Following the 1998 accreditation review, Linfield entered into an exchange agreement with the Universidad Autonoma del Estado de Morelos in Cuernavaca, Mexico. The college worked hard at the exchange, which was both student-to-student and faculty-to-faculty, with two classes of students benefitting from the experience. Professor Ron Mills in art (spring of 2001) and Professor Jeff Peterson in sociology (spring of 2002) both supervised students and taught in Cuernavaca. The Portland campus also hosted nursing students from the Universidad de Morelos. As with Nottingham-Trent University, however, budget cutbacks decimated the international programs staff at the Universidad de Morelos. In addition, many faculty members in the arts and humanities at that institution lost their positions. Professor Violeta Ramsay was slated to lead the spring 2002 delegation of students to Cuernavaca, but the college decided that our students would not enjoy the requisite institutional support. The college thus modified its agreement with the Universidad de Morelos, keeping alive only the relationship with the Portland campus. McMinnville students were transferred to the Instituto Cultural Oaxaca. This location served the college well in the short run, and staff members have taken steps to secure the relationship.

The college has also instituted a program at the National University of Ireland in Galway, at first through Willamette University, and now through direct agreement with National University. Eleven students studied in Galway last year.

In 2002-03, the college signed an agreement with Oslo University College in Norway to begin an exchange of two students each year, beginning in 2003-04. Linfield also signed, in this same year, two affiliation agreements in Spain to facilitate placement of language majors.

Linfield’s population of resident international students has declined from a high of eight percent in the early 1990’s to three percent in 2002-03. The restoration of an admissions position devoted to international recruiting plus the re-establishment of a relationship with Kyoai Gakuen Maebahi College to send students for study at Linfield means that the 2003-04 enrollment of international students will almost certainly increase. The Office of Admissions has set a goal of increase international students by 1/2 percent annually over each of the next several years.

English as a Second Language (ESL) program staff, particularly coordinator Sandra Lee, were instrumental in restoring the relationship with Kyoai Gakuen. The ESL program also won approval in FY 2001-02 for a discounted tuition for students enrolled predominately in ESL instruction. ESL courses were enhanced by the use of the new mobile lab and implementation of computer assisted language-learning technology in the classroom.

Thanks to a concerted collaborative effort with administrative computing and the registrar’s office, the international programs staff qualified the college for federal approval of its reporting of international students under the new Student and Exchange Visitor Information System. This reporting is required under provisions of the 2001 Patriot Act.
Following a national search launched after the resignation of Dr. Ellen Summerfield, who served Linfield as director of international programs for over 18 years, the college has hired Dr. Shaik Ismail as the new director. Dr. Ismail began in July of 2003.

Mass Communication

Since the 1998 review, the department has added one full FTE to its faculty ranks. More importantly, it has stabilized, recruiting three new permanent faculty members in the past two years and in the process ending a series of short-term and visiting appointments.

The 1998 report of the Commission on Colleges noted that the Communication Department separated and reinvented itself a year earlier “even though an independent evaluator…found no compelling reasons” for doing so. We are happy to report that the amicable separation from Theatre and Communication Arts was the correct course of action. The reinvention is nearing completion. The result, we believe, will be a department imbued with new energy and vision and with cemented ties to both humanities and social sciences. With added space in Cook Hall and the new faculty energy, our programs and related student activities are largely centralized.

Since the last accreditation review, the department has taken a number of steps to restructure its curriculum. It established courses in Writing for Electronic Media, Public Relations Writing, and History of Film. It inaugurated a systematic, cohesive course numbering system that applies order to course enrollment and sequencing. It raised the credit level of all but a few courses from three to four and adapted course scope and descriptions to encompass the technical, professional and social changes our students will meet beyond Linfield.

It imposed a prerequisite of IQS 125 on junior-level media-studies courses to encourage non-majors to enroll and to discourage first-year students. It raised the credit requirements for the major from a minimum of 32 to a minimum of 36, reflecting the new course credit levels while retaining program flexibility.

In 2003 the department changed its name to the Department of Mass Communication and moved from the Humanities Division to the Social and Behavioral Sciences Division. These changes serve to emphasize the department’s vital connections with historical, social and economic perspectives. The new name brings us into alignment with nomenclature used by most other institutions offering a similar curriculum and with major professional organizations.

While departmental changes continue to emphasize the central role of mass communication in the liberal arts and sciences, they also re-emphasize the importance of experiential learning. Coursework in Writing for Electronic Media, for example, was directly tied into news programming for KSLC (the student radio station) and the weekly television program, Linfield Link. Broadcast Practices students worked on the development of underwriting for KSLC. Community service projects have been added to a number of course.
In the next two years faculty members contemplate creating a course in public relations, parallel to Newspaper Practices and Broadcast Practices. This will afford a paracurricular, first-year experiential introduction to this popular field. The department may also reinstate a senior level public relations course in campaigns and research.

To enhance assessment of the program’s effectiveness, department faculty members plan also to initiate a true senior capstone course in the next few years that will provide guided exploration of salient issues in mass communication. For years, History of American Mass Media has served as the department’s capstone experience. With the recent addition of three faculty members with Ph.D. degrees, the department is poised for a different culmination of the major.

