B2 Standard Two—Educational Program and Its Effectiveness

Time, experience, and a clear focus on its exclusive undergraduate mission are all Linfield allies in maintaining adherence to Standard Two of the Northwest Commission on Colleges and Universities. Specific changes and initiatives detailed below are based on continuation of a solid 145 year tradition of responsible faculty oversight of the curriculum combined with prudent fiscal management of the college’s assets. As a mature college attentive to its multiple duties to close constituencies of students, families, alumni, and friends as well to the state, region, and nation, Linfield has evolved its distinctive version of the good practices cited in this section of the accreditation standards.

Changes in the Requirements for Graduation

Following the report of the Experiential Learning Task Force (see Exhibit 2D), the Curriculum Committee deliberated on the role of experiential learning courses among the 125 credits required for graduation at Linfield College. Experiential Learning at Linfield comprises 1) field-based activity, 2) service learning and volunteer activity, 3) collaborative learning, 4) travel learning, 5) experiential classroom learning, 6) paracurricular (Linfield’s one-credit pass/fail activity and skills courses), co-curricular, and extra-curricular activity, and a category new to the college since the last accreditation review, 7) peer instruction.

Peer instruction brings experienced, mostly junior- and senior-level students into partnership with faculty members to assist in predominately lower division courses. As stipulated in the catalog (p. 13) “Peer instructors aid in the presentation of class materials, help facilitate small group discussion, provide feedback on drafts of written assignments, coach oral and creative presentations, assist with science and other laboratory activities, or guide discussion outside the classroom.” Peer instructors may either receive course credit (by enrolling in a department’s 439 course or be paid through a work-study stipend. While favoring the option of systematically encouraging departments to make wise use of peer instructors, the Curriculum Committee also wanted to assure that such use of students was confined to reasonable limits, determining that students should receive credit for no more than one such opportunity.

Simultaneously, the committee judged it appropriate to review graduation requirements with respect to internships and paracurricular courses. Prior to the 2003-04 academic year, students could count unlimited internships and as many as 10 paracurricular credits toward graduation. In the judgment of the Experiential Learning Task Force, these standards required tightening. The Curriculum Committee concurred.

In May of 2003, the Faculty Assembly passed the following policy with respect to experiential learning credits at Linfield:

Courses included in the Experiential Learning categories of Internships, Peer Instruction (those courses numbered 439), and Paracurricular courses (those courses...
numbered below 100) receive an EL designation in the catalog, and are subject to the following limits:

- Two (2) internship courses, with no more than 5 credits from a single internship course, may be counted toward graduation.
- Eight (8) paracurricular/co-curricular courses (those course numbered below 100), with no more than four (4) courses from any one department, may be counted toward graduation.
- One (1) peer instruction course may be counted toward graduation
- No more than twenty (20) credits from courses designated as EL may count toward graduation.

The changes are effective for entering students in the 2003-04 academic year.

During the 1998 review, Linfield’s writing requirement was 1) successful completion of an inquiry seminar (IQS) plus successful completion of one other course designated as writing-intensive (WI). While the ability to write well is a skill that crosses all disciplines, the Curriculum Committee surveyed the faculty to discover a strong additional interest in focusing on the ability of Linfield graduates to write well within their specific disciplines. Accordingly, the committee devised a plan to respond to this interest.

Beginning with the 2002-03 academic year, the college changed its generic WI requirement to a requirement of a more focused writing-intensive course in the major (MWI). Following Faculty Assembly approval of the change, departments were given a year either to develop a specific MWI course or to designate a sequence of courses as satisfying this requirement. Departments such as mathematics and computer science were given the option of delegating their MWI to some appropriate outside department, but they chose to join all other departments in developing MWI courses within their own disciplines.

The IQS program in the Linfield Curriculum was devised, in part, to reinforce the precept that all Linfield faculty members are responsible for the teaching of skills in writing and in oral communication. The MWI program provides additional reinforcement for this precept.

**Policy 2.2: Educational Assessment**

As demonstrated in Part A above, Linfield College has responded to its last full-scale accreditation review by institutionalizing the link between assessment, planning, and budgeting. In so doing, it has been guided by Strategy VII of the strategic agenda, which is aptly titled “Linking Assessment, Planning and Budgeting Within an Enhanced Governance Structure (See Exhibit 1A).” Every one of the four goals and ten specific recommendations have been either fully implemented, or are well underway. These items include establishment of the Planning Council, feeding of departmental assessment reports to the Council, inauguration of a multi-year budget process linked to assessment and planning, creation of a long-range fiscal plan, inclusion of faculty
representatives on working Board of Trustee Committees, and public promulgation of minutes of the Planning Council and President’s Advisory Council.

