Year One
Self-Evaluation Report
Appendices

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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Contributors to the Development of the Core Themes and Overarching Objectives in 2010-11

Faculty Core Themes Working Group (FCTWG)

Brenda DeVore Marshall, Chair – Theatre and Communication Arts, FPBC Member
Tom Reinert – Chemistry, Faculty Planning and Budget Committee Chair (FPBC)
Bev Epeneter – Nursing
Gennie Harris – Education and FPBC Member
Susan Barnes Whyte – Co-chair of CAC and Library Director

College Accreditation Committee (CAC)

Brenda DeVore Marshall, Co-Chair
Susan Barnes Whyte, Co-Chair
Bev Epeneter, Nursing
Gennie Harris, Education and FPBC Member
Colin Jones – ASLC President, Student Representative
Katie Patterson – ASLC Vice President, Student Representative
Paula Terry – Library, Linfield Employee Association (LEA) Representative
Bob Wolcott – ex officio, Interim Vice President for Academic Affairs/Dean of Faculty
Jennifer Ballard – Director of Institutional Research
Kate Bemis – Dean, Division of Continuing Education
Tom Reinert – ex-officio, Chemistry, Chair of FPBC

College Planning and Budget Committee (CPBC)

Glenn Ford – Co-chair, Vice President for Finance and Administration/Chief Financial Officer
Bob Wolcott – Co-chair, Interim Vice President for Academic Affairs/Dean of Faculty
Richard Bourassa, Music (Arts and Humanities Representative)
Jeff Peterson, Sociology (Social and Behavioral Sciences Representative)
Jennifer Heath – Physics (Natural Science and Mathematics Representative)
Patrice O’Donovan – Portland Campus Librarian (Portland Campus Representative)
Tom Reinert – Chemistry and Chair, FPBC
Greg Copeland, Director of Budget and Financial Analysis
Nancy Drickey – Associate Dean of Faculty and Education
Bernie Turner – Board of Trustees Representative
Jeff Mackay – Assoc. Dean of Students, Administrator Representative
Susan Barnes Whyte – Library Director, Administrator Representative, CAC Co-chair
Paula Terry – Library, Linfield Employee Association (LEA) Representative
Kathy Cook – Secretary, President’s Office, Linfield Employee Association (LEA) Representative
Jennifer Ballard – Director of Institutional Research
Kate Bemis – Dean, Division of Continuing Education
Colin Jones – ASLC President, Student Representative
Hilda Escalera – Student Representative
Arielle Perkins – Student Representative

Effective July 2011
Susan Agre-Kippenhan — Co-chair, Vice President for Academic Affairs/Dean of Faculty
# Appendix B

## Program Review Schedule

<table>
<thead>
<tr>
<th>Year</th>
<th>Major/Department</th>
<th>Assessment Leader</th>
<th>Accredited?</th>
<th>Cycle</th>
<th>Accrediting Organization</th>
<th>Last Review</th>
<th>Next Review</th>
<th>Bulleted Report Received</th>
<th>Final Report Rec’d</th>
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<tr>
<td>2009-2010</td>
<td>Music</td>
<td>F. Tiedge</td>
<td>Y</td>
<td>10 years</td>
<td>NASM</td>
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<td>2019-2020</td>
<td>Accreditation Report Only</td>
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<tr>
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<td>TCA-Theatre (pt 1)</td>
<td>B. Marshall</td>
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<td>Possible NAST</td>
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<td>Religion</td>
<td>B. Millar</td>
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<td></td>
<td>2016-2017</td>
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<td></td>
<td>Biology</td>
<td>M. Roberts</td>
<td>N</td>
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<td>2016-2017</td>
<td>Yes</td>
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<td>Business (Pt 1)</td>
<td>R. Emery</td>
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<td>2012-2013?</td>
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<td></td>
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<tr>
<td>2010-2011</td>
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<td>A. Orr</td>
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<td>2017-2018</td>
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<td>MLA</td>
<td>V. Ramsay; C. Keaveney</td>
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<tr>
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<td>HHPA/Hlt Ed</td>
<td>G. Killgore</td>
<td>N</td>
<td>7 years</td>
<td></td>
<td>2017-2018</td>
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<td></td>
<td>AAVC</td>
<td>B. Winkenweder /R. Milis</td>
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<td>L. Weidman</td>
<td>N</td>
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<td>2018-2019</td>
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<td>CHEM</td>
<td>T. Reinert</td>
<td>N</td>
<td></td>
<td>possible ACS</td>
<td>2018-2019 (2016-17 if ACS cert. earned)</td>
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<td>B. Seidman/ L. Runciman</td>
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<td>In conjunction w/ IPO</td>
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<td>TSPC</td>
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<td>Cycle</td>
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<td>NWCCU</td>
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<td>2015-2016</td>
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<td>Year 3 and Visit</td>
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<td>CAATE</td>
<td>2006</td>
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<td></td>
<td>(HPPA)</td>
<td>M. Dwomoh-Tweneboad &amp; D. Ford</td>
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<td>CCNE/OSBN</td>
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<td>2023-2024</td>
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<td>A. Orr</td>
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<td>N</td>
<td>7 years</td>
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<td>2024-2025</td>
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<td>N</td>
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<td>2024-2025</td>
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<td>B. Marshall</td>
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<td>TCA-Theatre</td>
<td>T. Reinert</td>
<td>?</td>
<td>possible</td>
<td>ACS</td>
<td>2024-2025</td>
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<td>CHEM</td>
<td>G. Killgore</td>
<td>N</td>
<td>7 years</td>
<td></td>
<td>2023-2024</td>
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<td>Year:</td>
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<td>E3. Experiential Learning</td>
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**Instructions:** Use this form to report on your department's/program's formal assessment plan.

<table>
<thead>
<tr>
<th>Departmental Goals/Learning Objectives Assessed this year</th>
<th>Strategies Used to Assess each Goal/Objective (Indicators or specific assignments...)</th>
<th>Assessment (s) for Each Objective (Rubrics or tools used)</th>
<th>Outcome of Assessment (Results, what did you learn?)</th>
<th>Proposed changes based on outcomes and rationale for changes</th>
<th>Foundational Principle addressed, if applicable (Use E1, E2, E3, R1, R2, R3 as listed above)</th>
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Appendix D
Example of Exit Survey
(only program-related questions shown)

Chemistry Department

Please identify especially satisfying aspects of your experience as a Linfield Chem major (three if you can manage), and tell why you found each rewarding.

Were any NON-academic aspects of your experience satisfying? Why?

Identify the most disappointing aspects of your experience as a chem major. Why were they disappointing?

What things does the Linfield chemistry department do well?

What changes in our program might have made your experience or training better?
Appendix E
Rubrics Used to Assess Integrative Learning

LINFIELD COLLEGE DEPARTMENT OF ENGLISH
LEARNING OUTCOMES EVALUATION SHEET for Literature Major Portfolios
(for students graduating 2010 and after):

In completing courses for the literature major, students will develop and deepen the ability to:

- Conduct close readings of a variety of texts;
- Define/explain/apply applicable literary terms in analyzing specific texts;
- Identify, describe, and make connections across literary periods in Anglo-American literary history;
- Formulate literary questions;
- Respond to literary questions with a workable thesis;
- Support thesis with evidence from primary and secondary sources;
- Demonstrate a clear prose style appropriate to the discipline and to the specific writing context;
- Use accurate MLA documentation practices in researching/writing about literature.

Students post exemplars of work in their portfolio; faculty mark these as GOOD EXAMPLE or MISSED OPPORTUNITY and offer recommendations.
**Sociology/Anthropology Department – Selected Learning Goals**

*Assessment of Departmental Learning Goal #3 [400-Level Capstone]*

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<th>Name of Student:</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course:</td>
<td>Evaluator:</td>
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**Departmental Goal:** The ability to access, organize, critically analyze, and produce knowledge about humans as social and cultural beings.

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<th>Criteria</th>
<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to Access</td>
<td>Compelling evidence from professionally legitimate sources (peer-reviewed professional journals or other approved sources) is given to support claims. Attribution is clear and fairly represented, and the reader is confident that the information and ideas can be trusted.</td>
<td>Professionally legitimate sources that support claims are generally present and attribution is, for the most part, clear and fairly represented. The reader is uncertain about the reliability of some of the sources.</td>
<td>References are seldom cited to support statements, and there are virtually no sources that are professionally reliable.</td>
</tr>
<tr>
<td>Knowledge</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Ability to Organize</td>
<td>The ideas are arranged logically to support the purpose or argument. They flow smoothly from one to another and are clearly linked to each other. The reader can follow the line of reasoning.</td>
<td>The ideas are arranged logically to support the central purpose or argument. They are usually clearly linked to each other. For the most part, the reader can follow the line of reasoning.</td>
<td>The writing is not logically organized. Frequently, ideas fail to make sense together. The reader cannot identify a line of reasoning and loses interest.</td>
</tr>
<tr>
<td>Ability to Critically</td>
<td>Balanced presentation of relevant and legitimate information that clearly supports a central purpose or argument and shows a thoughtful, in-depth analysis of a significant topic. Reader gains important insights.</td>
<td>Information provides reasonable support for a central purpose or argument and displays evidence of a basic analysis of a significant topic. Reader gains some insights.</td>
<td>Central purpose or argument is not clearly identified. Analysis is vague or not evident. Reader is confused or may be misinformed. Reader gains few to no insights.</td>
</tr>
<tr>
<td>Analyze</td>
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<td></td>
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<tr>
<td>Ability to Produce</td>
<td>Appropriate research design is utilized to address the research question; proper data collection/analysis procedures are employed; communication of results is accurate, thorough and insightful.</td>
<td>Research design and data collection/analysis procedures are mostly appropriate; conclusions are accurate and demonstrate some insight.</td>
<td>Research design and data collection/analysis procedures are flawed; conclusions drawn are inaccurate, vague and/or lack insight.</td>
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<td>Knowledge</td>
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**Overall Evaluation of Goal:** 

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<th>Exceeds</th>
<th>Meets</th>
<th>Does Not Meet</th>
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**Additional Comments:**
**PHILOSOPHY DEPARTMENT**

**CRITICAL THINKING VALUE RUBRIC**

for more information, please contact value@aacu.org

**Definition**
Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.

Evaluators are encouraged to assign a zero to any work sample or collection of work that does not meet benchmark (cell one) level performance.