To increase experiential learning opportunities in the media, the department is helping KSLC and a rejuvenated Wildcat Productions take a larger role in radio and television news programming. In 2003-04 daily and weekly news shows will more than double. The Linfield Review also plans to increase its pages-per-issue from 16 to 20.

By the year 2004-05, the department will have four faculty members with full student-advising loads. That affords a long-hoped-for opportunity to reintroduce the sophomore conferences. For years, these conferences served as a valuable mid-career assessment and planning tool, but faculty shortages and instability coupled with an increase in majors forced the department to retreat from this program. The department envisions a system of shared responsibility for these conferences so that an individual faculty member is not required to attend every one of them. Because the department has approximately 120 majors in any given year, such a plan would be impractical.

Mathematics

The department added a full-time faculty member in fall of 2000, bringing its ranks to a full six FTE. Even so, the department continues to have one of the highest student-to-faculty ratios in the college.

Following the most recent accreditation review, two courses have been added to the permanent mathematics offerings: Introduction to Proof and Nonlinear ODE’s and Dynamic Systems. Introduction to Proof provides an opportunity for students to develop a strong foundation in the methods of proof writing early in their study of mathematics. Nonlinear ODE’s and Dynamic Systems strengthens the mathematics curriculum by adding a modern ODE course with Mathematica notebooks and real problems to motivate the mathematics. Additionally, the Mathematics Department has offered special topics courses in Number Theory, Graph Theory, and Operations Research to add breadth to the available course offerings for math majors and minors.

In response to an institutional commitment to ensure that all students possess effective written communication skills, the Mathematics Department has defined characteristics of a mathematics writing-intensive course to provide students with practice in communicating mathematical concepts using a combination of traditional writing,
symbolic and mathematical expressions and graphical methods. Specific courses specified as mathematics writing-intensive courses are Linear Algebra, Abstract Algebra, Probability and Mathematical Statistics, Modern Geometry, Nonlinear ODE's and Dynamical Systems, Real Analysis, and Complex Analysis.

Based on faculty observation of the motivation, or lack thereof, of students enrolled in Intermediate Algebra for the sole purpose of fulfilling the Mathematics Proficiency requirement, the department has added a new course, Great Ideas in Mathematics, for such students. Enrollments in both the Great Ideas course and Intermediate Algebra will be monitored closely to determine the appropriate allocation of faculty hours to each of these courses.

The Mathematics Department has begun revising its curriculum. The features of the proposed revision include maintaining the lower-division courses, through Calculus II, as they currently exist with the addition of the Great Ideas in Mathematics course. All courses numbered 200 and above will be converted to either 3 or 4-credit courses. Converting from 5-credit to 3 or 4-credit courses will allow the department to broaden its curriculum to include courses in proof writing, elementary analysis, history of mathematics, number theory, combinatorics, graph theory, topology, and operations research. Courses in some of these areas have been offered as special topics, but with the curriculum revision, these courses will become regular offerings. Within the revised curriculum, specific courses will be designated as mathematics writing-intensive courses, replacing the current collection of courses that culminate in the fulfillment of the writing requirement.

Modern Languages

There have been no changes in the department’s three majors—French, German, and Spanish—since the last accreditation. The same is true for the minors in those languages as well as the minor in Japanese.

The faculty has been expanded by two FTE since last accreditation—a third Spanish position added in 1999 and a second position in Japanese added in 2002. With the addition of the second Japanese position, the department plans to introduce a Japanese major to the Curriculum Committee in fall of 2003.

The department benefited, along with the English as a Second Language Program, from two years (2001-03) of service by a language arts consultant hired on a grant from the Murdock Charitable Trust. The consultant advised on the acquisition of a state-of-the-art 24-unit mobile computer laboratory. The computers are linked to a wireless network and can bring the Internet on demand into any of the language classrooms, yet are unobtrusive or absent when instructors wish to focus on other teaching techniques. The consultant also taught faculty in the use of WebCT as a classroom management tool, establishing the need for this position full-time for the entire faculty beyond modern languages.
Assessment was twice on the Department of Modern Languages’ agenda in spring semester of 2003 and will be discussed further, as the department is now envisioning the creation of a language studies major in both French and German.

The consensus was that constant monitoring and proper guidance guarantee that students who either major or minor in a language graduate with an adequate proficiency level. Oral interviews are administered at the end of each semester to monitor students’ proficiency in accordance with the ACTFL oral proficiency guidelines; every senior must take MLA 483, Advanced Cross-Cultural Seminar, the senior capstone course taught during the fall semester. (French majors must attend two capstone courses during their senior year: after taking the cross-cultural seminar in the fall, they must enroll in the French senior seminar (MLF 485) in the spring. MLF 485 is taught in French and is writing-intensive (WI).)

However, some concerns were voiced about the current department’s description of its means of assessment for the majors. The department’s declaration that it will conduct formal “ACTFL oral proficiency interviews toward the end of the second term of intermediate language instruction,” and that “seniors must have achieved a level of advanced in order to graduate in the major,” have not been enforced in a consistent and reliable manner.

