Year One
Self-Evaluation Report

Submitted to the
Northwest Commission on Colleges and Universities
September 15, 2011

Linfield College
McMinnville, Oregon

Linfield
The Power of a Small College
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Introduction

This document comprises Linfield College’s Year One Self-Evaluation Report to the Northwest Commission on Colleges and Universities. Following the commission’s guidelines, this report describes the college’s institutional context, its response to commission recommendations, and its recent process of transitioning to the NWCCU’s new standards and accreditation schedule. The report also describes Linfield College’s mission, core themes, objectives, and indicators.

Institutional Context

Linfield College is a four-year, non-profit, coeducational institution historically and currently affiliated with the American Baptist Churches, U.S.A. It is a comprehensive college with a strong commitment to study in the liberal arts and sciences. Linfield’s main campus of 1,660 undergraduates is located in McMinnville. The college also has a Portland Campus, home to three hundred students in the Linfield-Good Samaritan School of Nursing and a Health Sciences major. The Portland Campus began offering upper division transfer-only programs in 2005-2006. Almost three hundred additional students pursue undergraduate degrees online through the Division of Continuing Education.

Fall 2010 FTE enrollment was 1,660 at the McMinnville Campus, 333 at the Portland Campus, and 273 in the DCE program, creating a total of 2,266 FTE. The headcount for all three programs in fall 2010 was 2,652. Females made up 65% of the total enrollment and males 35%. On the McMinnville campus, that percentage was 57% female, 43% male; on the Portland campus, it was 86% female, 14% male; and in the DCE program, the female to male ratio was 73% to 27%. In the fall of 2010, U.S. students of color comprised 16% of the McMinnville Campus student population, 23% of the Portland Campus students, and 12% of the DCE program population. On the McMinnville campus, of the 2009-2010 graduates who entered as freshmen, 82% earned a bachelor’s degree in four or fewer calendar years while 98% completed degree requirements within five or fewer years. Fifty-two percent of the 2009-2010 McMinnville Campus graduates studied abroad as did 11% of the Portland Campus graduates.

Linfield has forty-seven unique majors, four pre-professional programs, and five certificate programs. The average class size is sixteen at the McMinnville Campus, twenty-four at the Portland Campus and eighteen in the DCE program. In the fall of 2010, Linfield faculty members numbered 153. Ninety percent of the McMinnville Campus faculty hold the highest degree in their field, 50% of the Portland Campus faculty do so. The average student-to-faculty ratio on the McMinnville Campus was 12:1; in Portland the ratio was 10:1 (with that ratio declining to 8:1 in nursing clinicals).

The Linfield College student’s program of study includes courses in four categories: general education through the Linfield Curriculum (LC), major study in an area of interest, electives providing variety and opportunities for exploration outside the major, and para-curricular courses with a practical activity-centered orientation. The college offers three undergraduate degrees: Bachelor of Arts (BA) and Bachelor of Science (BS) degrees are available on the McMinnville Campus, through the Division of Continuing Education’s Adult Degree Program, and on the Portland Campus. The Bachelor of Science in Nursing (BSN) degree is available on the Portland Campus and to students enrolled in the RN to BSN program offered through DCE.
Preface
Brief Update on Institutional Changes Since the Last Report

A Response to Recommendation One of the
Focused Interim Evaluation Conducted April 22-23, 2010

Background: The Northwest Commission on Colleges and Universities reaccredited Linfield College in January 2009, following a review completed in October 2008. That process resulted in ten recommended actions and a focused interim evaluation, which was conducted April 22-23, 2010. Nine of the ten recommendations were deemed completed after that interim evaluation. The single remaining recommendation, which this section of the report addresses, appears below:

Recommendation One: The evaluator recommends that the College complete its development and implementation of the program review plan and the efforts at assessment of student learning outcomes, with particular attention to the Linfield Curriculum and the Linfield Foundational Principles, to assure that the results of such efforts are appropriately used to guide improvement of the teaching-learning process. (Std 2.A.2; 2.A.3; Std. 2.B and Policy 2.2)

Program Review
The program review plan is devised such that every department is reviewed at least once every seven years, and departmental review years are distributed to spread out the workload. The review schedule for 2009-2018 is included in Appendix B. Five departments were reviewed in 2009-2010, and four more in 2010-2011. The structure of review for academic majors and minors differs from that for the general education component known as the Linfield Curriculum (LC), so these are addressed separately in the following discussion.

The Foundational Education Principles and Academic Majors and Minors

Learning outcomes are considered from the points of view of the college’s three Foundational Education Principles (“FP” — Integrative Learning, Experiential Learning, and Global/Multicultural Awareness) as well as disciplinary perspectives. Learning outcomes in the three FP areas are assessed using a report form (condensed format in Appendix C) that asks:

1. What goals/learning outcomes were assessed for the just-completed year?
2. What strategies were used to meet each goal?
3. What tools were used to assess how completely the goal was achieved?
4. What outcomes were actually achieved?
5. What changes, if any, are planned after consideration of items 1-4?

Each department has unique desired learning outcomes distributed to differing extents among the three Foundational Principles. Each uses discipline-specific strategies to foster student attainment of these outcomes and discipline-specific assessment techniques to gauge achievement of outcomes. It is important to note that different majors and minors serve the three FPs to different extents. For example, science majors are not expected to contribute heavily to Global/Multicultural Awareness since the rules of operation of the physical world do not depend on human culture. (Of course, students from all cultures are encouraged and welcomed to choose science majors in part because of the cultural enrichment these students can bring to their U.S. peers.)

Formal assessment of learning outcomes in the three foundational principles relies on a variety of indicators. Beyond this, some departments survey graduates (on exit or as alumni) to elicit additional information that may be of use in improving programs. An example survey is included as Appendix D.
How assessment information is used: Each summer the Office of Academic Affairs asks departments for an annual report that details the results of their assessments. Item #5 in the list above asks about changes that departments plan to make in light of the assessment of the just-completed year’s activities. These changes need to be justified by a focused rationale. The language from the annual report instructions is “[to include] any proposed changes to your goals, strategies, objectives or assessment based on your outcomes including rationale for the changes.”