<table>
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<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Explanation of issues</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Issue/problem to be considered critically is stated clearly and described comprehensively, delivering all relevant information necessary for full understanding.</td>
<td>Issue/problem to be considered critically is stated, described, and clarified so that understanding is not seriously impeded by omissions.</td>
<td>Issue/problem to be considered critically is stated but description leaves some terms undefined, ambiguities unexplored, boundaries undetermined, and/or backgrounds unknown.</td>
<td>Issue/problem to be considered critically is stated without clarification or description.</td>
</tr>
<tr>
<td><strong>Evidence</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Selecting and using information to investigate a point of view or conclusion</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.</td>
<td>Information is taken from source(s) with enough interpretation/evaluation to develop a coherent analysis or synthesis. Viewpoints of experts are subject to questioning.</td>
<td>Information is taken from source(s) without any interpretation/evaluation. Viewpoints of experts are taken as fact, without question.</td>
</tr>
<tr>
<td><strong>Influence of context and assumptions</strong></td>
<td>Thoroughly (systematically and methodically) analyzes own and others’ assumptions and carefully evaluates the relevance of contexts when presenting a position.</td>
<td>Identifies own and others’ assumptions and several relevant contexts when presenting a position.</td>
<td>Questions some assumptions. Identifies several relevant contexts when presenting a position. May be more aware of others’ assumptions than one’s own (or vice versa).</td>
</tr>
</tbody>
</table>

27
<table>
<thead>
<tr>
<th></th>
<th>Capstone</th>
<th>Milestones</th>
<th>Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Student's position</strong></td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>(perspective, thesis/hypothesis)</td>
<td>Specific position (perspective, thesis/hypothesis) is imaginative, taking into account the complexities of an issue. Limits of position (perspective, thesis/hypothesis) are acknowledged. Others' points of view are synthesized within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) takes into account the complexities of an issue. Others' points of view are acknowledged within position (perspective, thesis/hypothesis).</td>
<td>Specific position (perspective, thesis/hypothesis) is stated, but is simplistic and obvious.</td>
</tr>
<tr>
<td><strong>Conclusions and related outcomes</strong></td>
<td>Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.</td>
<td>Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.</td>
<td>Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.</td>
</tr>
</tbody>
</table>
**APPENDIX F**

**Rubrics Used to Assess Experiential Learning**

**Linfield College**

**Education Department**

<table>
<thead>
<tr>
<th>Student:</th>
<th>Student Teaching Summary Report</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Term:</td>
</tr>
<tr>
<td>Cooperating Teacher:</td>
<td>Supervisor:</td>
</tr>
<tr>
<td>School:</td>
<td>Grade/Subject:</td>
</tr>
<tr>
<td>Town:</td>
<td></td>
</tr>
</tbody>
</table>

The information reported on this form presents summary judgments by the student teacher’s college supervisor and cooperating teacher about his/her performance of the TSPC-prescribed teaching competencies (OAR 584-017-0100).

Instructions: INITIAL the appropriate box by each area of competence to attest to the student teacher’s performance in that area. Completion of student teaching requires verification of satisfactory performance by both the college supervisor and cooperating teacher in all five areas.

1) **Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level and demonstrate they are able to:**

   College Supervisor (initial one)  
   Cooperating Teacher (initial one)

<table>
<thead>
<tr>
<th>Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Met</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

   (a) Select or write learning goals for units of instruction that are consistent with the school’s long-term curriculum goals, State content standards and district standards, research findings on how students learn, and the physical and mental maturity of one’s students;
   
   (b) Determine the current performance level of one’s students with respect to the learning goals established for a unit of instruction;
   
   (c) Establish objectives within the unit of instruction that will be useful in formulating daily lessons and in evaluating the progress of students toward the attainment of unit goals;
   
   (d) Determine content, skills, and processes that will assist students in accomplishing desired unit outcomes, and design learning activities that lead to their mastery;
   
   (e) Select and organize materials, equipment and technologies needed to teach a unit of instruction;
   
   (f) Design and adapt unit and lesson plans for all learners and exceptional learners, including but not limited to students with varying cultural, social, socio-economic and linguistic backgrounds; and
   
   (g) Estimate the time required within a unit for teacher-directed instruction, student-managed learning and practice, student evaluation/reporting and re-teaching/problem solving.

2) **Candidates establish a classroom climate conducive to learning and demonstrate they are able to:**

   College Supervisor (initial one)  
   Cooperating Teacher (initial one)

<table>
<thead>
<tr>
<th>Met</th>
<th>Met</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not Met</td>
<td>Not Met</td>
</tr>
</tbody>
</table>

   (a) Affirm the dignity and worth of all students and provide the positive support students need to be effective learners;
   
   (b) Establish, communicate, and maintain rules, procedures and behavioral expectations that provide a safe and orderly environment for learning, are appropriate to the level of development of students, and are consistent with laws governing student rights and responsibilities;
   
   (c) Employ equitable practices that are just and that support a least restrictive environment for all students;
   
   (d) Model and reinforce classroom social behavior that supports student learning and development;
   
   (e) Use knowledge of the influence of the physical, social, and emotional climates of students’ homes and the community to optimize motivation, learning, and behavior;
   
   (f) Monitor student conduct, and take appropriate action when misbehavior occurs;
   
   (g) Interact thoughtfully and courteously with all students and their families and seek to resolve conflicts in a professional manner, respecting familial and community cultural contexts;
   
   (h) Use classroom time effectively to provide maximum time for learning;
   
   (i) Manage instructional transitions decisively and without loss of instructional time;
   
   (j) Arrange and set up instructional materials and equipment in advance of class to facilitate their effective and efficient use during lessons; and
   
   (k) Coordinate the use of instructional assistants, parent volunteers, student assistants, and other support personnel to achieve instructional objectives, if these resources are available in the school setting.
(3) Candidates engage students in planned learning activities and demonstrate they are able to:

(a) Choose organizational structures appropriate for the objectives of instruction;
(b) Communicate learning outcomes to be achieved and focus student interest on tasks to be accomplished;
(c) Implement instructional plans that employ knowledge of subject matter and basic skills;
(d) Use a variety of research-based educational practices that promote student learning and are sensitive to individual differences and diverse cultures;
(e) Emphasize instructional techniques that promote critical thinking and problem solving, and that encourage divergent as well as convergent thinking; and
(f) Monitor the engagement of students in learning activities, and the progress they are making, to determine if the pace or content of instruction needs to be modified to assure that all students accomplish lesson and unit objectives.

(4) Candidates evaluate, act upon, and report student progress in learning and demonstrate they are able to:

(a) Select or develop non-biased, valid and reliable tests, performance measures, observations student interviews, or other formal or informal assessment procedures to determine the progress of all students;
(b) Document student progress in accomplishing State-adopted content standards and district standards, prepare data summaries that show this progress to others, and inform students, supervisors, and parents about progress in learning;
(c) Refine plans for instruction, establish alternative goals or environments, or make referrals when appropriate; and
(d) Assemble, reflect upon, interpret, and communicate evidence of one’s own effectiveness as a teacher including evidence of success in fostering student progress in learning and use evidence of effectiveness in planning further intervention.

(5) Candidates exhibit professional behaviors, ethics, and values and demonstrate they are able to:

(a) Be dependable, conscientious, and punctual;
(b) Meet work schedule demands;
(c) Be aware of the importance of dressing appropriately;
(d) Be aware of, and act in accordance with, school policies and practices;
(e) Understand the organizational culture and expectations that operate within a school and that impact students and student learning;
(f) Interact constructively and respectfully with students, colleagues, administrators, supervisors, school staff, families, and members of the community;
(g) Collaborate with parents, colleagues, and members of the community to provide internal and external assistance to students and their families to promote student learning;
(h) Perform advisory functions for students in formal and informal settings;
(i) Function as a member of an interdisciplinary team to achieve long-term curriculum goals, and State content standards and district standards;
(j) Exhibit energy, drive and determination to make one’s school and classroom the best possible environment for teaching and learning; and
(k) Exhibit energy, drive and determination to become a professional educator.

Comments:

We conferred in the summary of the student teacher’s classroom performance and work sample. Our signatures below attest to our judgments regarding the student teacher’s performance on the five TSPC-prescribed teaching competencies.

Signature of College Supervisor

Signature of Cooperating Teacher

Date
<table>
<thead>
<tr>
<th>Learning Goals</th>
<th>Strategies</th>
<th>Assessment</th>
</tr>
</thead>
</table>
| Develop opportunities to underscore and encourage reflection on the linkages between learning in and out of the classroom | • Service learning projects and volunteer opportunities at culturally diverse events (Latino Health Fair, Mexican Consulate Health Fair, Red Cross events)  
• Events such as Global Health Week and Oregon Nurses Association (ONA) Lobby Days.  
• Expansion of nursing clinical affiliation agreements in both Marion and Linn counties. Currently LGSSON has 166 clinical agreements. | • Feedback from event coordinators, participants and students.  
• Attendance, surveys  
• Feedback from clinical sites on a regular basis. |
TCCA 140: Public Speaking—Assessment Criteria: Persuasive Speech

Name: ___________________________ Date: ___________________________

**Intended Outcome:** The student will demonstrate comprehension of concepts and development of skills necessary to influence the audience’s beliefs, attitudes and/or values or to change the audience’s behavior.

<table>
<thead>
<tr>
<th>Area</th>
<th>RATING = 4 SUPERIOR</th>
<th>RATING = 3 EXCELLENT</th>
<th>RATING = 2 ACCEPTABLE</th>
<th>RATING = 1 SERIOUSLY DEFICIENT</th>
<th>RATING = 0 FAILING</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structural Elements</strong></td>
<td>• Introduction includes effective attention getter</td>
<td>• All structural elements listed under superior are present</td>
<td>• 1 structural element listed under superior is missing OR • Inconsistent effectiveness in 1-2 elements</td>
<td>• 2-3 structural elements are missing OR • Inconsistent effectiveness in 4 or more elements</td>
<td>• 4 or more structural elements are missing OR • Remaining elements that are included are not effectively developed</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Initial credibility established in introduction</td>
<td>• Outline follows appropriate format</td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Clear preview of main points in introduction</td>
<td>• Overall excellent organization/structure</td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Consistent use of transitions</td>
<td></td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Clear distinction of main points in body of speech</td>
<td></td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Conclusion includes summary of main points</td>
<td></td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Conclusion includes strong final appeal</td>
<td></td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Outline follows appropriate format</td>
<td></td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Overall superior organization/structure</td>
<td></td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>• Errors in outline format</td>
<td>**</td>
</tr>
<tr>
<td><strong>Content &amp; Application of Persuasive Concepts</strong></td>
<td>• Effective development of the required number of arguments supporting claims</td>
<td>• Effective development of 1 argument</td>
<td>• Ineffective development of 1 argument</td>
<td>• Ineffective development of 1 argument</td>
<td>• Ineffective development or lack of arguments</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Overall powerful advocacy for change in attitudes or behavior</td>
<td>• Overall powerful advocacy for change in attitudes or behavior</td>
<td>• Reasoning not credible/ethical</td>
<td>• Reasoning not credible/ethical</td>
<td>• Reasoning not credible/ethical</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Reasoning credible/ethical</td>
<td>• Reasoning credible/ethical</td>
<td>• Appropriate conclusion &amp; citing of sources</td>
<td>• Appropriate conclusion &amp; citing of sources</td>
<td>• Appropriate conclusion &amp; citing of sources</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Appropriate consultation &amp; citing of sources (at least 4 cited)</td>
<td>• Appropriate consultation &amp; citing of sources</td>
<td>• Overall excellent accomplishment of assignment criteria</td>
<td>• Overall average accomplishment of assignment criteria</td>
<td>• Overall average accomplishment of assignment criteria</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Clear distinction between personal opinion/experience and information from sources</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Overall superior accomplishment of assignment criteria</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>**</td>
</tr>
<tr>
<td><strong>Delivery</strong></td>
<td>• Effective eye contact</td>
<td>• Effective demonstration of all but 1 of the elements listed under superior</td>
<td>• Ineffective demonstration of 2-3 delivery elements</td>
<td>• Ineffective demonstration of 4 delivery elements</td>
<td>• Ineffective demonstration of 5 or more elements</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Varied and appropriate use of gestures and movement</td>
<td>• Effective demonstration of all but 1 of the elements listed under superior</td>
<td>• Too much dependence on notes or reading</td>
<td>• PowerPoint does not effectively support the speech</td>
<td>• Difficulty using notes OR • Total lack of preparation evident</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Effective use of vocal variety, volume, rate, and pausing</td>
<td>• Effective demonstration of all but 1 of the elements listed under superior</td>
<td>• PowerPoint does not effectively support the speech</td>
<td>• Other presentation aids do not effectively support the speech</td>
<td>• No energy or commitment</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Use of correct grammar and pronunciation</td>
<td>• Effective demonstration of all but 1 of the elements listed under superior</td>
<td>• PowerPoint does not effectively support the speech</td>
<td>• Other presentation aids do not effectively support the speech</td>
<td>• Falling delivery</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Effective extemporaneous delivery</td>
<td>• Effective demonstration of all but 1 of the elements listed under superior</td>
<td>• PowerPoint does not effectively support the speech</td>
<td>• Other presentation aids do not effectively support the speech</td>
<td>• Falling delivery</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Effective use of PowerPoint</td>
<td>• Effective demonstration of all but 1 of the elements listed under superior</td>
<td>• PowerPoint does not effectively support the speech</td>
<td>• Other presentation aids do not effectively support the speech</td>
<td>• Falling delivery</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Effective use of other presentation aids</td>
<td>• Effective demonstration of all but 1 of the elements listed under superior</td>
<td>• PowerPoint does not effectively support the speech</td>
<td>• Other presentation aids do not effectively support the speech</td>
<td>• Falling delivery</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Overall superior delivery with energy and commitment</td>
<td>• Effective demonstration of all but 1 of the elements listed under superior</td>
<td>• PowerPoint does not effectively support the speech</td>
<td>• Other presentation aids do not effectively support the speech</td>
<td>• Falling delivery</td>
<td>**</td>
</tr>
<tr>
<td><strong>Audience Adaptation</strong></td>
<td>• Topic selection interesting and meets criteria—designed (not too broad or too narrow)</td>
<td>• Topic selection interesting and meets criteria—designed</td>
<td>• Topic selection questionable</td>
<td>• Topic selection inappropriate</td>
<td>• Topic selection inappropriate</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Topic clearly related to audience needs and interests</td>
<td>• Topic selection interesting and meets criteria—designed</td>
<td>• Topic selection questionable</td>
<td>• Topic selection inappropriate</td>
<td>• Topic selection inappropriate</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Time limit met</td>
<td>• Topic selection interesting and meets criteria—designed</td>
<td>• Topic selection questionable</td>
<td>• Topic selection inappropriate</td>
<td>• Topic selection inappropriate</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Clearity of language</td>
<td>• Topic selection interesting and meets criteria—designed</td>
<td>• Topic selection questionable</td>
<td>• Topic selection inappropriate</td>
<td>• Topic selection inappropriate</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Use of appropriate language</td>
<td>• Topic selection interesting and meets criteria—designed</td>
<td>• Topic selection questionable</td>
<td>• Topic selection inappropriate</td>
<td>• Topic selection inappropriate</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Use of appropriate supporting materials</td>
<td>• Topic selection interesting and meets criteria—designed</td>
<td>• Topic selection questionable</td>
<td>• Topic selection inappropriate</td>
<td>• Topic selection inappropriate</td>
<td>**</td>
</tr>
<tr>
<td></td>
<td>• Overall superior audience adaptation</td>
<td>• Topic selection interesting and meets criteria—designed</td>
<td>• Topic selection questionable</td>
<td>• Topic selection inappropriate</td>
<td>• Topic selection inappropriate</td>
<td>**</td>
</tr>
</tbody>
</table>