The difficulty of finding a reliable yardstick by which to assess our students’ expertise has to do, at least in part, with the communicative approach adopted and emphasized — rightfully so — by the department. This approach gives priority to oral proficiency and leaves one with the arduous task of assessing speech without a clear idea of what a student should be able to achieve content-wise. Some faculty members believe that the completion of a major should also entail a specificity of knowledge. Furthermore, using the same assessment tool for all of the four language majors (French, German, Spanish, and (soon) Japanese) may contribute to the lack of specificity in defining the requirements for each. The department must be more specific in its definition of what constitutes a major.

This is why it was agreed last April that the introduction to the Modern Languages Department’s catalog pages should emphasize oral, but also written proficiency, and that the last sentence describing the goals for the majors should henceforth include:

Demonstrate, when appropriate, some intellectual engagement and knowledge of features of the target culture. These include creative activity (arts, literature, music, etc.); familiarity with modern history and the history of ideas; and other important cultural traits of at least one country or region where the language is spoken.

Several assessment ideas were discussed during our departmental meetings: instituting an exit interview, an exit exam, a bibliography, a detailed rendering of the body of knowledge that a major should be familiar with, etc.

As the Modern Languages Department is constantly reevaluating its contribution to the fostering of its students’ intellectual curiosity and critical thinking skills, further debate
will undoubtedly follow, especially as we are now contemplating the creation of area studies majors. We expect that the conception and organization of these new majors will in turn question and inform the way by which we are currently assessing the already existing majors. Discussion of the creation of majors in language studies was on the agenda of the department’s retreat on June 24, 2003.

The goal of area studies majors lies primarily in encouraging students to consider the study of a foreign language and culture using a multidisciplinary approach. Area studies majors afford students the possibility of benefiting from the teaching of experts in their respective fields, outside the linguistic borders of the target culture, by applying this expertise to their study. Through the consideration of various perspectives, it encourages students to adopt a comparative (differential) approach and to think more globally. Such an interdisciplinary approach goes both ways, for the students who attend a course outside the languages department would in turn bring to this course their own unique “foreign” perspective and thus contribute to the enrichment of the other students in the class.

These majors would serve the goals of the Linfield College Strategic Agenda well, especially strategies III. Centering the Academic Experience in the Liberal Arts and Sciences; IV. Increasing Our Appreciation of Diverse Perspectives; and V. Building Upon Our Heritage.

Courses that qualify toward a degree in one of the language studies majors would be cross-listed under both the name of the department of origin (ENG, COM, PHI, POL, etc.) and the Modern Languages Department.

The creation of these new majors would of course require adequate assessment tools that would take into consideration the specificity of each student’s curricular trajectory. Indeed, one can imagine various individualized programs: a comparative approach of two national literatures; a historically informed perspective of a literary movement; a philosophical or socio-political study. The culmination of such majors would probably consist of a significant research project, for instance a senior thesis focusing on a particular aspect of the target culture.

**Music**

The only change affecting the music program in the past five years was in the music education concentration. This change was precipitated by a change in the National Association of Schools of Music (NASM) handbook requiring that music education students be exposed to music of different cultures. To meet this requirement, the music faculty during the 2000-2001 Academic Year developed MUS 253 Music Cultures of the World, which serves as a required course for the students in the Music Education Concentration and an elective for our other music majors and minors. Our accreditation was NASM was reaffirmed.

There have been no changes in learning goals since the last accreditation review, though the music curriculum was changed significantly prior to the NASM visit in 1999-2000. At
this point, the full-time music faculty is discussing those changes and the impact they have had on studio and classroom instruction. Our hope is to complete this process this coming year and make adjustments as needed.

Assessment in music occurs through scheduled juries each semester for music majors and minors, quality of recital and concert participation, academic testing, and success after graduation through acceptance into graduate programs. The faculty discuss students on a regular basis; question student progress, basic talent level, academic success, and hearing and sight singing ability; and they evaluate students by the above mentioned juries. These discussions lead to additional questions regarding whether or not we have appropriate expectations for our students, which in turn leads to changes either on an individual level, or through degree requirements.

**Nursing**

The 1998 accreditation review took place immediately after the Linfield-Good Samaritan School of Nursing undertook a thorough revision of its curriculum. The new curriculum introduced nursing courses throughout the full four-years of a student’s study at the college and brought a welcome flexibility in offerings so that if students failed courses, they had enhanced options for progression in comparison to the former curriculum.

In the intervening years, the curriculum has been modified through redistribution of content and renumbering of courses without a change in total credit hours. (A comparison of the 1998 catalog to the 2003 catalog is misleading, for many courses were renumbered, whereas only one was dropped and only one added). Students through the 2002-03 academic year were required to complete 46 credits in nursing courses and an additional 6 credits in HSC nursing support courses (total 52). In 2003-04, due to a change in how these HSC courses are listed the number of required nursing (NUR) credits increased to 52.

NUR 403, Nursing in a Global Society: Synthesis for Reflective Nursing Practice was deleted as a requirement beginning 2003-04 and NUR 318, Maternal-Child Health Challenges added in Spring 2003. The rationale for deleting NUR 403 is that content in NUR 403 was considered redundant with content in NUR 409. The two courses were collapsed into one five-credit course, NUR 419, which retains much of the content and assignments from NUR 403. NUR 318 (4 credits) was created with content from 203 and 306 with credits drawn from four courses (NUR 203, 306, 403, 406). Creating NUR 318 added more acute care experience to the curriculum and moved in-patient obstetrical content to a more appropriate level.