The assessment-planning-budgeting process begins with the departmental assessment programs (see Exhibit 2B) and departmental contributions to the college’s annual report (see Exhibit 1B). Each department and interdisciplinary major or minor has established learning goals for its course(s) of study (published in the Linfield College catalog), followed by articulated means of measuring achievement of these goals. The college has taken a decentralized, departmentally-based approach to assessment, putting the responsibility for review of student performance over time into the hands of the faculty responsible for each student’s major program of study.

While departments need continuously to review and refine their programs, this portion of educational assessment at Linfield is mature and well established. By contrast, assessment within the Linfield Curriculum, the college’s general education program, is less developed. Positive momentum generated by a Hewlett Foundation grant in support of faculty conversation within the five Areas of Inquiry in the Linfield Curriculum has dissipated, following conclusion of the grant. Only the Images and Arts faculty followed through on a plan to articulate a common set of “habits of mind” to be identified in course syllabi for courses in this area (see Appendix K “Syllabus Preparation and Course Proposal Forms, Faculty Handbook, Exhibit 4A). The Curriculum Committee has established a goal of articulating a similar set of “habits of mind” for other areas in the Linfield Curriculum during fall of 2003. The next step will be to stipulate that all proposals for new courses indicate how and in what manner courses satisfy the objectives of the Linfield Curriculum.

Thanks to support from a two-year collaborative grant on educational assessment from the Murdock Charitable Trust (shared with University of Portland, Reed, Willamette, Pacific, and George Fox), the college has benefited from the expertise of faculty members from our local sister institutions. The college also submitted its Linfield Curriculum to a comprehensive 1999 review by University of Portland faculty members as part of the evaluation process required by the Hewlett Foundation (see Exhibit 2B). Both of these external sources of advice have proved helpful in stimulating campus thinking about general education assessment.

A review of the Linfield College Assessment Program, 2003-05 (Exhibit 2A) will indicate in detail the college’s expectations of its students and the procedures used to assess student achievement. These procedures vary appropriately from discipline to discipline.

Changes in the Undergraduate Program

New Major: Environmental Studies

Since the full-scale review of 1998, the college has notified the Commission on Colleges of only one addition to its program of majors. An interdisciplinary degree in environmental studies was opened to students in fall of 2002. The major has a common core of required courses, after which students select one of three foci: a science focus or
a policy focus (on the McMinnville campus only) and an environmental health focus (on the Portland campus only). The major took advantage of an existing cadre of faculty joined together in support of the environmental studies minor, combined with the hiring of a new position in mycology and conservation biology in fall of 2002.

The environmental studies faculty has articulated learning goals for the major. The process of developing a comprehensive assessment program is underway, with faculty judging that experience in student response to the required new introductory courses, ENV 101, Human Ecology: Process and Pattern in the Natural World and ENV 102, Human Ecology: Human Adaptations and the New Global Order is a prerequisite to this process.

A Note on Departmental Reviews

Each department offering one or more major was asked to provide a thumbnail update of significant changes since 1998, a brief update of its assessment program, and a discussion of changes contemplated in the near future. Following is a compendium of these reports. They have been edited for brevity. Full reports submitted may be found in Exhibit 2D. Most departments reported no changes in majors or minors, special programs, non-degree programs (non-existent outside DCE), or program assessment. Only where such changes were recorded are these categories cited.

Academic Advising

The Office of Academic Advising is responsible for the Colloquium, which brings first-year students into close collaboration with one of twenty or so faculty advisors, each of whom is teamed with a student peer advisor. Staff also work during the year with undecided students and with students experiencing academic difficulties, many identified through the Academic Alert Forms. Thanks to additional staffing beginning in 2001-02, the director has had more time to devote to another important responsibility of the office—advising Linfield students on prominent postgraduate scholarship opportunities (e.g., Fulbright or Marshall fellowships).