**Comments:**

**Total:** ________
APPENDIX G
Rubrics Used to Assess Global/Multicultural Awareness

MODERN LANGUAGES DEPARTMENT (excerpt from syllabus)
LEARNING OUTCOMES EXPECTED OF SEMESTER/YEAR ABROAD PARTICIPANTS:

At the end of the semester or year of participation in a Linfield-administered program, participants must be able to demonstrate the following:

- Language acquisition: participants must meet a desired level of proficiency in their language of study. This will be determined through a pre and post test instrument specifically designed and administered by the Modern Languages Department. In some cases, the MLA faculty will also conduct mid-year evaluations of language proficiency for their majors.

- Ability to adapt and be successful in a culturally (and systemically) different educational environment.

- Ability to see and articulate similarities and differences between your own country/culture and the culture of your host country

- Ability to recognize, synthesize and articulate the cultural differences, norms, mores, habits and lifestyles of families in your host country compared with your own.

- Ability to utilize experiences abroad for (international) career building: participants should be able to write a succinct paragraph to this effect to be included in their revised resume.

- Have the skills to be more self-confident, more tolerant and flexible and less reliant on others.

Assessment tools:
- Pre and post language tests, as well mid-year evaluations for year-long language majors.
- Coursework and final grades
- Mid-Semester assignment
- Re-entry discussion and assignment
- Returnee questionnaire and evaluation
<table>
<thead>
<tr>
<th>Learning goals</th>
<th>Strategies</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Create programming activities outside the classroom for students to discover/expand understanding an area of interest to them</td>
<td>- Cultural events and clubs (Dia del niño, Day of the dead, African Film Festival, African culture celebration, National Association of Hispanic Nurses (NAHN), Asian American Pacific Islander Nurses Association (AAPINA))&lt;br&gt;- Activities such as speakers and club events sponsored by clubs such as Linfield Student Nurse Association (LSNA), Oncology Nursing, Holistic Health Interest Group (HHIG); variety of agencies represented at Nursing Career Fair</td>
<td>- Attendance, involvement, feedback&lt;br&gt;- Attendance, involvement, feedback, surveys</td>
</tr>
</tbody>
</table>
APPENDIX H
Linfield Curriculum (LC) Assessment
[from Linfield College Faculty Handbook VII.9.4 – p. 17ff (9/24/2010)] As of fall 2011, a student’s “LC file” (referred to below) will be in the form of an ePortfolio (TaskStream Learning Achievement Tools)

1. Records Review
   a. The goal of this review is to determine patterns in LC registration and the extent to which students are taking advantage of the full LC offerings at Linfield;
   b. Periodic (period to be determined) review of transcripts to answer questions, for example:
      i. Within each LC, how diverse (across departments) are the actual registrations?
      ii. Which LC areas are most likely to be chosen as upper division LC?
      iii. Across four years, what are the patterns of registrations, for example:
         (1) Patterns of LCs transferred/enrolled over Jan/Summer;
         (2) In which terms in their college careers do students register for LCs?

2. Direct and Indirect Assessment of Student Learning Outcomes – Individual LCs
   a. Students are introduced to the process in Freshman Colloquium (work on the first LC exemplar and short explanation of why it meets the learning goals for that LC);
   b. Students register for course and for LC separately (based upon their need for specific LCs); advisors help students choose appropriate courses for each LC and assist students in monitoring what they need to complete;
   c. While taking the course, students identify exemplars from the course they wish to use to gain LC credit for that course.
      i. Students upload graded exemplars into their LC file;
      ii. Students complete a short explanation (e.g., 120 words) of why they think this exemplar best meets that element of the LC;
      iii. Exemplar and statements must be uploaded by Reading Day to receive the LC designation for the course.
   d. Assessment
      i. LC Working Groups develop rubrics (see Appendix F for the initial two rubrics) for assessment of direct evidence (exemplars) and indirect evidence of learning (paragraph explaining fit of exemplar to standard);
      ii. Each year, faculty will be recruited to serve as LC reviewers for 2 LC areas (all 6 LC areas will be covered every 3 years); exemplars will be assessed for direct evidence of student learning outcomes; short paragraphs will be assessed for indirect evidence of student understanding of those outcomes.

3. Direct and Indirect Assessment of Integration of Student Learning Outcomes
   a. A two to three-year pilot process is proposed;
   b. Individual departments develop integrative models as part of department capstones/Senior seminars/MWI/Other as they wish;
   c. In the course in (b) above, as part of the course assignments, students construct an integrative essay, articulating the inter-connections between two or more LCs and the impact of this learning on their major learning outcomes/learning at Linfield;
   d. Essay is reviewed by instructor as an assignment for the course;
   e. Students submit this to their LC file by the end of the semester.
   f. Assessment:
      i. Curriculum Committee will develop rubrics for integrative essay (as indirect evidence of integrative learning);
ii. Faculty will be recruited to serve as integrative reviewers for the LC program;
iii. Each year, a random sample of integrative essays will be reviewed.

4. Senior/Alumni Survey - Indirect Assessment of Learning Outcomes
   a. Senior Year – as part of standard senior survey process, students will complete a set of
      questions designed to assess students' indirect understanding of integrative learning outcomes and preparation for graduation outcomes;
   b. Alumni – as part of standard alumni survey process (currently during the first year and the tenth year post-graduation; an intermediate fifth year survey is under consideration), alumni will complete a set of questions designed to assess their indirect assessment of integrative learning and impact on their post-collegiate life;
   c. Survey questions might also list individual LCs and ask alumni to identify which they are using in their lives/in their work on a regular basis;
   d. Survey questions will be developed by the Curriculum Committee;
   e. Data will be reviewed annually; longitudinal data (senior year to 1 year out; first year to the 10th year out) will be reviewed every five years.

Rubrics Used to Assess Linfield Curriculum Exemplars

Quantitative Reasoning Rubric

Learning Outcome 1 Pose questions involving quantitative relationships in real-world contexts by means of numerical, symbolic, and/or visual representations.
   • Exemplary: Exemplar explicitly identifies a well-framed question; relevance to real-world situations is explicit; question framed in terms of commonly accepted mathematical representations.
   • Satisfactory: Exemplar indicates interrogation of a practical question using recognized mathematical representations.
   • Unsatisfactory: Exemplar fails to pose a question, fails to provide relevant circumstances to investigate, and/or is not framed using recognized mathematical representations.

Learning Outcome 2 Analyze problems by discussing models; making appropriate assumptions; and deducing consequences or making predictions.
   • Exemplary: Exemplar explicitly indicates a contextual situation and a model to represent the situation. All of the terms and assumptions are clearly defined. The model is explicitly applied to make conclusions (or predictions).
   • Satisfactory: Exemplar indicates a contextual situation and a model, although one or both may be implicit. Assumptions may be stated, but terms and notation may not be defined. The model is applied to make conclusions (or predictions).
   • Unsatisfactory: Problem investigated is not clearly identified; model is unclear; assumptions are not identified or appear to be inappropriate; no clear conclusions or predictions are articulated.

Learning Outcome 3 Understand the uses and constraints of various representations of quantitative information.
   • Exemplary: Exemplar identifies and properly uses multiple representations (numerical, symbolic, visual) of quantitative information; clearly articulates the limits of each method employed.
• **Satisfactory:** Exemplar identifies a generally accepted method of representation (numerical, symbolic, or visual); identifies and correctly explains basic limitations of the method used.
• **Unsatisfactory:** Exemplar indicates an inability to use, or improper use or interpretation of, commonly accepted mathematical representations.

**Learning Outcome 4 Communicate and critique quantitative arguments.**

• **Exemplary:** Exemplar clearly articulates an argument made using numerical representations, and demonstrates a nuanced understanding of both the strengths and weaknesses of the argument.
• **Satisfactory:** Exemplar adequately conveys an argument made using numerical representations, and demonstrates a rudimentary understanding of some of the primary strengths and weaknesses of the argument.
• **Unsatisfactory:** Exemplar fails to coherently convey a numerical argument; strengths and weaknesses of the argument are not identified or are explained incorrectly.