Beginning with the 2003-04 entering class, two additional courses will continue to be required but have been relabeled as NUR courses: NUR 308, Therapeutic Communication in Health Care and NUR 314, Research Methods I. Both courses are cross-listed in the health science curriculum. They were cross-listed as NUR courses because they are required for nursing students and are being taught by nursing faculty members.
Also beginning in 2003-04, the school of nursing will deliver the RN-BSN curriculum online through the Division of Continuing Education.

Graduates of the Linfield-Good Samaritan School of Nursing are assessed according to the following learning goals:

- practices as a **professional nurse** with continual personal and professional growth consistent with a liberal arts education.
- uses **effective communication** through listening, verbal and nonverbal behavior, writing, and using information technology
- demonstrates respect for **persons and personhood**
- applies **critical thinking** in making decisions regarding nursing strategies
- uses **nursing strategies** based on sound clinical judgement to provide quality nursing care
- applies a **global health care perspective** in nursing practice.

Each of these goals has been revised since the 1998 review. For example, the emphasis on competence and safe care have been retained and re-stated, with an emphasis on professionalism and skill as a lifelong learner. A vague 1998 goal to “Demonstrate competency in the interpersonal environment” has been sharpened to “Uses **effective communication** through listening, verbal and nonverbal behavior, writing, and using information technology.” These changes are conducive to improved assessment, for such skills as effective writing and effective use of information technology can be measured.

Assessment measures are employed by the Linfield-Good Samaritan School of Nursing Evaluation Committee. The committee collects and evaluates such various data as: scores on the Nelson-Denny Reading test (administered on admission), the California Critical Thinking Inventory (administered on admission and at graduation), Kaplan NCLEX-Prep diagnostic and final exams, NCLEX-RN pass rates, AACN/EBI end of program assessment, faculty evaluations, course evaluations, employer surveys, institutional research related to alumni surveys, NCLEX-RN Program Reports from the National Council of State Boards of Nursing (NCSBN), review of curriculum templates, end of year focus groups at 100-, 200-, 300-, and 400-levels, student and faculty evaluations of clinical agencies and the remediation program. A pilot clinical assessment tool for student performance is nearing implementation and will address all six outcomes.

Some of the items described above are performed at the end of each semester or session; others occur annually and the alumni survey is at one and four year anniversaries. The nursing school's standing evaluation committee is charged with evaluating the results, comparing the results to expected outcomes and recommending changes to the nursing faculty. Faculty members then discuss recommendations and implement as appropriate. The evaluation committee then does the process all over again. Nursing graduates also take a post graduation exam, the NCLEX-RN, for licensure as RNs. So in addition to internal evaluation, we have external evaluation by the NCSBN in the form of the
licensure exam and by the Oregon State Board of Nursing which holds us to the national standard NCLEX-RN pass rate of 85 percent or higher.

National accrediting bodies in nursing, the National League for Nursing Accrediting Commission and the Commission on Collegiate Nursing Education apply standards as well and evaluate on five to ten year cycles. The Oregon State Board of Nursing, in addition to the continual scrutiny of NCLEX-RN pass rates, also conducts accrediting evaluation visits in conjunction with the national accrediting bodies.

The school’s primary summative evaluation tool is the NCLEX-RN pass rate, as it is employed by many external bodies—accrediting bodies, the state board, prospective students and their parents, and prospective faculty—in evaluating the program. The expectation is that the pass rate be no less than 85 percent and preferably higher. The school is evaluating groups of assessment tools for a package that may more accurately identify students in need of remediation and provide NCLEX-RN preparation better than the series of tools we currently use. Cost is a factor as well.

Philosophy

In 1998, the philosophy major required only 40 credits in philosophy courses. Since that time the major has been strengthened by the addition of a requirement that students complete at least two courses in the history of philosophy series (ancient, medieval, and modern) and at least two topics courses. In addition, students are now required to complete either an independent study or a thesis project. The first two changes were undertaken, because studying the history of philosophy provides a helpful framework for understanding the subject in other respects and because topics such as philosophy of science, aesthetics, or philosophy of law encourage students to apply philosophical reasoning to other portions of their overall curriculum such as science, art, or legal studies. The requirement of a thesis or independent project was added better to prepare students for graduate study as well as to provide a capstone experience for all majors that is simultaneously helpful to the department’s assessment program.

The department has been active in honing its traditional examination and research writing assessment methods. To better assess student progress, faculty members have incorporated more regular and systematic means of reviewing student understanding and engagement. Weekly summary essays and daily reading “thought cards” have been two successful means employed to better evaluate student comprehension and needs. Though work intensive, the ability to interact one on one with students in this way has greatly increased assessment capacity. The benefit to students and the department is evidenced in steadily increasing course enrollments and numbers of majors and minors. In addition, the improvement in student writing skills has been significant.

Outside of the classroom, Phi Sigma Tau and the Philosophy Club have developed forums for the assessment and honing of written and oral presentation and critical discussion skill. These forums have been quite successful in attracting new students and allowing philosophy students to employ materials and practice the skills they have
gained in course work. In addition, these forums serve as a springboard for student work, which can be further polished for conference or journal submission.

