Summary: March 25, 2008 meeting of the Accreditation Steering Committee

PRESENT: Liz Atkinson, Jennifer Ballard (staff), Pam Jacklin, Chris Keaveney, Brenda Marshall, Bill Millar, Dan Preston, Barbara Seidman, Jeff Summers, Bernie Turner, Pam Wheeler, Susan Whyte.

NEXT MEETING
TBA

MINUTES OF LAST MEETING
Minutes of March 18 meeting reviewed and approved with minor corrections.

COMMUNITY REVIEW DATES
MARCH 31: Posting of first public draft (PDF on web) for Linfield community (also PDF to Board of Trustees website).

COMMUNITY DRAFT LOGISTICS
In cover memo to community, note that the draft will speak to ‘reality’ as of late summer 2008.
Use template (software template with appropriate fonts), if possible
List exhibits, but exhibits will not be included with the draft
Will list community draft on accreditation website, no password
Omit any existing analysis & conclusion until after feedback received.
Fact or numbers still being research? Add note ‘STC’ (subject to check) following.

Standard 2 Review
All language referring to ‘RN to BSN major’ should be altered to ‘nursing major’.

Mission: distinguish that program is designed for working adults, but being a working adult is not a pre-requisite. Highlight that DCE implements the mission of the college.

Highlight interactions among students in the online environment.

What is percentage reduction in DCE enrollment over time? (see Fact Book)

Graduating senior survey provides some insights into global & multicultural awareness outcomes.

2.G.1 Omit specific references to all distance platforms – just indicate that DCE has kept up & changed with the available technology. Replace phrase ‘with knowledge of Dr. Walker’ with ‘with the involvement of faculty & administration.’ Remove reference to 2012 – add ‘per policy statement’.
Cite other findings of the consultant’s report beyond moderating the revenue sharing arrangement.
Evidence that nearly all certificates earners go on to a degree? Clarify admission requirements. List all departments associated with Arts & Humanities departments.
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Clarify assessment process – is this process a plan or a current practice? Clarify what is being done now (include course evaluation to liaison process). Current system may be modest, but if it is functioning, note it.

How much do we need to address the comparability of face-to-face education and online? National studies have been done, but residential faculty at Linfield have not reached consensus. The issue is whether or not the student is getting the education as promised in the mission.

2.G.4 Quantify reduction in advising staff.

2.G.5 Are steps taken to make sure on campus students understand online expectations (complementary to steps specified for ‘native’ DCE students?).

2.G.6 Clarify DCE relationship with Career Services.

2.G.7 Clarify that there is same amount of work involved in all courses, no matter how offered.

2.G.11 Needs broader answer than is currently provided.

Future plans: acknowledge a debate (rather than suspicion) about online courses within the residential faculty.

Standard 6 Review
Are the results of the faculty survey presented neutrally?

6.C.9 Accurate depiction of compensation benchmarking process?

6.D Reframe discussion of decision to transition Portland to a 2 year program. Decisions were made in an area where there is ambiguity about whose realm it is. There will be some degree of tension where there is overlap.

Clarify/elaborate role of Planning Council in bringing all constituencies together – faculty, administration, LEA, and students.

How is the role of FEC relative to the president depicted?

Clarify discussion of bylaws and their accessibility.

Re-frame relationship between standard 4 and standard 6, meshing conclusions (see also standard 1).

All standards
Keep in mind: how does this document represent the college?