**Vital Past Assessment Rubric**

1. **Learn how to analyze and contextualize primary sources.**
   • **Exemplary:** Exemplar illustrates that student is able to use primary source material(s) to provide a multifaceted explanation for the course of historical events.
   • **Satisfactory:** Exemplar illustrates that the student recognizes the relationship between primary source materials and the unfolding of historical events.
   • **Unsatisfactory:** Exemplar is unsatisfactory if either of the following is true:
     - student does not understand what a primary source is
     - student cannot place the primary source into larger context

2. **Learn how to analyze and critique secondary, scholarly arguments about the past**
   • **Exemplary:** Exemplar illustrates that student is able to recognize a secondary scholarly argument about the past and discuss its strengths and weaknesses.
   • **Satisfactory:** Exemplar illustrates that student understands what a secondary scholarly argument about the past is and that some scholarly arguments about the past are better grounded in evidence than others.
   • **Unsatisfactory:** Exemplar is unsatisfactory if either of the following is true:
     - student does not understand what a secondary source is
     - student is unable to articulate the strengths and weaknesses of a secondary source

3. **Learn how to make an analytical or interpretive argument about the past**
   • **Exemplary:** Exemplar illustrates that student is able to make a convincing analytical or interpretive argument about the past that is grounded in evidence.
   • **Satisfactory:** Exemplar illustrates that student is able to make an analytical or interpretive argument about the past that requires more evidence.
   • **Unsatisfactory:** Exemplar is unsatisfactory if either of the following is true:
     - student cannot make an analytical or interpretive argument about the past
     - student is unable to marshal evidence to support an analytical or interpretive argument
4. Recognize that differences separate people past and present, though all people share a common humanity.

- **Exemplary**: Exemplar illustrates that student understands the historic specificity of a particular cultural practice, assumption, or idea and is able to explain why these prevailed in the time period in question.

- **Satisfactory**: Exemplar illustrates that student recognizes the historic specificity of a particular cultural practice, assumption, or idea.

- **Unsatisfactory**: Exemplar is unsatisfactory if either of the following is true:
  - student does not understand that particular cultural practices, assumption, or ideas are historically situated
  - student believes that current cultural practices, assumptions, or ideas are universally true and applicable for all times

5. Understand the nature and limits of knowledge about the human past.

- **Exemplary**: Exemplar illustrates student understands how to weigh the merits of historical evidence and that evidence about the past is limited in scope.

- **Satisfactory**: Exemplar illustrates student recognizes that some historical evidence is stronger than others.

- **Unsatisfactory**: Exemplar is unsatisfactory if the student believes that all evidence is created equal.
Appendix I
Examples of Outcomes and Indicators for Core Theme
Overarching Objectives

Core Theme: Culture of Engagement and Excellence

Overarching Objectives

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

ACADEMIC:

Business:
Outcome: Students professionally communicate ideas, research, and analysis in written form and oral form.
Indicators: Analysis of written work across 400-level courses in the major by professors using a common rubric; Professors’ assessment of oral presentations in courses throughout the major.

Computer Science:
Outcome: Faculty and students pursue research within fields of computer science or computer engineering.
Indicator: Completion of work as reported on CVs and in departmental annual reports.

Chemistry:
Outcome: Explain foundational concepts appropriate to course and level; Apply theoretical concepts to posed problems appropriate to course and level.
Indicators: Item analysis of written exams; Comparison to prior years via annual narrative summary for each class; Nationally standardized ACS end-of-course exam for Chemistry 210/211, Chemistry 321/322/ and Chemistry 361/362; Reviewed at summer departmental meeting.

Outcome: Faculty and students apply and receive grants in support of ongoing research; Results presented in public forums on campus and at regional and national professional meetings.
Indicators: Faculty and students apply for and receive sabbatical leaves; Submit written and oral reports to the college community; Submit work product for publication.

Economics:
Outcome: The department of economics actively engages in professional development activities (research and publication).
Indicator: That information is sent annually (and sometimes more frequently) to the Office of Academic Affairs.

Health, Human Performance and Athletics:
Outcome: Students, student-athletes, faculty and staff strive for excellence and engage in activities that promote and strengthen our community
Indicators: Wellness Trail maintenance; Kid Fit; Home School PE Program; Athletic team successes; Mentoring programs; Staff and community physical activity classes and program development; Invited lectures, presentations, workshops, clinics, publications, etc., by faculty and coaching staff; Certifications.

History:
Outcome: Faculty maintain departmental and college standards in their professional development; students make progress toward the completion of their major.
Indicators: Regular colleague and dean review of faculty achievements; Student performance in departmental capstone courses; Review of overall course performances in annual reviews with advisor and review of program evaluations.
Mass Communication:

**Outcome:** Students apply professional standards of accuracy, clarity, grammar, creativity and persuasion.

**Indicators:** Students display competence in employing journalistic writing skills in accuracy, format, structure, style and usage, including adherence to the Associated Press Stylebook, in several media-writing assignments, such as a news report on a speech or public meeting, a report on a sporting event, a feature story, a press release, advertising copy, Web copy and/or a broadcast script.

Music:

**Outcome:** Provide students with an educational experience that reflects high quality, broadly based academic and artistic excellence.

**Indicators:** Faculty are actively engaged in professional development that includes Faculty Recitals, professional research and writing in music, adjudication for music events, presenting papers at national conferences.

Nursing:

**Outcome:** Integrate theoretical concepts of community-based nursing and health promotion into practice.

**Indicator:** Participation in substantive on-line discussion of course concepts.

Philosophy:

**Outcome:** Faculty use various assessment rubrics both in grading course assignments and in departmental assessments of senior theses and portfolios. Assessments are directly applied in the ongoing development of courses and the critical evaluation of the department curriculum.

**Indicator:** AACU Value Rubrics such as the Written Communication Value Rubric and Critical Thinking Value Rubric are applied in grading and assessment.

Religion:

**Outcome:** Write clearly and persuasively.

**Indicator:** Senior Seminar Capstone Experience: 40-50 page senior thesis with oral defense.

Sociology and Anthropology:

**Outcome:** Faculty maintain departmental/college standards with regard to professional engagement/achievement.

**Indicators:** Faculty: Review of faculty CVs; Faculty evaluation.

**Outcome:** Students progress toward/complete major.

**Indicator:** Regular review of program evaluations.

Theatre and Communication Arts:

**Outcome:** Faculty, staff, and students demonstrate expertise in their disciplines.

**Indicators:** Faculty, staff, and students present at scholarly conferences & publish; Faculty, staff, and students participate in public performances; Faculty and staff participate in development opportunities on campus and through professional organizations; Faculty and staff evaluation; Students progress toward and complete degree programs; Students present senior capstone projects in public forums.

**Administrative**

Academic Advising:

**Outcome:**

**Indicators:** AA Staff participate in at least one professional meeting per year (regional and national); Number and diversity of advising-related sessions attended by academic advising staff.
Academic Affairs:

Outcome: Faculty engage in scholarship, research and artistic creation.
Indicators: Number of faculty per year supported by faculty development grants, student-faculty collaborative research grants, and Dean’s travel funds; Dollar value of support from Academic Affairs.

Capital Planning and Development Office:

Outcome: Faculty and students work within physical environments (classrooms and labs) that allow and enhance pedagogical excellence.
Indicators: T.J. Day Hall has been completely remodeled with technology that enhances learning experiences and creates the pedagogical tools for excellence; Remodel of T.J. Day Hall has increased classroom space by 27%.

College Relations:

Outcome: Staff participate in individualized professional development programs through attendance at conferences and workshops, communication and meeting with peers.
Indicator: Percentage of staff completing one or more formal development activities in a year.

Controller’s Office and Budget Office:

Outcome: Staff strives to stay informed, educated and current in their areas of professional responsibility so that the college’s financial administration is professional and progressive.
Indicators: Attend and participate in professional organizations (WACUBO, PACCON, NICBOA, NACUBO, PDG, Oregon CPA Society); Attend online seminars and other professional development seminars: US Bank Capital Markets seminar; Grant Thornton’s CPA’s webinar: Not-for-Profits and the Rapidly Changing Anti-Corruption Environment and so forth.

Outcome: Staff engaged in continuous process evaluation and improvement efforts to bring efficiency and advancement to operations.
Indicators: Recently reviewed and updated A/P Approval Limits, Signing Authority, and made changes to automatic check signing process; Recently developed and implemented new Federal Grants Procurement policy; Recently reviewed banking procedures, security, processing, and so forth and have moved to web-based Positive Pay check transmission; Updated other security features and planning to do more soon; Plan to make changes this year in credit card program that will save the college money.

Facility Services & Auxiliary Services:

Outcome: Pursue formal training opportunities and professional forums at all position levels to ensure staff are apprised of the latest technologies, regulations, and best practices in their area of operations.
Indicator: Annual training calendar reflects a wide range of training opportunities for all staff areas of responsibility.

Human Resources:

Outcome: Staff enhance professional expertise by participating in Professional Development Day workshops.
Indicator: Rate of participation in Professional Development Day.

Integrated Technology Services:

Outcome: ITS staff participates in activities that help them keep abreast of developments in their field.
Indicators: Participation in formal learning opportunities such as conferences, workshops, and online learning opportunities. ITS purchases several books each year to support this goal.
Library:
Outcome: Faculty and staff regularly participate in workshops, webinars, and conferences to keep their knowledge current.
Indicator: Annual report details faculty and staff’s continuing education participation and professional development each year.

Learning Support Services:
Outcome: Students who meet one-on-one with our department will become more self-aware and learn to apply efficient/effective strategies in the pursuit of their academic and life goals.
Indicators: Students will take a pre- and post-assessment each semester to measure cognitive, affective, and behavioral factors related to self-determination.

McMinneville Student Affairs:
Outcome: Student leaders will complete end-of-year evaluations, in both survey and rubric form, that will be used by the department to assess the needs of student leaders and in order to tailor the training schedule.
Indicators: Student leaders take part in the survey and schedule follow-up meetings for the rubric evaluation; Feedback will be used to develop the training program.

Portland Student Affairs:
Outcome: Hold active membership, ownership, and commitment to student organizations and professional organizations that focus on field of study.
Indicators: Student-led clubs and organizations related to healthcare; Participation at campus, state, and national level for Student Nurses Association; Engagement at professional opportunities for Oregon Nurses Association (conventions, Nurse Lobby Day).

STUDENT

German Club:
Outcome: Students continuously learn more about German culture; Club leaders and faculty reflect and use systematic analysis to improve the club; Club leaders demonstrate engagement through their contributions to Linfield.
Indicators: Students learn more about German culture by attending meetings and events, as well as asking the German teaching assistant questions; Club leaders and faculty improve the club by meeting together to determine what works for the club and what could use some changes; If a change is needed, the leaders and faculty then decide what is the best way to make the change; Club members demonstrate engagement by organizing events that club members and other students can participate in.

Outdoor Club:
Outcome: The outdoor club aims to provide students a chance to experience the outdoors and challenge themselves physically and psychologically. It also gives students the chance to participate in physical activity that promotes health and improves the community.
Indicators: The outdoor club, with funding from ASLC, is sponsoring students to participate in Reach The Beach, a fund-raising bike ride this spring that will raise money and awareness for the American Lung Association; A team of Linfield students and some faculty will participate and plan to raise nearly $1,000; Other past activities have included group hikes and skiing trips, which are available to all students; Club funds help offset the cost of these activities, making participation easier for students.
II. Faculty, staff, and students use reflection and systematic analysis to improve programs and engage in life-long learning.