Integrative Learning: This foundational principle signals the importance placed on students’ synthesis of the content of the various courses they have taken. They are asked to draw upon what they have learned within and outside their chosen discipline to construct new knowledge.

Indicators of achievement used by various departments include comprehensive exams (in some cases, nationally standardized) (e.g. biology, chemistry); rubrics to evaluate technical, professional or performance competence (e.g. computer science, education, music, nursing); external exams for certification by national professional organizations (e.g. health, human performance and athletics); and AAC&U critical thinking rubrics (e.g. philosophy). In many but not all departments, assessment of this FP relies heavily on monitoring student achievement in disciplinary capstone courses by one or more of these methods. In all cases, the chosen indicators are considered useful because they examine student mastery of concepts and skills deemed important by the particular discipline in a manner suited to that discipline. Representative rubrics are included as Appendix E.

Experiential Learning: This foundational principle demonstrates that Linfield College regards “hands-on” experience as a necessary accompaniment to mastery of content. Students are asked to apply theory and factual knowledge appropriately to physical tasks.

Indicators of achievement vary widely by department, and quality of achievement is typically evaluated via a focused rubric. Examples of evaluated activities include application of theory in lab, internship or other praxis situations; presentation of results of a project (written and/or oral, both to faculty for a grade and to the public in local, regional or national professional venues); and practice and performance of artistic, technical, or physical skills. Nearly all courses incorporate experiential learning in one or more ways. Evaluation rubrics focus on such things as thoroughness of research; ability to choose appropriate material and organize it so that it can be persuasively presented; self-confidence and language/oratorical skills necessary to deliver a convincing presentation to a target audience; creativity; artistry and technical skill in performances; ability to serve as a productive member of a team; ability to function productively and safely in laboratory or clinical settings; and quality of student reflections on such experiences. Some example rubrics are included as Appendix F.

Global/Multicultural Awareness: This foundational principle focuses on the importance of contributions that cultures other than one’s own make to an educated citizenry. Students are asked to engage with “other” cultures and reflect on how these relate to their experiences. Linfield has a robust “education abroad” program whose offerings often are not limited to a particular department, and thus can serve any student who qualifies.

Indicators of achievement again vary by department, and not all departments contribute to this FP. Rubrics for departments of education, modern languages, religious studies, sociology/anthropology and intercultural communication contain criteria related to this FP. Students returning from one of the education abroad programs are expected to give presentations that reflect on their experiences, which are evaluated by appropriate rubrics. Representative rubrics are included as Appendix G.

As of July 1, 2011, the Foundational Education Principles were replaced by Core Themes described elsewhere in the Year One Report. Future program reviews and assessment plans will reflect this change.
Linfield Curriculum (LC) Assessment

The efficacy of the Linfield Curriculum (LC) is measured in two ways: student learning outcomes and the integration of those outcomes. These measurements are both direct and indirect. A summary follows; the complete description and example rubrics are included in Appendix H.

Assessment of Student Learning Outcomes – Individual LCs
Students who wish to count an eligible course toward a particular LC upload an exemplar from that course (direct evidence) to an electronic portfolio, and attach a short explanation of why they believe it illustrates how the course serves the learning goals for that LC area (indirect evidence). A trained faculty working group for that LC area evaluates a random sample of the exemplars (to see that appropriate learning outcomes are achieved) and the student explanations (to discern student understanding of the outcomes).

Assessment of Integration of Student Learning Outcomes [currently a 3-year pilot program]
Individual departments develop culminating learning experiences suited to their disciplines. As part of the experience, students write an essay that articulates the connections between two or more LC areas and describes how this learning has affected their overall education at Linfield. The instructor reviews the assignment, and the student adds it to his or her LC e-portfolio. A group of trained faculty assesses a random sample of these integrative essays using a rubric (currently under development by the college curriculum committee).

Senior/Alumni Survey - Indirect Assessment of Learning Outcomes
Survey questions will be developed by the college curriculum committee. Graduating seniors will be asked questions related to their perception of integrative learning outcomes and how they expect their experience will prepare them for life after graduation. Alumni will complete a set of questions designed to elicit their perceptions of integrative learning and its impact on their post-collegiate life. (They are currently surveyed during the first and the tenth years post-graduation. Changes currently under review include modifications to the first-year-out survey and the addition of a three- or five-year-out institutional/major outcomes survey. Data will be reviewed annually; longitudinal data (senior year to one year out; first year to the tenth year out) will be reviewed every five years.

Chapter One: Mission, Core Themes, and Expectations

Summary of Relevant Eligibility Requirements

Eligibility Requirement 2
The Linfield College administration and faculty govern all institutional operations, with ultimate responsibility resting with the Board of Trustees. The college is regionally accredited by the Northwest Commission on Colleges and Universities. Specialized accreditation is granted to certain of the college’s individual programs. The Linfield-Good Samaritan School of Nursing is accredited by the Oregon State Board of Nursing and the Commission on Collegiate Nursing Education. The education program is approved for training of elementary and secondary teachers by the State of Oregon’s Teachers Standards and Practices Commission. Linfield College’s music program is accredited by the National Association of Schools of Music, and its athletic training program is accredited by the Commission on Accreditation of Athletic Training Education. The college maintains affiliation with the American Baptist Churches, U.S.A.
Eligibility Requirement 3

The Linfield College Board of Trustees adopted the current mission statement in May 2002, following its affirmation by all employee groups. In April 2001, the Board appointed a Mission Revision Committee consisting of membership from all key constituencies to align the statement with the vision presented in the 2000-2005 Linfield College Strategic Agenda. Likewise, the core themes developed to implement that mission in accordance with the new NWCCU standards were generated through the college’s governance system. In the fall of 2010, the College Planning and Budgeting Council (CPBC) appointed a sub-committee, the College Accreditation Committee (CAC), to lead the development of the core themes. This committee worked in concert with and included some members of the Faculty Core Theme Working Group (FCTWG) appointed by the Faculty Planning and Budget Committee (FPBC). The College Planning and Budget Council, the Faculty Assembly, the Administrator Assembly and the Linfield Employee Association endorsed the four current core themes in December 2010. The Associated Students of Linfield College endorsed the core themes in February 2011, and the Linfield College Board of Trustees formally adopted the core themes on February 26, 2011. Three of the core themes, Integrated Teaching and Learning, Global and Multicultural Understanding, and Experiential Learning, emerged from the college’s three Foundational Education Principles, which were adopted by the Board of Trustees in May 2007 as part of the Linfield College Strategic Plan 2007-2012. During the 2011 spring semester, the CAC and the FCTWG developed overarching objectives for each core theme, which were vetted through each of the constituencies noted above and presented to the community in open forums and at formal meetings of each group. Appendix A includes a membership list for these committees and working groups.