The office in consultation with the Colloquium Revision Committee (a small group of faculty and peer advisors), has continued to rely upon annual course evaluations of Colloquium in the revision of the Colloquium program. The 2003 Colloquium course will be condensed, and the Web site is currently being revised, both as a result of the 2002 evaluations. Ongoing evaluations by participants in the peer advisor retreat as well as faculty and peer advisor workshops continue to be used to modify subsequent training sessions. The .87 FTE assistant director (replacing the position of half-time coordinator in 2001) has greatly expanded the department’s focus on retention. Analysis of retention data as well as records of at-risk students has led to a more intensive use of Academic Alert Forms, a “spring connections” program for new student entering mid-year, and the creation of a video targeting students undecided about their majors.

Advising of candidates for Fulbright awards has been a particular success for the office and for the college. In 2002-03, Linfield won half (four of eight) of the Fulbright-
administered awards given to students from colleges in the state of Oregon. This number brought to 13 the number of Fulbright awards Linfield students have earned over the past five years.

The annual reports from academic advising (included in Exhibit 1B) are available for additional information.

Art

In 1999-2000, an existing half-time position in studio art was increased to full-time, expanding the department to a full four FTE. In fall 2001 the department moved into spacious new accommodations in the Miller Fine Arts Center.

The department has not significantly revised its curriculum. Professor Liz Obert heads a team exploring the possibility of an interdisciplinary major in electronic arts. Professor Ron Mills, active in the Latin American studies program, has been involved in planning the college’s new semester program in Oaxaca, Mexico.

The department continues to focus in its assessment program on educating the non-major in the studio practices, vocabulary and history of art as part of general intellectual enrichment consistent with a philosophy of liberal arts and the development of creative thinking. For the major and minor, the focus is on assisting students to develop their artistic sensibility and skills in creating, critically discussing and displaying their work.

Biology

In 2002-03, a new position in mycology and conservation biology was added to the department, in part to support the new major in environmental studies. This addition brought the department to a full six FTE.

The department has reduced the number of credits in the major from 37 to 36 because over 50 percent of our courses are now 4 credits. The move from 5 to 4 credit courses was necessitated, in part, because of the lack of lab space in Murdock Hall. The department now has six faculty members in a building designed for four, and cannot offer all of its courses, each with two labs per week, in the available lab space. This problem is now exacerbated by the fact that, in addition to biology and general science majors who enroll in biology courses, environmental studies majors will now need to enroll in many of our courses. The department is participating in college-wide planning for a new science facility, estimating the number of students it will need to serve and the number of faculty and the amount of laboratory and ancillary space we will need to serve them.

The department focuses its assessment plan on its efforts to prepare students for graduate programs and careers in biology through fostering an atmosphere of intellectual stimulation, critical thinking, scholarly activity, and exposure to the latest information in all major areas of biology.
Chemistry

In 2001-02, the department hired a full-time faculty member to replace a retiring faculty member who had been assigned .25 FTE in chemistry and .25 FTE in physics. This addition brought the department to a full 5 FTE.

The current requirements for the chemistry major or minor are unchanged from the last accreditation visit. As stated in the full accreditation report, qualitative and quantitative data is collected by the department through with American Chemical Society standardized examinations for all required courses, post-graduate placement of majors, informal correspondence with colleagues at major research institutions and correspondence from recent alumni (both majors and minors). The feedback is consistent with the department's view that it is meeting the general needs of our majors and minors, but need to expand advanced course offerings.

The department has augmented its internal assessment program with external evaluations. Within the past five years, our collaborative research program has been reviewed by colleagues as peer institutions and a faculty member from the University of Oregon. Also, the department has submitted its current course of study to the American Chemical Society for certification purposes. All three external reviews raised concerns regarding the high number of contact hours associated with the introductory courses and organic chemistry. The American Chemical Society also reiterated our need to expand our advanced offerings. Using the feedback from these sources, we are reexamining our current program of study.

Business

The department made the following changes in curriculum since the last review.