ACADEMIC

Art and Visual Culture:
Outcome: AVC Faculty conduct annual reviews of the department, its major, and current pedagogy via systematic assessment of the goals for the major vis-à-vis the successes and shortcomings of our majors' development as creative artists, and refinement of courses and curriculum to meet our students' creative and intellectual needs and desires.
Indicators: Notes and documents from each annual meeting, preserved in departmental archive resulting in refined and expanded requirements for studio art majors; New course proposals, development of better critique rubrics and instrument, etc.

Chemistry:
Outcomes: Explain foundational concepts appropriate to course and level.
Indicators: Item analysis of written exams; Comparison to prior years via annual narrative summary for each class; Nationally standardized ACS end-of-course exam for Chemistry 210/211, 321/322 and 361/362; Reviewed at summer departmental meeting.

Outcome: Apply theoretical concepts to posed problems appropriate to course and level.
Indicators: Faculty and staff participation in and hosting of conferences on POGIL (Process Oriented Guided Inquiry Learning) for general and organic chemistry.

Division of Continuing Education:
Outcome: Students in online courses interact with each other and faculty at a consistently high level.
Indicators: Number and quality of posts and written assignments; Quality of artifacts submitted in e-Portfolio by students in online courses.

Economics:
Outcome: The department employs reflective essays as an assessment tool in all upper division economics courses. Students are required to reflect on their learning experiences and provide direct evidence of learning, by presenting exemplars of specific knowledge obtained.
Indicator: The department uses the information to inform course pedagogy, as well as course and departmental curricula.

History:
Outcome: Department reviews program on annual basis and revised curriculum and major/minor requirements accordingly.
Indicator: Record of programmatic changes and related rationale.

Music:
Outcome: Use National Association of Schools of Music standards as the departure point for continuous and systematic review, evaluation, and modification of the Linfield Department of Music program offerings. (Dept. Goal #5)
Indicators: The music department meets weekly to discuss program goals and seeks to make the music curriculum relevant beyond the campus experience. Regularly evaluate and assess teaching methods to inspire students to be active, engaged, critical thinkers and learners. The music department uses an annual peer review for all faculty teaching lessons, classes, and ensembles to evaluate teaching effectiveness and curriculum standards. All faculty are expected to engage in professional development in their field of specialization.
Nursing:

Outcome: Integrate the knowledge from the liberal arts and sciences to inform nursing practice across the lifespan.

Indicator: Progressive portfolio of experiences, evaluations, and recommendations for continued growth.

Religion:

Outcome: Recognize, identify, and understand prominent ways in which people have been and are religious.

Outcome: Experience the methodological diversity the study of religion embraces.

Outcome: Encourage a global approach to the study of religion.

Indicators: External review (seven-year cycle) to assess geographical and methodological balance of Department staffing and curriculum. (See Spring 2010 External Review.)

Sociology and Anthropology:

Outcome: Department completes annual programmatic assessment and periodic external review, and revises the program as needed/desired.

Indicators: Departmental assessment plan/report; External review report/follow-up; Record of programmatic changes.

Theatre and Communication Arts:

Outcome: Faculty revise courses and major curricula to reflect changes in disciplinary content and pedagogical approaches.

Indicators: Annual review of course evaluations and revision of course materials and pedagogy as appropriate; Annual assessment of student learning outcomes as reflected in annual reports and course/curriculum revisions; Periodic external and internal reviews of programs in accordance with college policies.

Outcome: Theatre students achieve adequate preparation to enter graduate school, to accept entry-level positions in theatre, to adapt theatre knowledge and skills to other careers, and to adopt creative approaches to life-long learning.

Indicators: Senior Capstone Electronic Portfolio; Senior Capstone Bridge Project; Alumni surveys and comments.

Administrative

Academic Advising:

Indicators: End-of-the-year academic advising survey for faculty and students; Year-end report; Colloquium program evaluation (student and faculty); Fall connections program evaluation; Changes and improvements to all academic advising programs.

Academic Affairs:

Outcome: Faculty regularly assess and improve courses.

Indicator: Number of faculty receiving course transformation grants and reporting on outcomes.

Auxiliary Services:

Outcome: Provide professional and efficient auxiliary support services in support of Linfield’s academic mission.

Indicators: Operate auxiliary enterprises in a manner that ensures that they are self-supporting and provide an additional return to the college where possible; consistently demonstrate improvements to annual survey results in satisfaction and value.
College Activities Office:
Outcome: Students will complete end-of-year evaluations, in both survey and rubric form, that will be used by the department to assess the needs of student leaders and in order to tailor training schedule.
Indicators: Student leaders take part in the survey and schedule follow-up meetings for the rubric evaluation; Feedback is used to develop the training program.

College Relations:
Outcome: Portions of monthly staff meetings and annual all-day retreat focus on innovation and continuous improvement.
Indicator: Agendas reflect discussion of program improvement.

Facility Services:
Outcome: Provide professional and efficient facilities operations and maintenance in support of Linfield's academic mission.
Indicators: Continue to expand major repair and renewal program to support depreciation funding model of 1% of capital assets; Maintain an annual cost/GSF to maintain Linfield's facilities that is competitive with the best college comparators.

International Programs Office:
Outcome: Students use reflection in examining and processing their experiences abroad.
Indicators: Number and quality of journals posted by students on the IPO website; Submissions to the Digital Commons@Linfield which promotes the discovery, sharing, and preservation of the intellectual and creative works of the faculty, students and staff at the college.

Integrated Technology Services:
Outcome: ITS solves problems that require reflection and analysis for clients and the Linfield community as a whole on a daily basis.
Indicator: Clients are satisfied with problem-solving service; VP for Business and Finance has no major objections to negotiated contracts.

Library:
Outcome: Librarians regularly review information literacy work with faculty.
Indicators: In-class assignments, annotated bibliographies, research journals, other assignments, rubrics, in-class presentations.

Outcome: Rigorous review of work of all work-study students, particularly lead student workers in reference.
Indicators: Reviews of all student staff each semester; Weekly meetings of lead students with key staff; Online assessments of lead study workers; All training materials.

Outcome: Faculty and staff regularly and systematically review rubrics, surveys, and spreadsheets in order to improve programs and services.
Indicators: Rubrics, surveys, spreadsheets, and documents indicating actions taken based upon evidence.

Portland Students Affairs:
Outcome: Apply methods for gathering feedback and assessing plans for growth and development.
Indicators: Assessment tools for all major events; Student leadership learning outcome pre/post surveys; Assessment questions on student event registration form; Yearly surveys on key elements of student services.
III. Faculty, staff, and students demonstrate engagement through their contributions to Linfield, their professional organizations, and local, regional, and global communities.

ACADEMIC

Chemistry:
Outcome: Faculty Development Grants; Student Faculty Collaborative Research Grants
Indicators: Faculty and students apply and receive grants in support of ongoing research; Results presented in public on campus and at regional and national professional meetings; Membership and participation in American Chemical Society, Oregon Academy of Science, and other professional societies.

Economics:
Outcome: The department contributes here in many ways, most of which are summarized in our annual reporting to the Office of Academic Affairs.

English Language and Culture Program:
Outcome: ELCP faculty demonstrate engagement by attending and presenting at national and state ESL conferences.
Indicators: ELCP faculty exchange and share relevant pedagogical information from the conference presentations and exhibits; ELCP faculty incorporate and apply new pedagogy/materials/exercises in their classrooms.

History:
Outcome: Faculty contribute regularly to Linfield, their professional organizations, and pertinent communities; Students may contribute through internships with outside entities, study abroad opportunities and via student honor association (Phi Alpha Theta).
Indicators: Review of faculty CVs and faculty evaluation process; Student selection and participation in annual Phi Alpha Theta conference; Participation in study abroad programs (not required, but encouraged); Participation in internships either during the school year or during the summer break.

Modern Languages:
Outcome: Departmental program offerings reflect all phases on language learning and offer insights into foreign cultures and literatures
Indicators: Post-study-abroad projects; Participation in language contests and symposia such as Toyama Cup Japanese Speech Contest; Faculty, staff and community language learning opportunities such as language tables.

Outcome: Postgraduate placement in Fulbright and other competitive programs that include language proficiency.
Indicators: Each year students are placed in prestigious programs such as the French government-teaching program.

Music:
Outcomes: Present to the campus and community high quality concerts, lectures, and recitals by student, faculty, and guest artists, which represent historical, diverse, and current music literature; Participate fully in the life of the institution.
Indicators: Annual Linfield College concert and lecture series to enrich the cultural, academic, and aesthetic life of the campus community; Participation by full-time faculty in professional organization meetings that include the College Music Society, National Association of Schools of Music, National Association of Teachers of Singing, Oregon Music Teachers Association, Collegiate Band Directors National Association, Collegiate Choral Directors Association, Oregon Music Educators Association, and others; Students and faculty are engaged in community service and service learning with music.
Nursing:
Outcome: Employ evidence-based strategies to provide holistic nursing care.
Indicator: Evidence-based practice project and presentation at clinical site evaluated by rubric.

Physics:
Outcome: Students communicate scientific knowledge effectively, both orally and in writing.
Indicators: Senior theses are all presented both orally and in poster form. One of these presentations happens either at the Linfield College Science Symposium or at a professional conference such as the Northwest Section of the American Physical Society meeting.

Sociology and Anthropology:
Outcome: Faculty maintain departmental/college standards with regard to professional engagement and service to profession, Linfield and community.
Indicators: Faculty review of faculty CVs; Faculty evaluation.

Outcome: As part of the SOAN curriculum, students participate in community service and service learning. The department also provides opportunities for study abroad, internships, and involvement in professional organizations.
Indicators: Students: successful completion of SOAN 040 and SOAN 486 (required); Participation in SOAN 487; Presentations at professional conferences; participation in study abroad (required for ANTH).

Theatre and Communication Arts:
Outcome: Faculty, staff, and students demonstrate expertise in their disciplines.
Indicators: Faculty, staff, and students present professional work at regional, national, and international scholarly conferences, workshops, and tournaments; Faculty, staff, and students participate in public performances; Faculty, staff, and students serve on community boards and/or engage in community service; Students present senior capstone projects in public forums.

ADMINISTRATIVE

Academic Advising:
Indicators: Research presentations and publications by Academic Advising staff; Training sessions provided by academic advising for faculty, staff and students; Number of events coordinated by Academic Advising that are collaborative with other departments; Academic Advising newsletter.

Academic Affairs:
Outcome: Faculty serve in leadership roles in professional organizations at the local, regional, state, national or international level.
Indicator: Number of faculty serving as reported in annual departmental reports.

College Activities Office:
Outcome: Staff of the College Activities Office will take part in leadership roles in regional and national professional organizations.
Indicators: Staff members will present educational sessions at appropriate regional and national professional conferences (NACA, NWASAP, NASPA); Staff members will engage in leadership roles in the appropriate regional and national organizations (NACA, NWASAP).

College Relations:
Outcome: Staff participate on campus committees, attend campus events, and serve as volunteers in the community and beyond.
Indicator: Percentage of staff serving in a formal capacity on-campus or off-campus.
Human Resources:

**Outcome:** Faculty and staff demonstrate engagement to the Linfield community by providing workshops during Professional Development Day.