Linfield College serves the educational interests of undergraduate students, with 82% of those students routinely earning recognized degrees within four or fewer years. [See Institutional Context above.] As noted below in the discussion of the college’s core themes and in Appendix I, all units of the institution contribute to the achievement of the core themes, with college resources allocated appropriately to those endeavors.

Section 1: Standard 1.A

Mission

Linfield College is committed to the teaching of undergraduates in an atmosphere of academic freedom that offers intellectual rigor, creativity, and a sense of personal and social responsibility. To accomplish this goal, the institution embraces the following mission statement.

Linfield College advances a vision of learning, life, and community that
• Promotes intellectual challenge and creativity,
• Values both theoretical and practical knowledge,
• Engages thoughtful dialogue in a climate of mutual respect,
• Honors the rich texture of diverse cultures and varied ways of understanding,
• Piques curiosity for a lifetime of inquiry, and
• Inspires the courage to live by moral and spiritual principle and to defend freedom of conscience.

Concise Mission Statement

Linfield: Connecting Learning, Life, and Community

The mission statement appears in both the printed and on-line versions of the annual Linfield Course Catalog, the Faculty Handbook, the Handbook for Administrators, the Student Handbook, and the
Interpretation of Fulfillment of the Institution’s Mission

The current Linfield College mission statement has articulated the institution’s vision for the education of undergraduate students for almost a decade. Adopted in 2002 in response to the 2000-2005 Linfield College Strategic Agenda, the mission statement continues to guide the college through the Linfield College Strategic Plan 2007-2012. As part of the current plan, three Foundational Education Principles and three Foundational Resource Principles were developed to guide implementation of the mission through the evaluation, planning, budgeting, and revision processes for programs at all levels of the institution. Adopted in the spring of 2011, the core themes and their accompanying overarching objectives will provide that guidance as the college moves forward. In the spring of 2011, the college also embarked on a new strategic planning process in order to formulate a direction for the college in the second decade of the twenty-first century. The resultant strategic plan will take effect on July 1, 2012. Given its grounding in the common values of the institution, President Thomas Hellie has stated that “we are unlikely to change our mission dramatically as a result of this process” (“Linfield College Strategic Planning,” http://www.linfield.edu/2012-strategic-planning.html). Thus, the newly adopted core themes will likely help build a bridge between the two strategic plans and continue to provide a foundation for the interpretation of the college’s fulfillment of its mission.

Articulation of an Acceptable Threshold or Extent of Mission Fulfillment

Mission fulfillment at Linfield College is expressed through the curricula, activities and structures that define the College. The common curriculum, the Linfield Curriculum, is built on the mission and foundational principles with well-published outcomes disseminated through the college’s Web site, published catalogue and through each specific course. These outcomes are assessed on an ongoing basis through a newly adopted rigorous process. Students, faculty, and administrators are well versed in the curriculum. An emphasis on diversity is expressed through the Linfield Curriculum diversity studies requirement and an institutional commitment to international studies that includes the college providing the airfare for each student’s first study abroad trip. Additional requirements in paracurricular courses acknowledge the importance of the integration of experience outside of the classroom. The college’s commitment to life-long learning and ethical development extends beyond Linfield to embrace the larger community through public lectures, cultural events, and a comprehensive athletic program.

Mission is further integrated into the college at the academic departmental level in individual courses within the curriculum. Likewise, administrative units contribute to mission fulfillment through day-to-day activities that support and augment academic programs. Indicators employed in these “foundational” areas serve to assess mission fulfillment at the micro level. As described in more detail throughout this report, the assessment tools and their corresponding acceptable thresholds are discipline and area specific and are developed by those within individual programs. In some cases, departments also use standardized assessment instruments. Taken together as a dynamic whole, these indicators provide a macro view of institution-wide mission fulfillment. The four core themes and their objectives provide a vehicle for making these synergistic connections more transparent to Linfield community members as well as external audiences. They also provide a mechanism for continuously mapping assessment, planning, and improvement throughout the college.

Building on the work documented in the 2008 accreditation process, the Linfield College community has made substantial progress in implementing and refining meaningful assessment
practices and in using the results of those endeavors in planning and budgeting. Planning and budgets have been linked through the College Planning and Budget Council (CPBC) since its creation in 2010, with a priority to be mission driven and aligned with strategic planning. This is still a work in progress, however. The discussions surrounding the generation of core themes reemphasized the role of all facets of the institution in assessment, planning, and improvement endeavors. Poised at the juncture of newly adopted core themes, a strategic planning process, and the anticipated leadership of a new Vice President for Academic Affairs/Dean of Faculty, the college anticipates renewed engagement with this endeavor.

Section II: Standard 1.B
Core Themes

General Introduction

Four core themes guide the college’s implementation of the mission statement throughout the institution. The themes are 1) Culture of Engagement and Excellence, 2) Integrated Teaching and Learning, 3) Global and Multicultural Understanding, and 4) Experiential Learning. Three of the core themes express further development of the Foundational Principles of Integrated Learning, Global and Multicultural Awareness, and Experiential Learning, which have guided the institution’s mission interpretation since 2007.