Full details of the department’s plan to improve its assessment program can be obtained in Exhibit 2D. The broader vision for the department requires a much-needed third full-time position, which the Staffing Committee has recommended for the near-term future.

*Physics*

During the 2001-2002 academic year, the physics department revised several parts of its curriculum. Two courses were added in response to feedback from alumni enrolled in graduate programs and employed in industry. The courses added were PHY 220, Thermal and Statistical Physics, and PHY 325, Computational Physics. Both courses fulfill the needs of physics and applied physics majors, filling holes in the previous curriculum. Most engineering and physics undergraduate programs offer courses in *Thermal and Statistical Physics* as part of the standard curriculum. In addition, both disciplines are increasingly using computational methods (MATLAB, MATHEMATICA, C++, FORTRAN, NUMERICAL RECIPES) in problem solving. The expectation of both employers and graduate programs is students will have had exposure to the software and use of these methods.

In addition, the senior thesis courses were made uniform for physics and applied physics majors. Both groups must do PHY 489, Thesis Research, before the spring of their senior year and PHY 490, Senior Thesis, in the spring of their senior year. The senior thesis now qualifies as writing-intensive in the major (MWI). Because a thesis involves many stages of revision in collaboration with a thesis advisor and committee, it is an ideal opportunity for students to attain effective written communication skills. In addition, students are strongly encouraged to participate in summer research (either on or off campus) prior to their senior year, then use this research as the basis for the senior thesis work. This is done in an effort to increase the quality of the research performed and to ease the stress associated with writing the thesis. The variety of senior thesis topics has increased and, along with it, the quality of the research. The physics department strongly believes that research and the senior thesis are invaluable for students, giving them hands-on research skills that can be used in graduate study or industry as well as the confidence, organization skills, and experience necessary to perform independent scientific study after graduation. It is not uncommon for our students to receive research assistantships (instead of the standard teaching assistantships) from graduate programs, due to the high level of applicable skills they possess.

In an effort to increase the amount of interactive learning in class, several of our courses now employ in-class work (individual and group) so that faculty can gauge student understanding before assignments are due or tests are given. The format of the in-class work depends on the course it is used in, but it has been used in both major and non-major classes. Most recently, Dr. Jennifer Heath used workshop physics exercises in PHY 116, Introduction to Electricity and Magnetism. Although the students initially resisted, as they would most changes, by the end of the semester, they accepted these
conceptually focused exercises and began to see an increase in their understanding of the material. Dr. Heath will continue to use the exercises in the introductory course sequence during this next year. In addition, Dr. Murray will be developing similar exercises to be used in PHY 475, Quantum Mechanics, that will be taught next spring.

Based on comments from graduating seniors, we are considering offering more of our major courses every year (currently we offer most of our advanced major courses every other year). This shift will also benefit chemistry and computer science majors, who are taking our yearlong sequence of electronics in larger numbers within the past few years. The department is also discussing how the introductory level course is taught—a result of discussions with other departments served by these courses (chemistry, biology, exercise science, mathematics, and computer science) and a critical look at the relevant skills of our upper class students.

The physics department is considering changes in its curriculum. One change would increase the variety of courses available to our majors. We are considering replacing the optics course we currently teach every other year with a special topics course that will be taught every year. The content of this course would reflect the interests of the faculty member teaching it that year. One year it might be nuclear physics and the next surface science.

Another change being considered is the addition of a required senior interview. The senior interview would consist of oral exam questions and an informal survey. The oral exam questions would allow faculty to assess the level of student understanding at an advanced level and enable us to adjust our curriculum or reevaluate how certain important topics are taught. The survey portion would allow us insight into the students’ experiences in our department and information for potential improvements. Both could be very valuable tools in assessment and planning.

*Political Science*

The department has not made any changes in our major or minor requirements in the past five years. Since we have hired a replacement for Professor Tenofsky (who has retired), we will conduct a major review of our departmental curriculum, requirements for the major and minor, and requirements for the proseminar research papers and internships. The department has slated this review for sometime during the first year for our new faculty member, Professor David Gutterman. The department is also due for a consultant, and it makes sense for the consultant to help us with these issues.

The department will solicit ideas from its newest member and brainstorm how to better assess our students’ learning. Our present system tries to collect a major paper in political science written early in the students’ college career and one written just before graduation in order to assess progress toward our departmental learning objectives. Because students often change majors out of or into political science at various points over the years, it is difficult to implement this system in practice. We have a sense of how each individual student is doing over time, and in general students’ performance with the curriculum we deliver broadly corresponds to our learning goals and to long-
range planning. The department will be better able to describe how assessment relates to planning after its has conducted its departmental review.

The department will also revise its curriculum to reflect Professor Gutterman’s particular expertise. The titles and content of some courses may change somewhat. For example, rather than “Civil Rights and Liberties in America,” Professor Gutterman has a course entitled “Law, Rights and Justice.” The department submitted a request to the Staffing Committee to add a fourth person in international politics/environmental policy, but that position has not been slated for filling within the next few years. Professor Dawn Nowacki is planning to add a special topics course on international politics and will be teaching “Women and War” as a special topics course in the spring (pending curriculum committee approval).