**Indicator:** Number of workshops offered by faculty and staff.

Integrated Technology Services:

**Outcome:** ITS staff members participate in local and regional, national and international professional organizations.

**Indicator:** Linfield ITS organizationally or ITS staff individually belong to or attend the following:
- Locally: Linfield Administrators Assembly (as participants, officers and committee members);
- Linfield Employee Association (as participants, officers and committee members);
- Linfield Faculty Assembly meetings; Informer and Colleague Help for Users Group (as participants, officers, and committee members);
- Professional Development Day (as participants and presenters);
- Regionally: Oregon Independent College Association Telecommunications Manager group; North West Datatel User Group (attendees and presenters); North West Academic Computing Consortium (attendee and board members);
- Nationally/Internationally: EduCause; Datatel User Group (attendees, presenters and board members); Association for Computing Machinery; Oracle Technology Network; International U2 User Group; Special Interest Group on University and College Computing Services; International Nortel Networks Users Association; Special Interest Group on University and College Computing Services; International Nortel Networks users Association

McMinville Student Affairs:

**Outcome:** Staff of Student Affairs will take part in leadership roles in regional and national professional organizations.

**Indicators:** Staff members will present educational sessions at appropriate regional and national professional conferences; Staff members will engage in leadership roles in the appropriate regional and national organizations.

Portland Student Affairs:

**Outcome:** Role model active engagement and make meaningful contributions as citizens of the campus and community.

**Indicators:** Involvement in Linfield clubs, organizations, committees, and student leadership opportunities; Active membership in professional organizations at campus, state, and national level; Volunteer opportunities in greater community (community health fairs, schools, etc.);
- Partnership in cross-campus activities (Wellness events, Pre-Nursing Club, shared programming);
- utilizing student leaders for group campus visits (HCOP, Trio, Hispanic Family Day, Mosaic Day).

**Core Theme:** Global and Multicultural Understanding

Overarching Objectives

1. Students demonstrate theoretical understanding of the role of diversity in society.

**LINFIELD CURRICULUM**

(Note: Because the Linfield Curriculum (LC) uses a distribution model, courses in the LC reflect disciplinary methodology. All Linfield Curriculum courses are assessed through the Linfield Curriculum Assessment Program with appropriate rubrics developed for each mode of inquiry.)

**U. S. Pluralisms:**

**Outcomes:** Interrogate the historical, socio-cultural, and/or aesthetic grounding of marginality and its relationship to power and modes of domination though the critical examination of these discourses; Explore the social, cultural, and/or economic inequalities addressed in a broader socio-historic context, including issues of social justice, privilege, health care and/or power.

**Indicators:** PHIL 270: Philosophy of Education: Examine the trajectory of educational philosophies and institutions and the discourses of "democracy" and "meritocracy," as revealing
the story of how power has been wielded and reproduced in the U.S. The interrogation of historical and socio-cultural assumptions that serve hierarchical social, political and economic stratification is central to the texts and inquiry of the course. Course assignments examine how domination and marginality have been defined, instituted, and reproduced in the U.S. A primary focus of the course involves assessing and analyzing the inequities that are justified and produced by the political and educational philosophies and institutions operating in the U.S.; TCCA 233: Paper—Phenomenological investigation of a co-culture assessed by rubric.

Global Pluralisms:
Outcome: Develop a better understanding of the issues of identity, politics, culture, history, healthcare, and/or economics in a context of a culture other than that of the United States.
Indicators: PHIL 150: Philosophy East & West (on campus); PHIL 398: Comparative Philosophy (abroad); TCCA 230 Intercultural Communication project that focuses on non-U.S. culture and demonstrates understanding of intercultural concepts with assessment rubric.

ACADEMIC

Economics:
Outcome: The department offers multiple courses that carry the US or GP designations.

History:
Outcome: By taking courses that focus on the history of other countries, cultures and peoples, students develop an understanding and awareness of diversity in the U.S. and around the world.
Indicators: Student enrollment in courses that meet the US and GP diversity components of the Linfield curriculum.

Modern Languages:
Outcome: Students develop a better understanding of the issues of national and ethnic identity in a context of a culture other than that of the United States via the study abroad experience.
Indicator: Course work in upper division courses completed after return from study abroad, including but not limited to, work completed by our majors in the MDLA 483 Cross Cultural Seminar and work completed by all returning students in the required reentry course.

Music:
Outcome: Provide opportunities to experience music from diverse cultures in specific courses and across the curriculum: Music Cultures of the World; Understanding Jazz; American Popular Music; Music of Change.
Indicators: Number of courses like this that the Music Dept. offers; Number of students enrolled in these courses.

Outcome: Feature music from diverse cultures in an annual concert open to the college and the community, e.g., performers and music from Africa, India, Asia and other global locations.
Indicators: Performances.

Nursing:
Outcome: Provide nursing care that incorporates diverse values and perspectives.
Indicator: Observation and report of coalition meeting.

Philosophy:
Outcome: Exhibit competence in understanding major motifs in non-Western philosophy.
Indicators: Take at least one philosophy course meeting the Global Pluralisms LC criteria. If possible, take a travel abroad course such as Comparative Philosophy.
Sociology and Anthropology:
Outcome: Students develop theoretical understanding of the role of diversity in society across the curriculum.
Indicators: Student enrollment in courses that meet the US and/or GP learning outcomes (majority of SOAN courses).

Theatre and Communication Arts:
Outcome: Communication Arts Program serves as home to interdisciplinary major in Intercultural Communication that focuses on this Core Theme.
Indicator: Student enrollment in courses contributing to major with assessment of course objectives related to the Core Theme Objective; Students successfully complete major requirements for study abroad and domestic diversity project.

ADMINISTRATIVE

Academic Advising:
Indicators: Integration of international students in colloquium and transfer student connections program; Development of colloquium/connections curriculum and assignments that require critical reflection about diversity in society.

Controller’s Office and Budget Office:
Outcome: Employ student workers from other countries giving them and the staff opportunities to experience and better understand the global community.
Indicators: We have employed international students to work in the Controller’s Office (in all areas) with significant responsibility in processing, reporting, audit and customer service. This has benefited the student and the college staff in better understanding human/cultural difference and similarity.

Portland Student Affairs:
Outcome: Build multicultural competence through developing student-led programs that focus upon diversity, intercultural understanding, and global awareness.
Indicators: Student clubs sponsoring diversity programs: MEChA, AAPINA (Asian American Pacific Islander Nursing Association), Queer Club, NSWB (Nursing Students Without Borders); Programming and advocacy through the Multicultural Programs Office.

STUDENT

German Club:
Outcome: Students demonstrate understanding of the role of diversity in society. Students attain skills required for responsible citizenship. Students engage in global and multicultural experiences.
Indicators: Demonstrating an understanding of the role of diversity in society is accomplished by the events that the club partakes in, as well as having various different students in the club, especially many international students. The students who are in leadership positions in the club attain skills required for responsible citizenship. Students engage in global and multicultural experiences by attending and participating in events the club sponsors.

II. Students attain skills required for responsible citizenship.

LINFIELD CURRICULUM:

Individuals, Systems, and Societies: Students think critically about the ways that society affects individual behavior and/or individual behavior affects society.
Outcome: Learning outcomes reflecting this objective situated in courses throughout the curriculum.
Indicator: Linfield Curriculum Assessment Program
ACADEMIC

Chemistry:

Outcome: Communicate effectively both orally and in writing, in genres appropriate to the discipline.
Indicators: Instructor evaluation of content and quality of formal and informal written and oral presentations using rubric.

Computer Science:

Outcome: Students develop skills for cooperating and being an effective team player.

Economics:

Outcome: Students in departmental courses gain an understanding of economics, something we consider fundamental to responsible citizenship.

History:

Outcomes: Students develop the ability to critically assess sources of information, to educate themselves on new and evolving topics, produce their own interpretations grounded in solid evidence, and communicate these ideas in a clear and systematic way (matches departmental goals #3-#6).
Indicator: Student performance in all classes, especially the departmental 300-level and two capstone courses (Historical Methods and Senior Seminar)

Mass Communication:

Outcome: Students will learn about the freedoms afforded to and limits placed on mass communication in the United States.
Indicators: On exams, students will articulate the relationship between the First Amendment to the U.S. Constitution and the mass media in the United States; They will recognize why freedom of the press is important in a democracy; They will recognize regulations and legal constraints placed on mediated communication in the United States; They will recognize the ethical standards of the mass communication industries.

Nursing:

Outcome: Prepare for the role of the professional nurse as a leader and change agent in health care.
Indicator: Political Astuteness Inventory, research and reflection paper.

Physics:

Indicator: Physics offers courses such as Energy and Environment; Active participation in the Environmental Studies program.

Sociology and Anthropology:

Outcome: Students develop the ability to see how individual lives are connected with wider social and cultural processes and forces.
Outcome: Students develop the ability to access, organize, critically analyze, and produce knowledge about humans as social and cultural beings.
Outcome: Students develop oral and written skills for effective communication, both inside and outside academic contexts.
Outcome: Students develop the ability to work independently and cooperatively in application of sociological and anthropological ideas.
Indicators: All assessed via rubrics in senior capstone courses.

Theatre and Communication Arts:

Outcomes: Theatre: Acquire the skills necessary to function as mindful, creative, and responsible individuals who appreciate the diversity and ambiguity of theatrical experiences and the role of theatre in society; Communication Arts and Intercultural Communication: Acquire the skills
necessary to function as mindful, creative, and responsible citizens who grasp the ambiguity of diverse communication situations.

**Indicators:** Theatre: Completion of performance and crew requirements in major requiring collaborative teamwork; Communication Arts: Assessment of various assignments related to this objective and group work throughout the curriculum; Intercultural Communication: Completion of domestic diversity project.

**ADMINISTRATIVE**

**Academic Advising:**
- **Indicators:** Student engagement in first year programming; Transfer students attending fall or spring connections.

**Library:**
- **Outcome:** Student workers learn responsible and accurate work skills and how to work with a variety of patrons.
- **Indicators:** Semester reviews of students; Student training materials; One-on-one sessions addressing specific questions; Google-docs that lead students submit at the end of each shift.

**Learning Support Services:**
- **Outcome:** Peer Mentors (students) will participate in training tailored to the needs of students with disabilities, thereby gaining an understanding of specific disabilities and the impact on learning.
- **Indicator:** Peer Mentors will complete three hours of training, discuss seven different disability types, and demonstrate proficiency and readiness to serve with a pass score on the rubric.

**McMinnville Student Affairs:**
- **Outcome:** Develop more informed and open student and campus attitudes around religious cultures and the merits of religious pluralism, with an appreciation for religious diversity, by participating in The President’s (Obama) Interfaith and Community Service Campus Challenge. Through the Challenge, students of various religious traditions will collectively engage in a series of common service projects, and educational events, to better understand religious culture and common ground in terms of service and what motivates such practice.
- **Indicators:** Measure the number of service opportunities and students engaged in those opportunities that address diverse religious, social, economic, or cultural groups. Use students’ reflections on their experience to gauge learning via journals and group processing.

- **Outcome:** Increase campus involvement in Jewish Student Association (JSA) to enhance religious diversity by utilizing the adjunct Rabbi as a guest speaker in campus classrooms and as a mentor to Jewish students. Invite general campus population to JSA-sponsored events.
- **Indicators:** Measure the number of classrooms the Rabbi is invited to attend and participation in the JAS in the club and club events.

- **Outcome:** Help students learn the rights and responsibilities of engaging in a residential community by developing and evaluating community standards and violation of the community standards.
- **Indicators:** Number of students referred to the Community Peer Standards Board and the rates of repeat offenders.