Three assessable objectives have been created for each of the core themes as a further avenue for translating the mission statement and achieving the ideals inherent within it. The institution has adopted the term “overarching objective” to describe the objectives associated with the core themes. This label avoids confusion of the core theme objectives with other uses of the term “objective” throughout the college. It also signifies the encompassing nature of the core theme objectives to which many units of the institution may contribute. In most cases the overarching objectives find support in the Linfield Curriculum (general education), academic departments through major, minor, and associated programs, and administrative units. Many student and institution-wide initiatives also support the overarching objectives and through them the institutional core themes and mission.

Linfield College employs a range of assessment indicators. Academic departments use quantitative and qualitative, direct and indirect measures to ascertain students’ formative and summative development within majors and minors. In accordance with best practices in their fields, faculty members utilize discipline-specific measures to assess student accomplishment. With this approach, the rationales for the selection of indicators of achievement rest with individual departments and are embedded within their respective assessment plans. This practice has been in place for several years. In the spring of 2011, departments began the process of aligning their assessment endeavors with the newly adopted overarching objectives supporting the core themes. Within administrative departments, more leeway exists in terms of assessing student outcomes that support the overarching objectives. Often these outcomes focus on the application of theory through experiential learning activities. As is the case with academic departments, administrative units employ indicators and assessment protocols that provide more discipline-specific information. Appendix I provides selected exemplars of the endeavors from both academic and administrative departments to align their program outcomes and indicators with the overarching objectives. Assessment efforts beginning in the fall of 2011 will utilize these protocols.

A common assessment protocol exists throughout the eight categories or modes of the Linfield Curriculum (LC) each student completes. This process reasonably assures careful assessment of students’ progress in general education and simultaneously provides indicators for the corresponding overarching objectives. This new assessment endeavor began in the fall of 2010, after consideration by the Curriculum Committee, discussion in the divisions, and formal adoption at the May 2010 meeting of the Faculty
Assembly (see Appendix H). In order to earn Linfield Curriculum credit, students submit exemplars of work from each course that satisfies one of the Linfield Curriculum requirements and an explanation of how that assignment has helped them accomplish one or more of the objectives associated with that mode of inquiry. In the 2010-2011 academic year, the assessment artifacts were uploaded to Blackboard. Beginning in fall 2011, this assessment process will utilize an e-portfolio format available through TaskStream’s Learning Achievement Tools. Beginning in the summer of 2011 with the Quantitative Reasoning and Vital Past modes of inquiry, an LC Working Group, comprised of faculty members who teach in the mode of inquiry under consideration, will assess a sample of the exemplars and supporting statements submitted by students. At the May 2011 faculty assembly meeting, the faculty affirmed the process by which these working groups will be constituted and how they will review the LC areas assigned. A four-year rotation schedule for reviewing each of the eight modes of inquiry was adopted at this same faculty meeting. See Appendix J for a detailed description of this facet of the LC assessment process.

At the institutional level, Linfield uses several standard assessment measures such as BCSSE (Beginning Survey of College Student Engagement), NSSE (National Survey of Student Engagement), FSSE (Faculty Survey of Student Engagement), Noel Levitz SSI (Student Satisfaction Survey) and the EBI Resident Assessment. There is a full-time staff member devoted to institutional research and data management. This office administers the surveys, collates the data, responds to the many regional and federal statistical gathering instruments, and keeps track of all available Linfield-reported data. In terms of alumni, the college is working on some modifications of the existing one-year-out and the ten-year-out surveys. The possible modifications include a one-year employment/school/contact info/affiliation instrument, a three- or five-year institutional/major outcomes instrument, and a ten-year survey similar to the one administered now.

Linfield College employs quantitative and qualitative, direct and indirect measures to evaluate faculty and staff. These include, but are not limited to, formal evaluation processes used for each employee group. Indicators include student evaluations of teaching for faculty members and various forms of colleague appraisals for all employees. Faculty and staff members who successfully meet established evaluation criteria contribute to attainment of relevant core theme overarching objectives (e.g. overarching objectives one and three for core theme one). Faculty members participate in the HERI Faculty Survey.

Within the context of the preceding discussion of core themes, overarching objectives, and indicators, the following section of the report details the overarching objectives associated with each core theme. A general description introduces each core theme and explains briefly how the core theme relates to the mission statement. Selected exemplars drawn from various departments throughout the college then illustrate how departmental and programmatic outcomes support the overarching objective and provide indicators for assessing the attainment of those outcomes. Appendix I provides a more detailed, but not exhaustive, listing of institution-wide contributions to the core themes and their overarching objectives.

The Core Themes, Overarching Objectives, and Indicators

Introduction
Linfield College provides an undergraduate education that embraces liberal arts and professional academic programs. Linfield prepares students to be thoughtfully engaged in a world that demands ever more flexible, creative, and critical thinkers and communicators. Linfield offers a curriculum in which academic breadth and intellectual depth combine to deliver an education in a variety of disciplines. Toward these ends, all of the institution’s activities focus on enhancing and supporting the students’ educational experience as demonstrated by the four core themes described below.
Core Theme 1: Culture of Engagement and Excellence

Description
Linfield College cultivates a community engaged in the pursuit of excellence within its educational programs, across the institution, and in the broader community. Through the curriculum, as well as through co-curricular, extra-curricular, and institutional programming, students, faculty and staff develop expertise as they investigate the breadth and depth of their chosen disciplines and professional fields, examine multiple perspectives, apply best practices, and defend informed judgments based on creative and critical thinking.

Mapping to Mission Statement
The core theme of Culture of Engagement and Excellence engages virtually all institutional endeavors and segments of Linfield College’s mission through the pursuit of academic and personal excellence. More specifically, it supports and provides avenues for achieving the college’s stated intention to “pique curiosity for a lifetime of inquiry,” to “engage thoughtful dialogue in a climate of mutual respect,” and to “inspire the courage to live by moral and spiritual principle and to defend freedom of conscience.” This core theme exemplifies the college’s concise mission statement: “Connecting Learning, Life, and Community.”

Overarching Objectives and Indicators of Achievement

Overarching Objective #1: Faculty, staff, and students continuously develop expertise in their chosen disciplines/professions.