Psychology

Within the last five years the Department of Psychology has totally revamped its curriculum. Rather than a set of courses related only their covering broad areas of psychology, the new curriculum takes the student across the discipline with increasing depth without sacrificing breadth. In the new curriculum students do not take a traditional introductory psychology course. They are required to take three different introductory courses, each of which covers one specialty area within the discipline. In addition each student takes two seminars that are related by subject matter to two of the three introductory level courses they have elected. Thus, each student is exposed to a broad swath of the discipline and has the opportunity to pursue their interests. In addition to the courses mentioned, students are also required to take a design and analysis course, the sophomore seminar, the senior seminar, and electives. Total credits now required for the major are 38.

There were several rationales for the changes. These include: a desire to allow students to pursue their own interests while still exposing them to the richness of the discipline, an interest in allowing faculty members to do more teaching within their own areas of special expertise and interest, the perceived value in exposing students to faculty members as contributors to the discipline and hence easing the student’s path into working with a faculty member, and finally, the desire to familiarize students with the research process in an experiential way. All of our goals come together in the restructured senior seminar. We now have three faculty members teaching the course together. Students choose or are assigned one of the three as a mentor for a semester or year-long project. Those who choose the semester option simply propose a piece of empirical work. Those who choose the year option actually work with the faculty member to carry out the project.

The major use of the department’s assessment program in planning is to improve the quality of its courses and to move toward greater congruence in the perceptions of students as to what is being taught, and what instructors believe is important with regard to each individual course. For each course the instructor includes a set of learning objectives on the syllabus. At the end of the semester the instructor conducts an assessment of the enrolled students with regard to how well they believe the learning
objectives were accomplished. Information gathered in this way is used by faculty members to revise, restructure, and perhaps rethink those aspects of the course that indicate lower learning. Interestingly, at least in some courses, students’ beliefs about how they learned is not related to the classes’ performance on exams over that material.

At present the department is considering only one change in the major. Should we decide to implement that change it will involve changing the name of the sophomore seminar to “first-year seminar” and having students take it their first year rather than their second year. Because an important part of the course is introducing students to the psychology faculty as well as to things like careers in psychology, library research in psychology, and psychology writing style, some members of the department believe that it would be better to start the students off with that course. Currently, no changes in the assessment program are contemplated.

**Religious Studies**

There have been no changes in the religious studies major since the last review.

In order to highlight more directly the liberal arts context of the study of religion at Linfield, we have added to our stated learning goals in the college catalog. The new learning goals were approved by the Curriculum Committee and the dean’s office. Graduates in religious studies will now be assessed by the degree to which they can

- recognize, identify, and understand prominent ways in which people have been and are religious
- clarify how the academic study of religion fits into a curriculum designed to explore the liberal arts and sciences
- experience the methodological diversity that the study of religion embraces
- draw on disciplines of the liberal arts and sciences to deepen understanding of religious experience and systems of thought
- encourage a global approach to the study of religion
- write clearly and persuasively.

Contemplated changes in major or minor, learning goals, or assessment program: See Exhibit 2D for a full account of 14 initiatives underway, most assessment related or generated by initial experience with integrating classroom management software into the department’s curriculum. The department has been actively pursuing the question of how classroom management software might facilitate its assessment program.

**Sociology and Anthropology**

There have been no changes in the sociology or anthropology majors since the 1998 accreditation review.

Department members believe that sociology and anthropology have many good and potentially useful tools for assessment in place. The qualitative character of the goals, however, does not lend itself to convenient quantitative measurement. Some of the
goals are linked to larger developmental issues. In the five years since their implementation, faculty members have also learned there is simply not enough time to utilize these tools in formal and systematic ways. Any attempt at doing so inevitably comes at the expense of the actual teaching and mentorship. The following presentation of findings, as in past reports, is a candid assessment based on the wide range of information described in the department’s assessment program.

In the long term, according to senior survey results, there is general satisfaction with and appreciation of the education students have received at Linfield as majors in sociology or anthropology. Students frequently mention the value of learning to think critically, being exposed to alternative frameworks for understanding (not prominent in society outside academia), being a member of a closely knit learning community (as opposed to independent learning), having had exposure to other cultures and societies, and developing a social consciousness about their responsibilities as citizens.

High achievers in the program seem well prepared for graduate school and advanced scholarship. Seniors who present papers at professional conferences typically do extremely well. Their acceptance rate at high quality institutions is quite high and their academic performance is generally excellent. There seems to be considerable volatility, however, in their institutional permanency (i.e. there is considerable mobility after initial acceptance).

A significant number of graduates target careers and positions that have a socially "applied" character (sustainable community development, human services, humanitarian work). Their "hands-on" interests show early expression in community service and internships that frequently feed into post-graduation volunteer work and sometimes entry-level positions (part-time). These alumni often stay in a holding pattern for 2-5 years before they seek additional training or schooling, or decide to devote themselves full-time to "applied" work. A sizeable number who have taken positions where their SOAN training does not seem relevant (e.g. business) eventually seek out careers that are in keeping with the SOAN orientation.