The International Business major was changed to include the following: (1) the requirement of five credits from an approved list of international courses outside the departments of business and economics was changed to at least five credits from courses outside the departments that are designated as Global Diversity courses. (This change, later clarified to be in addition to Global Diversity courses taken to satisfy the Linfield Curriculum, is in keeping with the original intent of the requirement while making it significantly easier for students and advisors to determine course acceptability.) (2) International students who have come to the United States expressly to attend Linfield College must now either participate in a Linfield study-abroad experience or take six credits from courses outside the department that are designated as American Pluralisms. These six credits must be in addition to the three required to fulfill the Linfield Curriculum requirement. This new requirement for international students brings equity to the U.S. students and international students, as the original degree requirement for international students exempted them from a study-abroad experience or some comparable coursework focusing on American culture.
BUS 435, International Business Law, was added to give more choice to the International Business majors in fulfilling the major and, more importantly, to fill a void that has long existed. Based on conversations with professionals in the international business, the department has found that most of these people estimate that 30 to 40 percent of their work involves legal issues. Hence, the department felt it was essential to more fully prepare international business majors for the realities of the professional world.

A concentration in marketing was added as an option for those students majoring in business. This concentration makes it possible for students to focus on marketing while taking classes from a wide range of topics, including some from mass communication, communication arts, and psychology. It enables students to indicate to future employers that they possess an emphasis in the marketing area. In addition, the concentration aids in recruiting students who have a particular interest in marketing. BUS 427, Topics in Marketing, was added to provide a unique topics course number for the marketing discipline.

BUS 489, Strategic Management, was replaced by an enhanced four-credit course, BUS 495, Strategic Management. The additional credit allows for inclusion of topics in ethics, culture, and leadership, as well as more comprehensive coverage of diversified firms and internationalization. Additional emphasis on the experiential component, a computerized international strategic management simulation, has also been facilitated.

The accounting major was changed to include two course options for fulfilling the major’s requirements. The first option is geared toward the student intending to sit for the CPA exam. For these students, BUS 464, Government and Not for Profit Accounting, has been added as a regularly offered course. The change addresses the new Uniform CPA Exam, which has added a section on government and not for profit accounting. Should a student not want to follow this “CPA track”, he or she can opt to enroll in BUS 495, Strategic Management, thereby following what is considered to be a management/controller’s track. To accommodate the necessity to offer BUS 464 on an annual basis, BUS 465, Professional Accounting Seminar, has been dropped from the accounting curriculum, as the former meets an urgent need to devote teaching resources to a more fundamental accounting course.

CSC 120, Microcomputer Applications, was dropped as a prerequisite for upper level business courses. The department judges that today’s entering students are far more computer literate than when the requirement was originally put in place.

No changes have been made to date in student learning goals. The department is poised to reexamine the goals during 2003-2004 and make any changes deemed necessary.

In accordance with college’s wish to have all major programs reviewed by an external evaluator, the department was evaluated in December 2001 by Dr. Charles Maxey, Chairperson of the Business Department at California Lutheran University. Dr. Maxey assessed our curricula based upon the standards set by the American Assembly of
Collegiate Schools of Business (AACSB). Since the evaluation, the department has based all of its planning on Dr. Maxey’s findings. While we made some needed changes during the 2002-2003 academic year, additional issues still remain and are slated for attention during 2003-2004.

During the 2003-2004 the department will consider the following changes to its majors/minor:

- Determine whether or not BUS 407, Organizational Behavior, should be included in the required business core, as suggested for consideration by the external evaluator. Over and above the BUS 407 question, the department will consider adding a management concentration to the business major.
- Reexamine the extent to which global perspectives are addressed across the department’s curricula and assess the adequacy of coverage.
- Reexamine the extent to which ethical perspectives are addressed across the department’s curricula while assessing the adequacy of coverage.

With regard to learning goals and the assessment program the department will reexamine and alter as necessary the learning goals for each of the department’s majors. Additionally, serious consideration will be given to precisely how the achievement of the goals is to be measured. While the department has continued its efforts to build electronic portfolios of student work, we remain unsure of how to build the measurement step in the assessment process. Faculty development continues to be a necessity toward the end of building a full-fledged assessment system for the department.

Computer Science

Since the last review, the math requirement for the computer science major has changed to include the following: Statistics, Discrete Mathematics, Calculus I and either Linear Algebra or Calculus II. (The former curriculum required only one of the three among Discrete Mathematics, Linear Algebra or Calculus II.)

The main objective is to graduate students with a computer science major who:
- have a stronger mathematical background and problem-solving skills
- have a better understanding of appropriate mathematical concepts and are able to apply them to computational problems and advanced studies in computer science.

After satisfying the math requirement, a student majoring in computer science (CS) needs only one math course to minor in mathematics. Most of our CS majors have utilized this advantage to graduate with a CS major and math minor or a double major in computer science and mathematics.