Academic Departments
Sample Indicators
1) Faculty participation in faculty development initiatives; 2) Faculty engagement in scholarly research and artistic endeavors; 3) Student engagement in major courses as measured through course assessment; 4) Student engagement in capstone experiences, independent research, and student/faculty collaborative research; 5) Student expertise demonstrated through participation in experiential learning endeavors; 6) Faculty development and professional activities demonstrated, monitored, and encouraged through the faculty evaluation process.

Administrative Departments
Sample Indicators
1) Percentage of College Relations staff completing professional development activities annually; 2) Controller’s Office and the Budget Office—Number of staff who attend meetings of and participate in professional organizations and who attend online seminars and other professional development seminars; 3) Employee participation in Professional Development Day workshops; 4) Administrator and staff participation in professional conferences, workshops, and seminars across administrative departments; 5) Purchases of books and other materials by administrative departments to facilitate staff development

Overarching Objective #2: Faculty, staff, and students use reflection and systematic analysis to improve programs and engage in life-long learning.

Linfield Curriculum
Sample Indicators
1) The Linfield Curriculum Assessment Plan encourages both students and faculty to participate in an ongoing review of Linfield’s general education program; 2) Students reflect on their general education experience through the LC assessment process.
Academic Departments
Sample Indicators
1) The number of faculty receiving course transformation grants and reporting on outcomes through departmental annual reports; 2) Departmental annual reports which provide evidence of analysis of assessment data used to improve programs; 3) Student reflective essays used as an assessment tool in all upper division Economics courses; 4) Annual peer review for all Music Department faculty teaching lessons, classes, and ensembles to evaluate teaching effectiveness and curriculum standards; 5) Student evaluations of teaching effectiveness; 6) Teaching effectiveness as evaluated by self and colleagues; 7) Number and quality of posts and written assignments in DCE courses as well as quality of artifacts submitted in e-portfolios by students in online courses.

Administrative Departments
Sample Indicators
1) All Departments—annual reports that analyze assessment data used to improve programs; 2) End-of-the-year academic advising survey for faculty and students; 3) Librarians—regular review of information literacy work with faculty using indicators such as in-class assignments, annotated bibliographies, research journals, other assignments, rubrics, in-class presentations; 4) Library—rigorous review of work of all work-study students, particularly lead student workers in reference, using indicators such as reviews of all student staff each semester; weekly meetings of lead students with key staff; online assessments of lead study workers and assessment of all training materials; 5) College Relations—portions of monthly staff meetings and annual all-day retreat focus on innovation and continuous improvement with agendas reflecting discussion of program improvement.

Institutional
Sample Indicator
1) Periodic internal and external program review for all units.

Overarching Objective #3: Faculty, staff, and students demonstrate engagement through their contributions to Linfield, their professional organizations, and local, regional, and global communities.

Academic Departments
Sample Indicators
1) Faculty serve in leadership roles in professional organizations at the local, regional, state, national, and international level as reported in annual departmental reports; 2) Faculty serve as leaders in the community, volunteer for community organizations and projects, and serve on community boards as indicated in annual departmental reports; 3) Faculty and students in Music, Theatre, and Art and Visual Culture present concerts, recitals, theatre performances, and art exhibits to enrich the cultural, academic, and aesthetic life of the campus and McMinnville communities; 4) Faculty members and students provide service to the institution through committee memberships as reported annually in departmental reports, self-appraisals, and lists of committee assignments; 5) Students contribute to Linfield and their peers through tutoring in various departments and centers; 6) Through various scientific, artistic, technological, and social projects, Linfield faculty contribute to international communities (e.g. Computing Science, Art and Visual Culture, Communication Arts, Sociology and Anthropology, Modern Languages, Nursing, and Political Science); 7) Faculty and students incorporate scholarly and creative research into their courses (e.g. HHPA, Student/Faculty Collaborative Research Grants, and the Linfield Center for the Northwest Keck Community-Engaged Research to Classroom Program).
Administrative Departments

Sample Indicators
Administrators and staff serve in leadership roles in professional organizations at the local, regional, state, national, and international level as reported in annual departmental reports; 2) Administrators and staff serve as leaders in the community, volunteer for community organizations and projects, and serve on community boards as indicated in annual departmental reports; 3) Administrators and staff provide service to the institution through committee memberships as reported annually in departmental reports and performance evaluations; 4) Portland Student Affairs—campus “green team,” donations of lab supplies, scrub give-back program.

Institutional

Sample Indicators
1) Student, faculty, and staff advocacy for sustainable campus and community practices as demonstrated through various initiatives; 2) Rate of student participation in Community Engagement and Service activities, including regionally and nationally acknowledged Days of Service; 3) Student involvement in state and national professional organizations; 4) Community engagement initiatives by faculty and students supported through the Linfield Center for the Northwest.

See also Core Theme 4, Overarching Objective #3.

Core Theme 2: Integrated Teaching and Learning

Description
Linfield College promotes integrated teaching and learning within and across its academic programs. Through the curriculum, as well as through co-curricular, extra-curricular, and institutional programming, students systematically discover and practice making connections within their disciplinary studies and across the various components of their undergraduate experience.

Mapping to Mission Statement
The core theme of Integrated Teaching and Learning supports the college’s mission to “promote intellectual challenge and creativity,” to “value both theoretical and practical knowledge” and to “pique curiosity for a lifetime of inquiry.”

Objectives and Indicators of Achievement

Overarching Objective #1: Faculty and students demonstrate achievement of both depth and breadth of theoretical perspectives within their disciplines.

Academic Departments

Sample Indicators
1) The number of faculty publications reported in CVs submitted annually; 2) Chemistry majors demonstrate knowledge of chemistry in four of the five traditional sub-disciplines through nationally standardized ACS end-of-course exams for specified courses; 3) Economics measures students’ comprehension of the depth and breadth of the discipline using a pre-/post-test instrument at the introductory level and at the upper division level, reflective essays and a senior oral conversation between the senior student and departmental faculty; 4) Nursing students analyze the impact of policy, finance and regulatory environments on healthcare using a health policy essay draft and revision evaluated by rubric; 5) SOAN—Students develop a fundamental understanding of the relationship between theory and method in the historical context of their discipline through assignments assessed by rubrics in the senior capstone course.
Administrative Departments
Sample Indicator
1) Controller’s Office and the Budget Office employ student workers and give them experience in real life jobs in accounting, accounts payable, and student accounts with students fulfilling significant responsibilities in these areas.