Many past and present SOAN students express a lack of appreciation for (and interest in) social theory as the conceptual foundation of the social sciences, and there is a corresponding weakness in the grasp most students have of "the distinctive history, scope, and theoretical contours of the academic disciplines of their major[s]". This weakness is greatest among students targeting the "human services", and does not seem to alter much with time.

A similar aversion to social scientific methods (especially quantitative) exists among current students. A grudging appreciation of its value begins to develop, however, in the senior year (led by thesis writers) and grows steadily as the practical value of these skills is reinforced during job searches and work positions. Alumni sing the praises of the methods course to seniors and this has an impact on their attitude and motivation.

Oral communication skills (specifically in terms of capacity for publicly conveying social scientific ideas and data) have weakened over the years. This means that our students
are inadequately prepared to put their knowledge to social use in compelling and effective ways. This weakness seems to be frequently associated with timidity and a lack of self-confidence. Because a substantial majority of departmental majors are female, the sociological implications are significant.

Relating to the problem of self-confidence is the pervasive lack of trust students seem to have in each other. Although cooperation is stressed at all levels of the program, genuine teamwork with collective goals is too rarely practiced even though alumni report that this is an essential and much valued skill in the outside world.

Writing skills are also not where they should be with graduating seniors, even though this has been a major focus in the program (emphasis on multiple drafts, extensive opportunities for faculty feedback, and cooperation with the Writing Center). Resources are available to students but many choose not to use them. Many students believe their written communication skills are substantially better than faculty members assess them to be. This may reflect the lowering of high school standards or the impact of cyber technology. The students most likely to acknowledge the value of using available resources to improve their writing are those with the best skills at the outset.
Theatre and Communication Arts

When the self-study for Linfield’s ten-year accreditation was completed in August of 1998, the Department of Theatre and Communication Arts had just celebrated its first year of existence. This new department resulted from the realignment of the Department of Communications into a department focusing on the discipline of mass communication and one embracing the disciplines of theatre and speech communication. In the ensuing five years the Department of Theatre and Communication Arts has experienced what must be described as revolutionary changes.

In the 1998 self-study, the department noted that “facilities, staffing, and financial resources stand as the department’s greatest challenge.” In their September 1998 evaluation report, the Commission on Colleges stated (p.6): “…while plans seem to be well underway to correct this serious problem, the College appears now to be in doubtful compliance with standard 2.A.1 in regard to this program [theatre].”

Five years later, the beginning of the 2003 fall semester heralds the opening of a new facility, Ford Hall, home to the Department of Theatre and Communication Arts. Ford Hall includes the Marshall Theatre, a flexible “studio” theatre space that can be configured to offer traditional proscenium or end staging, thrust staging with the audience on three sides, or theatre-in-the-round. It offers comfortable and accessible seating for up to 140, assisted listening devices, and state-of-the-art lighting and sound technology. In addition to the theatre, Ford Hall houses scene and costume shops, dressing rooms, a greenroom/seminar classroom, laboratories for theatre design and for speech and debate; faculty offices/studios, a hearth area for informal gatherings, lectures and performances, and an outdoor courtyard that can be used for performances.

This new building embodies the department’s view that the theatre and communication arts (speech communication) programs exemplify the college’s commitment to integrating the theoretical and the experiential in our students’ and faculty’s endeavors. The department has moved, both literally and figuratively, from late nineteenth century facilities to a state-of-the-art twenty-first century building. Rather than laboring in the “worst facility in the northwest,” Linfield’s theatre program now will work in one of the best.

In addition to the progress made in the area of facilities, the college has moved forward in meeting the staffing needs of the department. In the fall of 2000 a ten-month, full-time technical director was added to the staff in an instructional associate position. The technical director supervises building of scenery and props for productions, serves as the sound designer, teaches some of the practicum courses in technical theatre and teaches some sections of introduction to theatre, a course designed for the Images and Arts area of the Linfield Curriculum.

Beginning with the 2003 fall semester, a three-quarter, ten-month non-exempt position will be added to the department’s staffing roster. The person in this position will serve as the academic secretary for the department and as the box office manager for the
theatre program. The secretary will provide clerical and bookkeeping support for the chair as well as clerical support for all departmental faculty and the co-curricular forensics and theatre production programs. Management of the box office will move from the purview of full-time faculty members who have other production duties to this non-exempt position.

Since 1998, the college has made significant commitments to staffing in the department. However, as a consultant Dr. Judith Royer noted in a 1999 program review report, the department still needs a costumer either as tenure-track faculty member or as an instructional associate. The lack of a faculty/staff member with expertise in this area creates a deficit in both the academic program and the theatre production program.

Although not a new position, a faculty line in communication arts filled for several years at the visiting instructor level now enjoys tenure-track status. In the fall of 2001, an assistant professor was hired. In addition to contributing to the academic program, this faculty member assumed direction of the co-curricular forensics program. The addition of a permanent faculty member brings another level of stability to this facet of the department.

The 1998 accreditation report and the 1999 program review report acknowledged the need for more financial resources related specifically to the theatre production program. During the past several years, operating budgets across the institution have remained somewhat static. In view of the opening of the new facility, the college gave priority to increasing the theatre and communication arts production and departmental operating budget for the 2003-04 academic year. It will take us a year or two of work in the new environment to determine the adequacy of this resource base.