**Portland Student Affairs:**
- **Outcome:** Practice good citizenship by identifying and implementing practices of sustainability.
- **Indicators:** Student involvement in PDX Campus “Green Team” and College ACES committee; Donating extra lab supplies to study abroad medical focused courses; Student-led scrub give-back program; Sustainable campus practices (making reusable signs, notebooks from computer lab recycled paper, recycle bins at large campus events, etc.); Three student-initiated garden boxes on campus.
III. Students, faculty, and staff engage in global and multicultural experiences.

ACADEMIC

Art and Visual Culture:
Outcome: Students, faculty and staff visit exhibitions in the Linfield Gallery which explore issues of the construction of one’s socio-political identity in relationship to others who perform difference through social constructs such as gender, ethnicity, class and sexual orientation.
Indicators: Gallery routinely exhibits work by those who represent various positions over a broad social, cultural and political spectrum. A few recent exhibits that have addressed one’s gender, ethnicity and culture include “Daniel Heyman: Bearing Witness,” “Nan Curtis: True Colors,” “MK Guth: Our Rapunzel,” “Meta,” “Fashion and Fiction,” “The Photographic Narrative,” and “Alter Egos.”

Business:
Outcome: Students recognize that the business world is global and develop an understanding and appreciation for global differences.
Indicators: Number and percentage of majors who participate in study abroad experiences.

Division of Continuing Education:
Outcome: Students study internationally and/or successfully complete courses with GP and US designations. Demonstrate the ability to adapt and be successful in a culturally (and systematically) different educational environment. Demonstrate the ability to see and articulate similarities and differences between your own country/culture and the culture of your host country.
Have the skills to be more self-confident, more tolerant and flexible and less reliant on others.
Indicators: Number of students enrolled in international field-based courses and clinicals;
Assessment of students by clinical preceptors and faculty; Quality of artifacts in e-Portfolios by students in international courses or clinicals.

Economics:
Outcome: The department offers January Term study abroad courses on an almost annual basis.

English Language and Culture Program:
Outcome: ELCP students engage in global and multicultural experiences by working in and out of class with both international and domestic students.
Indicators: ELCP students complete weekly meetings with writing assistants to improve understanding and implementation of English discourse patterns in their written assignments;
ELCP students complete weekly meetings with conversation partners to practice their cross-cultural communication skills and expand their global and multicultural understanding.

Health Human Performance and Athletics:
Outcome: Students, student-athletes, faculty and staff demonstrate and promote an appreciation and understanding of the multicultural facets of humans.
Indicators: Athletic team appreciation of diversity; Course works attends to a multicultural world;
Travel courses and team travel.

History:
Outcome: Faculty will continue to teach about as many regions of the world as their training will allow; Faculty will lead Jan term courses abroad as is feasible; Faculty will also engage in multicultural and/or global research; Faculty will strive to bring speakers to campus who can contribute to broadening students’ horizons on these fronts. Students will be encouraged to study abroad or take a Jan term class abroad; Students also encouraged to attend campus events on global and multicultural issues.
Indicators: Number of students who study abroad; Enrollments in multicultural and/or globally relevant departmental courses; Student attendance at multicultural/global campus events.
Music:
Outcome: Offer opportunities for interaction with music and musicians from diverse cultures through master classes and residencies.
Indicators: Master classes and residencies

Outcome: Engage in study abroad programs with student and faculty participation.
Indicators: Jan term travel courses in the Middle East, SE Asia, China and the Caribbean; Semester-abroad class “Music in Vienna” is offered every spring

Nursing:
Outcome: Use ethical reasoning to provide healthcare for diverse clients and populations.
Indicator: Immersion with assigned country/immigrant group.

Physics:
Indicator: Physics offers a Jan term travel course at least once every two years.

Religion:
Outcome: Encourage a global approach to the study of religion.
Indicator: Active participation in the January Term onsite travel course program.

Sociology and Anthropology:
Outcome: Anthropology students will spend a semester studying abroad. When possible, sociology students will study abroad as well. Faculty will lead regular, Jan-term courses abroad and/or engage in research that includes a global/multicultural element.
Indicators: Student participation in study abroad programs; List of faculty courses taught abroad; Faculty research activities that involve global/multicultural elements (see CVs).

Theatre and Communication Arts:
Outcomes: Theatre: Provide global and multicultural theatre experiences for majors and for student audience members; Comm. Arts: Provide a curriculum that requires global and multicultural experiences,
Indicators: Theatre: Global and/or multicultural plays and production concepts included in theatre seasons; Casting of international and multicultural students in productions; Communication Arts: Core courses that require multicultural experiences within assignments; Forensics Team participation in British Parliamentary debate and competitions with international students; Faculty and student participation in international debate training workshops and tournaments; Intercultural Communication: Required study abroad semester and domestic diversity project; Both: January Term study abroad courses.

ADMINISTRATIVE

Academic Advising:
Indicator: Number of students attending multicultural events on campus as part of colloquium and/or transfer connections programs.

Academic Affairs:
Outcome: Faculty develop and teach January term courses that provide global and multicultural experiences.
Indicator: Number of faculty teaching these January-term courses; Dollar value of Academic Affairs support for such courses.
College Activities Office:

**Outcome:** Students gain a better understanding of multicultural experiences by the breadth of programming available on campus.

**Indicators:** Events focused on highlighting different cultures of the world (Luau, Celebration of Culture, etc.); Events focused on different global concerns (Green Week, Diversity Week, Sexual Identity Week, Bike Week).

College Relations:

**Outcome:** Staff engage multicultural perspectives in work with alumni, parents, community members in regard to events, activities, communication, and solicitation of gifts and grants.

Human Resources:

**Outcome:** Faculty, staff and working students demonstrate their awareness of anti-discrimination and anti-harassment laws and behavior expectations.

**Indicator:** Successful completion of training.

International Programs Office:

**Outcomes:** Students complete their study abroad experience; Meet a desired level of proficiency in their language of study (where applicable); Demonstrate the ability to adapt and be successful in a culturally (and systemically) different educational environment; Demonstrate the ability to see and articulate similarities and differences between your own country/culture and the culture of your host country; Demonstrate the ability to utilize experiences abroad for career building; Have the skills to be more self-confident, more tolerant and flexible, and less reliant on others.

**Indicators:** Number of students completing their Jan term and semester/year abroad programs; Evidence of language proficiency through pre- and post tests as well as mid-year assessments for majors; Successful completion of IDST 031: Intercultural Communications: Pre-Departure, Experiences Abroad, and Re-Entry – a required companion course for all semester/year students.

McMinnville Student Affairs:

**Outcome:** Identify pressing community needs and promote service opportunities that will engage students in learning about diverse cultures, classes, or social groups as well as social issues impacting those groups.

**Indicators:** Measure the number of service opportunities and students engaged in those opportunities that address diverse social, economic, or cultural groups. Use students’ reflection on their experience to gauge learning.

**Outcome:** Increase the number of students participating in the planning and implementation of multicultural experiences, and other forms of diversity education for the campus community.

**Indicators:** Measure the number of students involved in the planning of events such as Hispanic Heritage Days, Women’s History Month, Sexual Identity Week, Black History Month, Hawaiian Luau, through program evaluation, reflection and leadership outcomes.

Portland Student Affairs:

**Outcome:** Students develop a depth of knowledge about human diversity through co-curricular experiences.

**Indicators:** Involvement in clubs with diversity focus and programming; Campus programming (dia de los muertos event, African film festival, cultural events, etc.); Conference attendance (Cesar Chavez conferences; Nurturing Cultural Competence in Nursing); Opportunities to attend lectures and art performances in greater Portland community; Student involvement in state and national professional organizations (NAHN, AAPINA); Volunteer at community health fairs; MLK day of service; Student presentations on travel abroad experiences (travel with Linfield and on their own).
Core Theme: Integrated Teaching and Learning

Overarching Objectives

I. Faculty and students demonstrate achievement of both depth and breadth of theoretical perspectives within their disciplines.

ACADEMIC

Chemistry:
Outcome: Demonstrate knowledge of Chemistry in four of the five traditional sub-disciplines.
Indicator: Part of the Annual Department Assessment Report: item analysis of written exams; Comparison to prior years via annual narrative summary for each class; Nationally standardized ACS end-of-course exam for Chemistry 210/211, 321/322 and 361/32; Reviewed at summer meeting.

Outcome: Ask questions, design experiments, and interpret results.
Indicators: Laboratory Component of Courses evaluated with rubrics and through direct observation by staff and faculty; Review at regular course meetings and summer department meeting.

Computer Science:
Outcome: Students develop skills in multiple programming languages, tools, and design paradigms.

Economics:
Outcome: One of the goals of the major is “Displaying command of existing economic knowledge.” This includes both breadth and depth within the discipline, as mandated by the curriculum, and as measured at multiple points. For formal assessment purposes, we measure this using a pre-/post-test instrument at the introductory level. At the upper division level we use reflective essays and a senior oral conversation between the senior student and departmental faculty.
Indicators: Pre-/post-test; Reflective essays; Senior oral conversations.

English:
Outcome: Students will have familiarity with the methods, theories and issues of literary criticism.
Indicators: Students take English 275: Critical Methods of Literary Study: First portfolio produced after student has taken English 275 should include student’s “autobiography as a critical reader;” Individual papers included in First and Senior Portfolios that demonstrate application of theoretical perspectives.

English Language and Culture Program:
Outcome: ELCP students demonstrate understanding of cultural adjustment theory.
Indicators: ELCP students identify personal cultural adjustment experiences by: Role-playing intercultural scenarios and culture bumps; Journaling personal stories, observations, and sharing coping methods through the states of cultural adjustment; Creating a video exploring a specific cultural adjustment experience.

History:
Outcome: Courses present alternative interpretations of the meaning of movements and epochs in history by different “schools” of historians.
Indicators: Students evidence of learning alternative interpretations in discussions and essays that compare and contrast important events in history.
Modern Languages:
Outcome: Students achieve measurable language proficiency while also exploring cultural issues in cultural classes.
Indicator: Student progress in terms of language proficiency is measured at critical moments in the course of their language study via ACTFL Oral Proficiency Interviews. Cultural Understanding is measured through critical writing in culture courses.

Outcome: Faculty pursue individual professional specialization while sharing a “common language” of language proficiency measurement tools via the ACTFL OPI Guidelines in which we have all been trained.
Indicator: Faculty engage in regular training via ACTFL and three faculty participated in the past two years in either the OPI workshop itself or in refresher courses.

Nursing:
Outcome: Analyze the impact of policy, finance and regulatory environments on healthcare.
Indicator: Health policy essay draft and revision evaluated by rubric.

Philosophy:
Outcome: Faculty and students engage in collaborative written research projects for dissemination at or for professional conferences and/or journals.
Indicators: Collaborative academic presentations or publications. For example, in PHIL 270: Philosophy of Education, students are presently engaged in writing critical responses to a popular educational theorist’s work. Some essays may be submitted to an educational philosophy conference venue.

Physics:
Outcome: Demonstrate knowledge of the foundational principles and methods of physics; Physics objective: Apply prior physics knowledge in new contexts.
Indicator: Evaluation, using detailed rubrics, of student projects, papers or assignments from PHYS 325 and PHYS 420.

Sociology and Anthropology:
Outcome: Students develop a fundamental understanding of the relationship between theory and method in the historical context of their discipline.
Indicator: Assessed via rubric in senior capstone course.