**Overarching Objective #2: Students articulate principal concepts from and relationships among multiple disciplinary perspectives and scholarly/creative traditions.**

Linfield Curriculum
Sample Indicator
1) All students complete courses in six modes of inquiry as well as two cultural diversity courses. Throughout the course of their general education experience, students articulate concepts from multiple disciplinary perspectives as indicated in the exemplars submitted for the LC assessment program.

Academic Departments
Sample Indicators
1) Mass Communication students employ theoretical and historical understandings in the creation of media messages as they develop the strategy and execution for a public-relations communication campaign for a single client, integrating research, strategic planning, and writing six public-relations communication tools; 2) Reflection papers and senior projects in capstone courses in several departments ask students to articulate principal concepts from the discipline as well as relationships among various scholarly and/or creative traditions; 3) Assessment results from interdisciplinary majors and minors such as Electronic Arts, Environmental Studies, Gender Studies, Intercultural Communication, International Business, and International Relations.

Administrative Departments
Sample Indicators
1) Library—students are introduced to varied sources representing multiple disciplines through all the library resources and in the information literacy sessions in the Inquiry Seminar as indicated through usage statistics and class assessments reviewed each year; 2) Portland Student Affairs—creates co-curricular programming for students to discover/expand an area of interest to them; indicators include health-related clubs (e.g. Oncology Club, Public Health, Nursing Students Without Borders, AAPINA, LSNA, Holistic Health Club).

**Overarching Objective #3: Faculty, students, and staff demonstrate connections among pedagogy, scholarship/creative endeavor, and professional practice.**

Academic Departments
Sample Indicators
1) Students who successfully complete a major in studio art create and present works of art through visual, verbal and oral means; 2) Students, student-athletes, faculty and staff in HHPA engage in an integrated teaching and learning environment as demonstrated by the following indicators: athletic teams employ an interdisciplinary approach to training and competition, course work involves an integrative pedagogical approach whenever feasible, and interdisciplinary courses are often team-taught; 3) Students present work at professional conferences; 4) Faculty, student, and staff participate in and host conferences, tournaments, and workshops; 6) In a new curricular activity, “Sharing the Score,” music faculty and students study a significant work of music that can be featured in different ways across several music classes, culminating in a live performance experience with the Linfield Chamber Orchestra; 7) Faculty engage with colleagues in reading, discussion and application of pedagogical innovations as indicated through the Faculty
Learning Communities and the Teaching Learning Lunches (formerly known as the Faculty Learning Commons) programs supported by the Office of Academic Affairs.

**Administrative Departments**

**Sample Indicators**

1) College Activities Office—students demonstrate connections between the Division of Student Affairs Core Competencies and their roles as student leaders on campus through use of an end-of-the-year survey and hands-on experience; 2) Library—lead student workers learn about different resources offering multidisciplinary approaches to questions posed by students and patrons. Lead student workers learn the practice of librarianship.

**Core Theme 3: Global and Multicultural Understanding**

**Description**

Linfield College fosters global and multicultural understanding of human differences and similarities. Through the curriculum, as well as through co-curricular, extra-curricular, and institutional programming, students, faculty and staff use both theoretical and experiential lenses to participate in an increasingly interdependent, diverse world.

**Mapping to Mission Statement**

The core theme of Global and Multicultural Understanding ties directly to the college’s mission statement, in particular that the college “honors the rich texture of diverse cultures and varied ways of understanding” as well as “engages dialogue in a climate of mutual respect.”

**Overarching Objectives and Indicators of Achievement**

**Overarching Objective #1: Students demonstrate theoretical understanding of the role of diversity in society.**

**Linfield Curriculum**

**Sample Indicators**

1) Assessment of students’ artifacts and supporting documentation demonstrating achievement of learning objectives associated with each of the diversity requirements, U.S. Pluralisms and Global Pluralisms, through the LC Assessment Program; 2) Number of courses offered throughout the curriculum with US or GP designations.

**Academic Departments**

**Sample Indicators**

1) Enrollments in major courses that emphasize diversity from a theoretical point of view in departments such as TCA/Communication Arts, Education, literature courses in English, History, Modern Languages, Music, Nursing, Philosophy, Religious Studies, and Sociology and Anthropology; 2) Number of majors and minors in degree programs that specifically address this overarching objective (Intercultural Communication, International Business, and International Relations); 3) Assessment of student assignments, projects, and presentations within departmental learning outcomes and assessment programs.

**Administrative Departments**

**Sample Indicators**

1) First-year student Colloquium and transfer student Connections programs include development and assessment of assignments requiring critical reflection about diversity in society; 2) Participation in The President’s (Obama) Interfaith and Community Service Campus Challenge, measurement of the number of service opportunities and students engaged in those opportunities that address diverse religious, social,
economic, or cultural groups, and use of students’ reflections on their experiences to gauge learning via journals and group processing.

**Institutional**

**Sample Indicators**
1) 100% of graduates complete one course designated U.S. Pluralisms and one designated Global Pluralisms; 2) Senior exit survey with self-reporting of attitudes toward diversity; 3) Number of courses with GP or US designation; 4) Number of diversity-related programs presented annually.

**Overarching Objective #2:** Students attain skills required for responsible citizenship.

**Linfield Curriculum**

**Sample Indicators**
1) Sample indicators for overarching objective #1 that provide the foundation for skill development; 2) Assessment of student assignments, projects, and presentations associated with skill development within LC course learning outcomes and the LC assessment program.

**Academic Departments**

**Sample Indicators**
1) Assessment of student assignments, projects, and presentations associated with skill development within departmental course learning outcomes and assessment programs; 2) Community service projects within diverse communities.