Degree programs in Computer Science can take various forms, each of which could prepare students for different careers. To meet the standard threshold that all graduates of computer science programs are expected to achieve, our curriculum has been revised
to meet the requirements, learning goals and objectives set forth by the 2001 curriculum report from the Association for Computing Machinery and the Institute of Electrical and Electronics Engineers.

The objective is to create a sound computer science program for a small liberal arts college, while meeting the following goals:

- train and prepare graduates with critical thinking and problem solving skills
- prepare students for graduate studies in computer science and other related fields
- prepare students to assume responsible positions in the computer industry and society as a whole
- prepare students who will function professionally as computer scientists with strong ethical behavior.

The department’s participation in various academic alliance programs has expanded to include the following: Oracle Academic Initiative, Rational/IBM Seed Program, Microsoft MSDNAA Academic Program, Sun Microsystems ScholarPAC, TogetherSoft Academic program. Contributions and acquisitions of software from these sources provide Linfield students with the richest array of up-to-date computer application programs among our sister colleges in the Willamette Valley.

To assess the CS program, the department has introduced informal meeting and exit survey with graduating seniors. Issues discussed at the meetings and questions asked in the surveys are centered on curriculum, resources, skills attained and general departmental issues and culture. Information gathered from the meetings and the survey, combined with that from the college-wide senior exit survey, is used to guide curricular changes, resource allocation, and course planning and sequencing.

Further amplification on the department’s assessment program may be reviewed in Exhibits 2A and 2D.

**Economics**

There have been no changes in major or minor requirements during the 2002-2003 academic year. The most recent change in major and minor requirements occurred beginning in fall 2001. The curriculum was revised to make all departmental courses four rather than three credits. As a result of our most recent assessment discussions we are reviewing the curriculum but are not contemplating any specific changes at this time.

There have been no changes in student learning goals since the last review. We have worked, however, to communicate those goals more effectively to students. The department uses feedback from all three components of its assessment plan. Results are discussed at regular department meetings, as are potential pedagogical and curricular adjustments indicated by the results. Discussions range from specific course content and assignments to the basic structure of the major and objectives of the curriculum. It
is too early in the process to report any substantive changes beyond those that prompted the department to revise its assessment measures in 2002-03. As reported more fully in Exhibit 2D, the department instituted pre- and post-tests in ECO 210, integrated reflective essays into upper division classes, and inaugurated a “Senior Oral Conversation” for all majors slated to graduate.

**Education**

Only two minor changes have occurred in the elementary education major. Both involve course number or title changes.

The first is the shift in number for Social Foundations of Education from EDU 240 to EDU 302. This reflects addition of the Major Writing Intensive (MWI) designation to this course, and the change was accompanied by a new prerequisite of junior class status. The second was a change in the title of EDU 311, Art for Elementary Teachers to Art for Teachers. This simply reflects the reality that some of our art teachers in training are going to be secondary teachers, for whom this course is their only pedagogy class.

No changes in learning goals have been instituted in the teacher education program over the past five years.

As part of its assessment program, the Education Department each semester surveys full-time student teachers just completing their teacher education program and their public school cooperating teachers to determine the effectiveness of the department’s program. In addition, first-year graduates and third-year graduates who are teaching are surveyed, along with the building principals of those first-year teachers. These questionnaire data are compiled and presented to the Linfield College/Yamhill County Consortium, the group of principals, teachers, students, and Education faculty that advises the department each year. (We also ask student teachers to evaluate their college supervisors and their cooperating teachers.) Suggestions made by the Consortium each year are considered for implementation by the Education Department faculty.

In the coming year a change is under consideration in the program in secondary teacher education. This change will involve a current course, EDU 460, High School Content Methods, as well as a curriculum area that has been largely absent from the secondary program.

Our 1997 curriculum re-design to meet Oregon’s switch to a four-level teaching license solved one problem but created another. That design grouped all of our students, early childhood through high school, into heterogeneous foundations and methods courses, rather than separate tracks for elementary and secondary teachers-to-be. When the TSPC accreditation team visited us in 1998, they identified high school subject matter methods as a serious shortcoming, since our existing methods courses are designed to cover Kindergarten through middle school methodologies. In response, we instituted a field-based course, EDU 460, High School Curriculum & Methods to patch the high school methods gap. That course has received mixed and inconsistent reviews from students, in large part because it is dependent on a changing staff of practicing high school teachers who host and mentor our students. Thus, our secondary
curriculum is in need of revision in two ways: first to fix the high school curriculum/methods course, and second to reintroduce content-area literacy.

