unit
- Publications required by the Campus Security Act, Drug Free Schools and Colleges Act, the Drug Free Workplace Act, and that Student Right-to-Know Act

Members of the Accreditation Committee

Chair: Barbara Seidman; co-chair Dan Preston

Standard I: Institutional Mission
Co-chairs: Planning Council members Bernie Turner (trustee) and Dr. Chris Keaveney (MLA)

Standard II: Educational Program
Co-chairs: Dr. Barbara Seidman (Dean of Faculty) and Dr. William Millar (REL)

Standard III: Students
Chair: Dan Preston, Dean of Enrollment Services

Standard IV: Faculty
Co-chairs: Dr. Brenda DeVore Marshall (TCA) and Dr. Pam Wheeler (NUR)

Standard V: Library/Information Resources
Chair: Susan Whyte, College Librarian

Standard VI: Governance and Administration
Co-Chairs: FEC chair Dr. Amy Orr (SOAN) and Dr. Liz Atkinson, Associate Dean of Faculty

Standard VII: Finance
Chair: Greg Copeland, College Controller

Standard VIII: Physical Resources
Co-chairs: John Hall, Facilities Director, and Dr. Jeff Summers, Associate Dean of Faculty

Standard IX: Institutional Integrity
Chair: Pam Jacklin, J.D. (trustee)

Committee Staff
Jennifer Ballard, Assistant Registrar for Institutional Research

Next committee meeting
The Steering Committee will meet again Tuesday, September 25, 5:45 p.m. The committee will meet monthly between September 2007 and the visit dates in October 2008.
http://www.linfield.edu/accreditation/