**Administrative**

**Sample Indicators**
1) Library—student workers’ training and assessment in working with a variety of customers; 2) Peer Mentors—student training tailored to the needs of students with disabilities, assessed with rubric; 3) Student Affairs—number of service opportunities and students engaged in those opportunities that address diverse social, economic or cultural groups as well as the use of students’ reflections on their experience to gauge learning; 4) Number of international students employed in administrative offices across the campus.

**Institutional**

**Sample Indicators**
1) Number of student-led programs that focus upon diversity, intercultural understanding, and global awareness (Portland Student Affairs); 2) Club events for students like the German Club, French Club, and Hispanic Student Club; 3) NSSE question #11 – 2007/2011; 4) EBI Resident Assessment; 5) Graduating Student Survey.

**Overarching Objective #3:** Students, faculty, and staff engage in global and multicultural experiences.

**Academic Departments**

**Sample Indicators**
1) Number of faculty teaching January term study abroad courses, both domestic and international, and number of students enrolled in them; 2) Number of faculty who teach in semester study abroad programs 3) AVC—number of visitors, student, staff and faculty to Linfield Gallery shows that represent various positions socially, culturally and politically; 4) DCE—summer travel courses related to diversity; 5) Number of ELCP students who complete weekly meetings with writing assistants to improve understanding of English; 6) NURS—student immersion with assigned country/immigrant groups; 7) TCA—Theatre student involvement in productions and as audience members for plays that explore
diversity in various contexts, including post show discussions; 8) Modern Languages—language proficiency through pre- and post-tests; pre-departure and re-entry courses required of all students who study abroad.

Administrative Departments
Sample Indicators
1) Human Resources—staff demonstration of awareness of anti-discrimination and anti-harassment laws—after training; 2) International Programs Office—number of students who participate in semester and year-long study abroad programs; 3) Portland Student Affairs—student participation in clubs/events and opportunities to attend lectures & art performances focused on diversity in Portland.

Institutional
Sample Indicators
1) The 2010 Open Doors, A Report on International Education Exchange, ranked Linfield College 21st among the top 40 baccalaureate institutions in the United States; 2) NSSE 2007/2011; 3) Graduating Student Survey; 4) Number of students attending multicultural events on both campuses; 5) Linfield provides for the first round-trip air transportation from the Portland International Airport to one destination for one trip (January Term or other approved travel between September and May) for each tuition-paying student who meets program requirements. If the Registrar certifies a second trip is required for completing a major or minor with a required study-abroad component, the college provides a second round-trip airfare.

Core Theme 4: Experiential Learning

Description
Linfield College facilitates experiential learning. Through the curriculum, as well as through co-curricular, extra-curricular, and institutional activities, and within liberal arts and professional programs, students apply theory and knowledge to lived experience in order to test and refine their understanding of a subject, clarify career goals, and discover the value of serving others.

Mapping to Mission Statement
The core theme of Experiential Learning relates directly to the college’s aspiration to value both theoretical and practical knowledge. It also provides another avenue for achieving integrated teaching and learning. In addition, this core theme exemplifies the college’s concise mission statement: “Connecting Learning, Life, and Community.” [See “Experiential Learning at Linfield” in the Linfield College Course Catalog for a description of Linfield’s experiential learning program.]

Overarching Objective #1: Faculty, students, and staff demonstrate acquisition of knowledge and skills by presenting their research and creative projects.

Academic Departments
Sample Indicators
1) Number, venues, and amount of fiscal support provided to faculty for scholarly and creative presentations at regional, national, and international conferences by the Office of Academic Affairs; 2) Student and faculty recitals and musical performances; 3) Faculty, staff, and student participation in theatre productions; 4) Student scholarly and creative presentations at professional conferences with fiscal support provided by the Office of Academic Affairs; 5) Student presentations at the annual Linfield College Student Collaborative Research and Creative Projects Symposium and the annual Linfield College Science Symposium; 6) Majors in studio art produce a coherent, cohesive body of work accompanied by an artist statement; 7) Faculty and student publications, including student work published
in *Quercus: Linfield Journal of Undergraduate Research*; 8) Student presentations of capstone and thesis projects (*e.g.* Communication Arts, Philosophy, Psychology, and Religious Studies).

**Administrative Departments**  
**Sample Indicators**  
1) Number and venues of administrator presentations (peer-reviewed papers, poster sessions, discussion groups) at national and regional professional conferences and workshops; 2) Publications by administrators.

**Institutional**  
**Sample Indicators**  
1) Faculty and staff evaluation processes; 2) Number of graduates who attend graduate school.

**Overarching Objective #2:** Students test and refine knowledge and skills through practical experience.

**Linfield Curriculum/General Education**  
**Sample Indicators**  
1) As part of the Experiential Learning component of a Linfield degree, all students complete three para-curricular (experiential learning) courses in recognition of the value of acquiring certain skills and participating in various activities; 2) Many LC courses across all divisions include laboratory, field work, service learning, and other “hands-on” components.

**Academic Departments**  
**Sample Indicators**  
1) Number of students participating in internships offered through academic departments (*e.g.* Business, Mass Communications, Psychology, Political Science, Theatre); 2) Student/Faculty Collaborative Research Grants (*e.g.* Biology, Chemistry, English, Physics, Sociology and Anthropology); 3) Student participation in the peer instructor program; 4) Student participation in clinicals (Nursing and Athletic Training); 5) Student participation in internships offered through Career Services; 6) Math—student participation in mathematical contests in modeling; 7) Student participation in courses throughout the curriculum that integrate theoretical and experiential learning; 8) Student leadership and participation in activities, such as symposia, sponsored by departments; 9) Student participation in intercollegiate forensics (competitive speech and debate); 10) Student participation in performing arts endeavors; 11) Student tutors in Writing Center and Speaking Center.

**Administrative Departments**  
**Sample Indicators**  
1) Academic Advising/Colloquium—Peer Advisors’ participation reviewed with reflection essays and evaluations; 2) Library—student workers learn basic customer service skills and basic research with student worker reviews each semester, customer-feedback evaluations, and annual campus-wide surveys of various library departments; 3) Controller’s Office—students employed in projects that allow them to see first hand the conflict or synergy between policies, philosophies, politics, and daily business; 4) Peer tutors in Learning Support Services.