Prior to 1997, Linfield’s secondary teacher education students all took a block of courses including general methods and management, content-area methods, and reading/writing in the content areas. Following the re-design, only the first course remained, and EDU 460 was instituted to replace the second. The third course in content-area literacy strategies is still missing, and many voices in Oregon and around the country are calling for increased emphasis in pre-service teacher education programs in this area. Thus, a change including the addition of content-area literacy and a strengthening of content-area methodology will certainly occur during the 2003-04 academic year.

English

The department added one full FTE to its faculty since the 1998 review. A search was conducted during the 2002-03 academic year for a position that will add support to the creative writing and English majors while also providing direction for the writing center and coordination for the inquiry seminar program within the Linfield Curriculum. The person hired will join the college in January 2004.

Since the 1998 review, the department made changes in its major as follows:


**New Curriculum.** 40 credits, including: 260: Trans-Atlantic Survey; 275: Critical Methods of Literary Study. Either 350: Shakespeare: Comedies and Histories, or English 351: Shakespeare: Tragedies and Tragicomedies. 486: Senior Seminar, Literature. 16 additional credits at or above the 300 level, with at least one course in American and one course in English literature.

These changes represent the department’s response to difficulties students had scheduling both Literary Criticism and Senior Seminar in the same academic year. More substantively, the department, after consultation with current majors, made the determination that Literary Criticism need not be required for the undergraduate degree (though it remains strongly encouraged for those considering graduate work). The new curriculum also features a new course, the Trans-Atlantic Survey (Eng. 260) aimed at helping majors and minors understand the clear links and differences in British and American literatures of the same period. These changes continue to be evaluated via our yearly discussions with graduating seniors.

The creative writing program now requires 275: Critical Methods of Literary Study, which strengthened the major because it further affirmed the notion that good writers
need strong critical skills to help them understand their own writing heritage, evaluate the work of their contemporaries, and to interrogate their own. This requirement now also brings students in both English department programs together early in their careers, fostering a greater sense of community not merely in Eng. 275 but also in upper division courses taken later.

Through the International Programs Office, the department continues to teach at least one travel course in the department each January Term. These courses are now numbered as 198, 298, 398, or 498 to allow each teacher to pitch the class to different student levels.

With respect to its assessment program, the department expects students in its majors to strengthen their grasp of the historical periods and different genres of English and American literature, to understand the contexts shaping the production and reception of literature, to undertake an ambitious senior project in the senior seminar, to write thoughtful and effective essays on a wide range of works and writers, and to think critically and creatively about issues in the history of literary theory.

The department collects essays from its majors’ first systematic study of literary theory in English 275, Critical Methods of Literary Study. For comparison purposes, the department also collects the essays students produce in their senior seminars.

In 2002-03, the department met twice with its seniors to discuss their sense of the major. Faculty members plan to conduct that discussion each year and to develop an instrument to evaluate student perceptions of their achievement.

Health, Human Performance, and Athletics

The Department of Health, Human Performance and Athletics (HHPA) offers four majors: Athletic Training, Exercise Science, Health Education, and Physical Education; and two minors: Coaching, and Physical Education.

Since 1998, there have been several changes in requirements for majors in HHPA. Most noteworthy was a thorough review and revision of the Athletic Training Major. The purpose of the changes in the Athletic Training major was to convert our program from an internship-based curriculum to a competency-based curriculum, in compliance with newly adopted accreditation and licensure requirements by the National Athletic Training Association Board of Commissioners (NATABOC). We are pleased to report that the Athletic Training Educational Program (ATEP) at Linfield College successfully obtained accreditation status after implementation of program revisions in compliance with NATABOC standards.

In 2001, we made curriculum changes to the athletic training major requirements to improve assessment outcomes of the students in the ATEP. The students’ clinical proficiencies are evaluated in practicum courses during the junior and senior years. They are required to take practice exams during their senior year in all three portions of the national board exam, i.e., written, written simulation, and practical tests. Our
students have improved their ability to pass the challenging NATABOC examination. However, we are exploring other means further to improve the passing rate for all three portions on the first attempt. We are discussing the possibility of more practice examinations and mandatory study halls.