In summary, through the current capital campaign, the college has made an extraordinary commitment to the department in the area of facilities. In the area of staffing, significant, if not sufficient, support has been evident as well. The addition of a costumer would provide the department with adequate staffing for its existing programs and student enrollment.

The department has instituted several curricular revisions in the last five years. Highlights of those changes are listed below.

Before addressing both general and specific curricular changes in the department, changes in staffing require additional comments. In the spring of 2000, the senior faculty member in the theatre program retired after twenty years at Linfield. So, in the fall of 2000, a new assistant professor began her tenure in the program. At the time of the last accreditation report, the department faculty included three full-time tenured professors and one visiting instructor. There was no support staff. As we approach the beginning of the 2003-04 academic year, the department faculty and staff includes four tenure-track faculty, a technical director and an academic secretary/box office manager. Two of the faculty members have completed sixteen years of teaching in the department. Other faculty and staff have completed a maximum of three years of work at Linfield. Obviously, the changes in staff have brought new visions and perspectives to our work.
Since the fall of 2000, we have endeavored to learn more about the expertise each of us brings to our collective work and to assess both our strengths and weaknesses as individuals and as a departmental community. We have done this in order to understand what these qualities entail for our students through the curriculum and co-curricular activities. This is an ongoing process.

In light of the revision of the college’s mission statement, the department reviewed and ultimately refined its mission statement to more clearly articulate the relationship between our programmatic goals and those included in the institutional document. Anticipating increased possibilities for community involvement with departmental programs made possible by the new facilities described above, the faculty reaffirmed the department’s commitment to promoting “thoughtful dialogue about the human condition” for both the campus and larger community.

Most of the courses offered by the department satisfy requirements within the Linfield Curriculum. Faculty continue to refine course content and, subsequently, course syllabi to illustrate the interconnection between disciplinary perspectives and the habits of mind or “conceptual frames of reference central to the pursuit and construction of modern knowledge.” Through work with the college curriculum committee the department has provided leadership for the college on this matter.

Given the institution’s commitment to experiential learning evidenced in the 2000-05 strategic agenda and the work of the Experiential Learning Task Force, the department has attempted to more clearly articulate the role of experiential learning in our programs. As noted earlier, much of the content in many of our courses and the co-curricular forensics and theatre production activities exemplify the inherent synergy between the theoretical and the practical.

Drawing on the analysis from the 1998 departmental self-study and the subsequent theatre program review in 1999, the consultant’s report submitted as part of the 1999 review, information gathered from the various assessment tools detailed in our assessment plan, and general information from current students and alumni, the theatre program revised the curricular requirements for the major and minor. Highlights of these changes include: 1) reduction of credits earned in the beginning acting class; 2) addition of an intermediate acting course; 3) reshaping of an advanced acting course; 4) revision of a beginning drafting course to include elements of design fundamental to all categories of theatrical design (lighting, scenic, and costume) in order to reduce repetition in those individual courses; 5) revision of the two-semester theatre history sequence to include non-Western theatrical traditions; 6) addition of a writing intensive component to both semesters of the theatre history sequence to meet the college’s major intensive writing requirement; 7) addition of a peer instruction course; 8) addition of optional practicum courses for required production crew work to formally acknowledge the work done in this area by both students and faculty; 9) addition of a 200-level internship course; and, 10) addition of a paracurricular community service course. The department reviews the theatre program annually in an attempt to respond to information gathered through our assessment program. While we have no plans for
major revisions at this time, our experience in the new facility in the coming year may open new opportunities for us to examine.

No major emendations have been made in the communication arts curriculum since the minor was revised in 1997. We have added a nonverbal communication course that will be taught for the first time in the spring of 2004. In addition, communication arts minors have access to the 200-level internship course, the peer instruction class and the community service course listed above. In response to data from the assessment program and general student comments, faculty members in the communication arts program are developing a proposal for a major in communication arts to submit to the curriculum committee.

While we have reviewed annually the learning goals of each program, we have not made revisions in the last five years. Given the many changes occurring in the department, we currently are examining those goals and anticipate making revisions or refinements in the coming year.

The assessment plan for the theatre program appears to be working well. We have used data from the various tools to respond to students’ needs and desires as appropriate as well as to adjust our work in light of legitimate concerns and suggestions from external constituencies. The evaluation processes built into the individual courses, the production program and the annual individual conferences provide the faculty and students with ample opportunity to track students’ growth as scholars, artists, and most importantly, as individuals and community members.

The communication arts assessment plan for the minor works well in terms of reviewing students’ skills and knowledge as seniors. Often, however, students have taken several classes before they decide to become minors. Due to the resulting difficulty in tracking minors, it is often more difficult to ascertain a beginning assessment point and then to track the students’ progress. We continue to search for a better system and will certainly consider this issue as we plan for a major in the discipline.

The preceding commentary addresses some of the ways the department continually incorporates data from our assessment endeavors into the continuous reflection on our work and the resulting decisions to effect changes or maintain the status quo. The curricular changes detailed above and those currently underway suggest the general ways in which the department routinely responds to assessment data. Ford Hall stands as a testament to our long-term use of assessment data in planning for it is first and foremost an educational facility that reflects the philosophy, pedagogy, and values of the Department of Theatre and Communication Arts.