**Institutional**  
**Sample Indicators**  
1) Student participation in intercollegiate and intramural athletics; 2) Number of students employed in the Sustainability Internship Program under the Association for the Advancement of Sustainability in Higher Education; 3) Noel-Levitz Campus Item SS18; PSOL8—percentage of internship participation.
(McMinnville Campus); 4) Student participation in campus employment and work-study programs with performance reviews; 5) Number of students who participate in student government.

**Overarching Objective #3: Students demonstrate engaged citizenship through community service, service learning, and leadership experiences.**

**Academic Departments**

**Sample Indicators**

1) ELCP—number of students who participate in community service and service learning such as the weekly visits by ELCP students to local elementary schools; 2) Modern Languages—number of majors and minors who work in the McMinnville School District and number of majors who pursue internships at the Virginia Garcia Clinic and the Evergreen Air and Space Museum which require language skills; 3) Music service learning—annual choir clinic for grades 4-8 and peer-teaching in the Saturday Strings Preparatory Program; performances for recruitment and Admissions events; 4) Number of students who participate in community service in various departments.

**Administrative Departments**

**Sample Indicators**

1) Academic Advising—percentage of first-year students engaged in service through Colloquium and percentage of transfer students engaged in service through Connections program; 2) Academic Advising—Colloquium peer advisors and their engagement in leadership opportunities; 3) International Programs Office—number of students and faculty engaged in service opportunities abroad and students engaged in field research abroad; 4) Learning Support Services—lead tutors tutor, recruit and train peer tutors and assess tutoring services; 5) Portland Student Affairs—number of students who participate in community service events; 6) Student Affairs leadership assessment survey and rubrics and results of program evaluation for Alternative Spring Break.

**Institutional**

**Sample Indicators**

1) Number of students involved in student government leadership roles on both campuses; 2) Number of students who serve on faculty and college-wide committees and task forces; 3) Student leadership in student and Greek organizations; 4) Graduating Student Survey, 5) NSSE; 6) Number of community service projects and hours completed by students in campus clubs, fraternities and sororities, honor societies, and athletics; 7) External recognition through inclusion on the Corporation for National and Community Service President’s Higher Education Community Service Honor Roll.

**Rationale for Core Theme and Overarching Objectives Indicators**

Indicators and rubrics associated with the Linfield Curriculum have been developed by Faculty Working Groups charged with oversight of a specific mode of inquiry in concert with an assessment plan advocated by the Curriculum Committee and adopted by the Faculty Assembly (see appendices H and J). Members of the working groups have expertise and teaching experience in the assigned mode of inquiry. These indicators assess the learning objectives/outcomes of each mode of inquiry, many of which are linked directly to overarching objectives and thus provide review of both the specific LC learning outcomes and the relevant core theme overarching objectives.

As noted previously, faculty members and administrators utilize discipline-specific measures to assess student accomplishment within their programs. With this approach, the rationales for the selection of indicators of achievement rest with individual departments and are embedded within their respective assessment plans. Whether a department develops its own assessment tools and rubrics or employs an external standardized disciplinary instrument, the indicators used represent best practices within the field.
Thus, given the mapping of programmatic learning outcomes to the overarching objectives, one may argue these tools represent assessable and meaningful measures of achievement of the core themes. See Appendix K for an example of the ways in which a representative department illustrates these linkages.

Many of the indicators employed at the institutional level are standardized surveys that provide quantitative, self-reported data. Combined with the more direct indicators used elsewhere throughout the assessment process, these surveys help to provide a more complete understanding of the college’s achievement of mission fulfillment. The Office of Institutional Research collects much of this data.

Currently, Linfield College is investigating software that would allow the collection of data at all levels of the review process into a singular program capable of formulating linkages and reports across the multiple facets of the institution. Such a tool would facilitate better and more meaningful interpretation and use of information generated by the indicators at both the departmental or micro level and at the institutional or macro level.

**Conclusion**

The accreditation process has presented an opportunity for the college to examine and affirm its mission and to come together to establish core themes, overarching objectives, and institutional indicators that capture the richness of Linfield College. The first year report aligns with the next cycle of Linfield’s strategic plan and together these opportunities have engaged the college community in meaningful conversations. Core themes have captured the heart of the institution, building on foundational principles that have defined and activated the mission. The process of identifying the core themes has focused the campus and set the stage for the strategic planning process. The college recognizes that NWCCU accreditation will feed the strategic planning process and the strategic planning process will feed its ongoing accreditation cycle. Together they are dynamic processes that will guide Linfield into the future.

The mission expresses the shared values of the community of learners and scholars and the richness of those common values. Specifically, the mission states that Linfield College advances a vision of learning, life, and community that

- promotes intellectual challenge and creativity,
- values both theoretical and practical knowledge,
- engages thoughtful dialogue in a climate of mutual respect,
- honors the rich texture of diverse cultures and varied ways of understanding.

In addition the mission contains the kind of aspirational considerations that have guided the college from its inception:

- piques curiosity for a lifetime of inquiry, and
- inspires the courage to live by moral and spiritual principle and to defend freedom of conscience.

These more aspirational aspects of the mission are difficult to assess but they provide guidance for the college’s daily interactions and ambitions. The institution operationalizes these aspects of its mission for students and instills an approach to learning that includes looking at overarching modes of inquiry through the Linfield Curriculum. Through multiple educational experiences both inside and outside the classroom, Linfield College asks students to examine their own moral code. The college plays a vital role in the community as it encourages life-long learning through open lectures, cultural events, and sports activities. In short, the mission statement resonates with the institution.
Mission and core themes will guide the institution in all aspects of its work. Measurable outcomes will ask the college to look critically at its assessment process as well as its institutional structures and processes. Currently, the entire Linfield community is actively engaged in planning processes, and there is a sense that significant institutional issues can be meaningfully addressed. With the College Planning and Budget Council established and charged to implement planning processes aligned with its mission, Linfield College is positioned to move forward in a coordinated, intentional, and collaborative way.