The curricula of all departmental majors have undergone modest changes in line with institutional modifications. For example, the exercise science major includes numerous course prerequisites and required courses offered from departments outside of the HHPA Department. When the psychology department made substantial changes in their course offerings, some psychology courses that had been required or prerequisites for exercise science majors were eliminated or revised. The HHPA Department responded by replacing eliminated courses or revised courses with those that best fulfilled the professional competencies of exercise science students. We are pleased that these changes have actually improved the experiences of our students.

A positive change in the program that has enhanced delivery of our curriculum has been in the area of equipment and technology. Since our last accreditation visit, we have added a cadaver to the human anatomy course. The acquisition of the cadaver has also resulted in development of a pro-section seminar course popular among advanced exercise science and biology students. Faculty member Garry Killgore was successful in obtaining external funding to obtain digitizing equipment that brings the biomechanics courses into the 21st century. We have also enhanced the equipment and storage facility for the physical education pedagogy courses since the last review.

During the 2002-03 academic year, HHPA identified courses within each major that fulfill an institutional graduation requirement for a discipline-specific writing intensive course. For health education majors, HHP 381, School Health Programs, fulfills the discipline-specific writing intensive requirement. For athletic training, exercise science and physical education majors, HHP 352, Kinesiology, fulfills this requirement.

Learning goals for all majors in HHPA are aligned with professional competencies of each major. Since the last review, learning goals have remained the same for majors in exercise science, health education and physical education. The learning goals for exercise science majors are derived from the professional standards established by the American College of Sports Medicine (ACSM) and the National Association for Sport and Physical Education (NASPE). Learning goals for health education represent the seven areas of responsibility for entry level health educators established by the Joint Commission for Health Education Professions (JCHEP). Physical education learning goals are based on the professional standards of NASPE. Recent changes in the NASPE guidelines for physical education have prompted us to modify our learning outcomes to reflect those changes. These modifications will go into effect in the next academic year.

The learning goals for Athletic Training reflect the professional competencies dictated by NATABOC. The learning goals were revised when we began the curriculum revision process in 1998, as we sought to become an accredited program. To maintain accreditation, we will continue to make changes in learning goals in response to any changes made by NATABOC.
Students are assessed in numerous ways that include but are not limited to: 1) meeting specific knowledge or skill-based competencies identified within required courses, 2) completion of capstone experiences such as internships, research projects, or student teaching, and 3) professional examination pass rates.

Because learning goals in all the department’s majors are aligned with competencies specified by national bodies, our assessment program is geared toward measuring the degree to which students achieve these goals. One example of how students' achievement of competencies are assessed is the creation of rubrics or scoring guides that allow students and faculty to evaluate the level of performance of a given competency. The use of scoring guides assists students in modifying and improving performance to acceptable levels of proficiency. Faculty use the aggregate of student achievement on the scoring guides to determine whether teaching approaches and learning experiences are adequate for all students to attain proficiency. If many students demonstrate weaknesses in specific areas, course requirements or activities can be changed to provide students with the experiences they need to become proficient.

Full details on use of the department’s assessment program are available in Exhibit 2D.

At this time, it is unlikely that the department will add or eliminate any majors or minors. If the curriculum requirements for any majors occur, it will be driven either by changes in national professional standards, institutional requirement changes, or in response to inadequacies identified after review of student assessment.

In response to the changes in learning goals adopted for next year, and assessment of student performance in upper division courses, the physical education curriculum will undergo formal review and revision in 2003-04. It is expected that curricular changes will be submitted for approval of the Linfield College Curriculum Committee and Faculty Assembly by the end of academic year 2003-04. Implementation of revised curriculum requirements are expected to occur at the beginning of the 2004-05 academic year. The use of teaching technology by physical education majors is one area we hope will enhance achievement of the updated learning outcomes. For example, faculty and students will be able to assess student performance of teaching more effectively with the use of videotaped performances. Students will be better able to recognize weaknesses in teaching if they can observe their own performance, and faculty will be able to point out and explain how to improve performance if they can show students where improvements need to be made. In the next few years, we will attempt to enhance the technology in our classrooms and for use by students to accomplish this. We have also recognized the importance of more direct advising to lower division students. This fall (2003) physical education professor Paul Riggins serves as the HHPA freshman colloquium advisor.

