

NCA STEERING COMMITTEE MINUTES

Thursday, April 14, 2005

11:15 A.M., CN301

Present: Linda Curran, Rick Beck, Ellen Boswell, Gail Bruce-Sanford, Jennifer Caine, Joan L. Foster, Kathy Heyl, Roberta Hills, Frieda Holley, Vonda Knox, Larry Langton, Stephanie Moran, Abel Moreno, Ann Murphy, Hal Tamblyn, Julie Strasheim for Cathy Lucas

Absent: Jeff Johnson, Ellen Susman

1. The minutes of the April 7, 2005 meeting were approved with several small changes in wording. No changes were made to the Criterion One and Two documents.
2. *Collecting data on the degrees of part-time faculty*: Stephanie Moran reported:
 - a. All the Steering Committee's suggestions will be incorporated into the new part-time faculty contract. A revised version would soon be sent to everyone for comment.
 - b. A process has been devised to handle the situation where an institution listed on a faculty member's paperwork is not on the Banner default list: HR will send the name of the institution to Admissions to determine if the institution is a valid institution. If it is, the Registrar's Office will enter the institution and its code into Banner. After that, HR will update their records. This procedure will start immediately; it will not be retroactive.
 - c. Bonnie Savone is the person to contact about changing the *Part-Time Faculty Handbook*.
 - d. Frieda handed out a draft document she received at the NCA Annual Meeting: "Commission Guidance on Determining Qualified Faculty."
3. Ann Murphy reported more information about the noncredit Financial Planning certificate and its connection with the Financial Planning Association. MSCD is involved with the Association; and because of MSCD's involvement, the courses can be taught at the Tivoli for free. Some money from this arrangement comes to the dean's office. Assessment of the certificate was discussed; pass rates on the Financial Planner Exam were mentioned as a possible assessment measure.
4. Frieda and Linda spent the rest of the meeting debriefing from the HLC-NCA Annual Meeting. The following topics were discussed:
 - a. The criteria we are using for the self-study became effective as of this semester, Spring 2005. Consequently, few institutions have had visits under the new criteria. Institutions visited in Fall 2004 could choose either set of criteria and some had.
 - b. All 22 core components must be addressed in the self-study.
 - c. Frieda presented a diagram showing the relationships among the criteria. In a nutshell, "mission and integrity" (Criterion One) and "planning for the future" (Criterion Two) touch upon the other three criteria. The other three criteria relate to the three areas under faculty evaluation: teaching and learning (Criterion Three), professional development (Criterion Four), and service (Criterion Five).
 - d. Overall the criteria are learning focused with an emphasis on assessment and improvement. Another emphasis is being forward looking, not only in planning for dreams but in planning for possible threats or challenges.

- e. Some institutions linked their self-study and their planning processes. That is, the self-study provided tasks that were incorporated into the strategic plans. Linda noted that the University of Northern Colorado used this approach and is willing to come work with us on planning.
- f. As part of being forward looking, MSCD should be sure its graduates are prepared for the future. This includes enabling graduates to learn on their own and to be prepared to work in a global, diverse, and technological society. (Core Component 4c).
- g. Frieda handed out two articles on assessment and discussed them briefly: “Ten Top Barriers to Assessment and How to Overcome Them” and “Meta-Assessment: Assessing Progress in Assessing Learning Outcomes.” The latter might be useful for evaluating MSCD’s assessment program.
- h. “Service Learning” received heavy emphasis at the Annual Meeting, especially the assessment of the institutions involvement with the community. Frieda distributed a paper, “Documenting Engagement and Service,” that provided some ideas on assessing student learning with respect to service learning.
- i. Linda reported that she and Frieda were startled to learn that degrees offered entirely online need to be specifically accredited by the HLC. Accreditation of a program on campus does not make it accredited online. MSCD can offer courses online, and students can mix online and on campus courses. However, if it is possible for students to obtain a degree entirely online, then that degree is not accredited until the online program has been reviewed by the HLC. Institutions must have crucial student services online, as was shown in one of the handouts. The article “Best Practices for Electronically Offered Degree and Certificate Programs” was referenced often at the NCA meeting. MSCD will need to submit a change request to have its online programs accredited. The college must cease advertising that some programs are entirely online until we receive that accreditation. Cathy Lucas is planning to do a communications audit to remove references to statements that say a degree is offered entirely online. Linda noted that students transcripts do not indicate if a course was taken online or on campus. Ann Murphy noted that the information is available on the electronic Banner transcript. At the present time, we do not know if any student has graduated with a degree (all 120 hours) taken entirely online. This may be something we need to do in the future.
- j. Frieda handed out information about an upcoming conference by WCET on “Best Practices in Student Services Online.” WCET, the Western Cooperative for Educational Telecommunications, was frequently mentioned at the Annual Meeting by institutions with online programs.