We are also considering changing the way we conduct assessment of student performance in internships. After a trial using iwebfolio as a means of assessing internships for health education majors in fall of 2002, it is hoped that more iwebfolio or other electronic means for tracking student performance and providing ongoing
assessment of internships will be adopted department-wide. To accomplish this, internship advisors will need initial training and ongoing technical support.

**Health Sciences**

Since the 1998 review, the health sciences major on the Portland campus has created new introductory course, HSC 200, Introduction to Health Sciences. The new course allows early exploration of the major in a way that was not possible the 1998 curriculum when all courses were at the 300-level or above. The department has also added other 200-level options.

Also since the last review, the major directs students to complete a substantive area of study, an analytical area of study, and an organizational experience. These areas were devised to assure that health sciences graduates have the breadth of skills required for careers in a rapidly changing industry. For example, the analytical area includes computer literacy, statistics, and research methods—all critical areas for health care professionals to flourish.

With respect to its assessment program, the health sciences major relies on both the capstone course, HSC 485, Senior Seminar in Health Sciences, and its required internship. The capstone provides faculty members the opportunity to assess the degree to which students have achieved the learning goals identified for the major and can synthesize concepts from previous course work. The internship builds in self-assessment and calls for mid- and end-of-program evaluation of student skills in seven critical areas.

**History**

The only change in our major in the past five years has been to add a distribution requirement, in which students must take at least one course in American, European, Latin American, and Asian History. The rationale was to make students more well-rounded in history.

No changes in student learning goals have been effected since the last review, nor are any changes contemplated.

History's assessment program is the measurement of improvement in research and writing skills between the time that the student takes the two courses required for the major, History 185 (Methods) and History 485 (Senior Seminar). We concluded that students need to be encouraged to take methods as soon as they declare their major, rather than waiting until the last moment (or in extreme cases, the last semester) to take the course. To this end, we will be offering methods in the spring instead of the fall beginning in AY 2004-05. Assessment of seminar papers would seem to indicate that many of our students have not been well-served by the Inquiry Seminar, especially when it is taught by faculty who are not intellectuals or scholars themselves. At the urging of the dean, the full-time historians will begin teaching in the program in AY 2004-05.
Further changes in the major, learning goals, and assessment will be undertaken after the above changes have been given a trial run of a few years. It is unfortunate indeed that the department did not have the opportunity for an outside consultant due to budget cuts.

At the same time, we must call for an assessment of assessment. In a recent article in *Thought & Action* (quoted approvingly in the NEA’s *Advocate Online*), it was observed:

> The most absurd assumption of the assessment movement is its supposition that higher education has functioned for decades in a kind of vacuum, aloof from the real world, accountable to no one, and that assessment practices will at last bring us into alignment with the realities faced by business, industry, and engineering — the real world. We do ourselves and our learners the greatest possible disservice when we promote the idea that intellection, theorizing, exploring ideas, attending to the arts, humanities, and the sciences — in general, the pursuit of the kind of learning experiences possible in higher education — are not as real as for-profit ventures.

**International Programs**

International Programs at Linfield have continued as a vital part of the college’s educational outreach. Fifty percent of Linfield graduates spend some portion of their time studying abroad, either on one of Linfield’s semester programs, on a consortium program, as a language major, or during the January Term. Since 1998 the college has expanded the number of January Term travel courses from an average of 14 to 17. Concerns about staff resources and risk management issues in a post-911 era, however, suggest that Linfield should focus on between 12 and 15 quality international travel experiences a year. (The international travel courses are complemented by three or four domestic travel courses each January Term.)

The college has maintained its semester programs in Austria, Costa Rica, and Japan. The program in France is under review, with a focus on the possibility of a move from Paris to a setting in a smaller city more suited to serving the needs of Linfield students. It has maintained affiliation agreements in Korea, and Hong Kong, sending one or two students a year to each of these sites. An affiliation agreement, through the Oregon University System, in Beijing is currently under review.

Linfield’s exchange agreement with Nottingham-Trent University in England terminated abruptly in 2000-01 when that institution closed down its international programs office. Faced with Linfield students who had been promised placement and were scheduled to depart within a month, the staff expeditiously made arrangements with the University of Nottingham. This university has proven to be a better match academically for our students, and the two institutions plan to conclude a formal affiliation agreement in fall of 2003. Meanwhile, Linfield continues to send fifteen or more students to the University of Nottingham each year.