Theatre and Communication Arts:
Outcomes: Theatre: Students obtain knowledge of a broad range of theatrical disciplines and experiences, each of which is important to an understanding of the whole; Students comprehend the interrelationships among the theatrical disciplines by analyzing and solving problems in most practical areas of theatre productions; Faculty and staff model both disciplinary breadth and depth in their work with students.
Indicators: Students complete required courses across the breadth of the discipline, including assignments that are assessed by the use of rubrics; Students complete additional courses and engage in experiential learning in areas of special interest to develop depth in those areas; Electronic portfolio completed in Senior Capstone; Faculty members teach in specialty areas and across sub-fields of the disciplines as evidenced in their CVs and by the content of courses they teach.

Outcomes: Communication Arts: Students gain an understanding of the general theory and practice of communication across public, relational, intercultural, political, and mediated contexts. Faculty model both disciplinary breadth and depth in their work with students and their scholarly/creative endeavors.
Indicators: Students complete required courses across the breadth of the discipline, including assignments that are assessed by the use of rubrics; Students complete additional courses in areas of special interest to develop depth in those areas; Students complete an in-depth project in the
Senior Seminar: Faculty members teach in specialty areas and across sub-fields of the disciplines as evidenced in their CVs and by the content of courses they teach.

ADMINISTRATIVE

Academic Advising:
Indicators: Academic reflection essay for colloquium students; End of the year academic advising survey.

Academic Affairs:
Outcome: Faculty publish research and scholarship.
Indicator: Number of faculty publications reported in annual departmental reports.

Capital Planning and Development Office:
Outcome: Faculty and students work within physical environments (classrooms and labs) that allow and enhance pedagogical excellence.
Indicators: T.J. Day Hall has been completely remodeled with technology that enhances learning experiences and creates the pedagogical tools for excellence; remodel of T.J. Day Hall has increased classroom space by 27%.

Controller's Office and Budget Office:
Outcome: Employ student workers and give them experience in real life jobs in accounting, accounts payable, and student accounts that will benefit them when they graduate.
Indicators: Currently have students employed in all areas with significant responsibility in processing, reporting, audit, and customer service.

II. Students articulate principal concepts from and relationships among multiple disciplinary perspectives and scholarly/creative traditions.

LINFIELD CURRICULUM:
Outcome: Students are required to complete courses from six different modes of inquiry and two areas of diversity studies.
Indicators: Linfield Curriculum Assessment Program for student learning outcomes in individual Linfield Curriculum courses; Linfield Curriculum Assessment Program for integration of student learning outcomes (pilot program).

ACADEMIC

Chemistry:
Outcome: Demonstrate knowledge of Chemistry in four of the five traditional sub disciplines.
Indicators: Part of the Annual Department Assessment Report; Item analysis of written exams; Comparison to prior years via annual narrative summary for each class; Nationally standardized ACS end-of-course exam for Chemistry 210/211, 321/322 and 361/361; Reviewed at summer department meeting.

Outcome: Obtain, evaluate, and use information from scientific literature.
Indicators: Laboratory component of courses evaluated with rubrics and through direct observation by staff and faculty; Reviewed at regular course meetings and summer departmental meeting. Course in technical writing (Chemistry 330) offered annually and evaluated via rubrics.

Outcome: Ask questions, design experiments, and interpret results.
Indicators: Laboratory component of courses evaluated with rubrics and through direct observation by staff and faculty; Reviewed at regular course meetings and summer departmental meeting.
Mass Communication:
Outcome: Students will employ theoretical and historical understandings in the creation of media messages.
Indicators: Students 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.

Nursing:
Outcome: Incorporate concepts of pathophysiology and pharmacology to teach clients with acute health conditions and episodic events about conventional and integrative treatment plans.
Indicator: Concept maps.

Religion:
Outcome: Clarify how the academic study of religion fits into a curriculum designed to explore the liberal arts and sciences.

Outcome: Draw on the disciplines of the arts and sciences to deepen understanding of religious experience and systems of thought.
Indicator: The student creation of an e-Portfolio over the course of the student’s career as a Religious Studies major or minor.

Sociology and Anthropology:
Outcome: Students complete several required courses that integrate the disciplines of sociology and anthropology (“SOAN”).
Indicator: Inclusion of SOAN courses in the curriculum (majority of required courses are SOAN).

Theatre and Communication Arts:
Outcome: Theatre: Students comprehend the interrelationships among the theatrical disciplines by analyzing and solving problems in most practical areas of theatre production.
Indicator: Senior capstone electronic portfolio.

ADMINISTRATIVE

Academic Advising:
Indicators: Colloquium final project; Integration of the common reading text throughout the first year student experience.

International Programs Office:
Outcome: Study abroad students are introduced/reintroduced to the theory of culture and reentry adjustment that integrate with their semester/year experiences.
Indicators: Students write and post journals reflecting on and tracing their international experiences in terms of cultural adjustment and reentry theory; Students meet in on-campus guided reentry sessions to share their reentry experiences and reflect on their learned outcomes and application.

Library:
Outcome: Students are introduced to sources representing multiple disciplines through all the library resources and in the information literacy sessions.
Indicators: Usage statistics, class assessments reviewed each year. Annual report analysis.

McMinnville Student Affairs:
Outcome: Identify a wide variety of internship opportunities for students to allow them to apply their classroom learning to a career field.
Indicators: Measure the number of students completing either for credit or non-credit internships; Evaluate the learning experience of students by reading personal reflections and final papers.
Outcome: Students will demonstrate connections between the Division of Student Affairs Core Competencies and their roles as student leaders on campus.

Indicators: Student leaders will be able to talk about the Core Competencies and how they are part of their role by use of the end-of-the-year survey; Students will gain hands-on experience in their roles as leaders.

Portland Student Affairs:

Outcome: Create co-curricular programming for students to discover/expand an area of interest to them.

Indicators: Health-related clubs activated (Oncology Club, Public Health, Nursing Students Without Borders, AAPINA, LSNA, Holistic Health Club); campus programming (speakers, presentations, information tables); Off-campus opportunities to attend topics of interest; Career fair and opportunities for students to explore various avenues of the nursing profession.

III. Faculty, students, and staff demonstrate connections among pedagogy, scholarship/creative endeavor, and professional practice.

ACADEMIC

Art and Visual Culture:

Outcome: Students who successfully complete a major in studio art will create and present works of art through visual, verbal and oral means.

Indicators: Capstone students in AAV 390/1: Portfolio and AAVC 490/1: Thesis must write an artist statement, prepare an artist's talk, exhibit a coherent body of work, and turn in a portfolio for review by faculty by the end of each school year. At our annual departmental review, the AVC faculty assesses each portfolio (of graduating seniors) and analyzes the degree to which all of our majors incorporated into their studio practice ideas, concepts and beliefs that sprang from their exposure to the liberal arts in the broadest sense.

Chemistry:

Outcome: Faculty Handbook – Faculty and staff participation in and hosting of conferences

Indicators: Faculty and staff participation in and hosting of conferences on POGIL (Process Oriented Guided Inquiry Learning) for general and organic chemistry.

Health Human Performance and Athletics:

Outcome: Students, student-athletes, faculty and staff engage in an integrated teaching and learning environment

Indicators: Athletic teams will employ an inter-disciplinary approach to training and competition; Course work will involve an integrative pedagogical approach whenever feasible; Team teaching of interdisciplinary courses.

Music:

Outcome: Faculty, students and staff demonstrate connections among pedagogy, scholarship/creative endeavor, and professional practice. The core music curriculum is designed to integrate the study of music history, music theory, music education, and performance, and to encourage students to consider music from the various perspectives of these specializations. In doing so, students are able to place music in context, thereby fostering an appreciation of each music in its own time and place.

Indicators: 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. Students are also required to write an essay that assesses the effectiveness of this integrative learning experience. The choir and band also fulfill a role in the life of the college by integrating music in the broader educational experience and bringing students together from many different areas of study. Several music courses, such as Understanding Music, American Sense and Sound, and
Music Cultures of the World, relate broadly to other areas of study so that students make connections across the college curriculum using music as a pathway to explore other disciplines.

**Nursing:**

**Outcome:** Use clinical judgment in providing safe and effective evidence-based nursing care.

**Indicator:** Evidence-based practice proposal.

**Physics:**

**Outcome:** All students complete significant independent research or design projects in their senior year, write a senior thesis, and present it both orally and in poster form.

**Physics outcome (4):** Students leave Linfield with an appreciation for the beauty of physics in the world and with the ability to achieve science-related goals.

**Physics objective (4a):** Students exhibit curiosity about the world and an appreciation of the applicability of science to understanding and exploring new ideas.

**Indicators:** First and fifth year alumni surveys.

**Sociology and Anthropology:**

**Outcome:** Faculty conduct research and teach courses in areas of expertise.

**Indicators:** Review of faculty CVs, course assignments.

**Outcome:** Students demonstrate ability to connect service to scholarly endeavors.

**Indicators:** Assessment of final project in SOAN 040 and 486; Assessment of SOAN 487 projects.

**ADMINISTRATIVE**

**Academic Advising:**

**Indicators:** Goal setting assignment and four year plan; Individual and specialty advising appointments; Integration of the common reading text throughout the freshman year; Linfield curriculum learning assignment; Pre-nursing and pre-professional advising sessions; Coordination of the pre-health advisors program.

**Academic Affairs:**

**Outcome:** Faculty engage with colleagues in reading, discussion, and application of pedagogical innovations.

**Indicators:** Number of Faculty Learning Communities and the Faculty Teaching Learning Lunches (formerly known as the Faculty Learning Commons) programs supported each year and the number of faculty participating in them.

**College Activities Office:**

**Outcome:** Students will demonstrate connections between the Division of Student Affairs Core Competencies and their roles as student leaders on campus.

**Indicators:** Student leaders will be able to talk about the Core Competencies and how they are part of their role by use of the end-of-the-year survey; Students will gain hands-on experience in their roles as leaders.

**College Relations:**

**Outcome:** Staff learn about best practices and attempt to apply them.

**Library:**

**Outcome:** 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.

**Indicators:** Training of lead students, semester evaluations, tutorials online, weekly meetings, Google documents reported at the end of each shift.
Outcome: Faculty work with Director of Instructional Support to incorporate technology meaningfully into their classroom and online teaching.
Indicators: Attendance at workshops; One-on-one work with faculty; Annual surveys of faculty and staff.

Outcome: Students work with media-rich equipment to create products for their e-portfolios and for presentations in class as well as at conferences.
Indicators: Digital repository collection of student work e.g., student symposium in May of each year. Use statistics each year of EMS lab and FDL lab.

Learning Support Services:
Outcome: Lead Tutors (students) will develop pedagogy appropriate to peer tutoring and skills in fundamental tutoring techniques.
Indicator: At least three of four Lead Tutors will complete a 60-hour tutor curriculum and earn a certification from a national tutoring association.

McMinnville Student Affairs:
Outcome: Each department in Student Affairs will demonstrate collaboration with academic and other departments to strengthen students’ educational experience.
Indicators: Dean of Students Office will evaluate end-of-the-year reports to examine collaborative efforts of the Students Affairs Departments and the impact on student learning.

Outcome: Strengthen collaboration around students’ first-year experience to help them develop an understanding of community engagement and citizenship.
Indicators: Information from NSSE, BSSE. Student Satisfaction Survey data can be used to create a baseline of student engagement and understanding of citizenship; Future surveys would allow us to determine if student understanding of engagement and citizenship has increased.

Portland Student Affairs:
Outcome: Recognize opportunities for students to advance the knowledge of a chosen topic/profession.
Indicators: Helping students envision, develop, and lead student-led programs such as Trans-Health Day, Caring for Clients Living with HIV, and Reproductive Health Workshops.

Core Theme: Experiential Learning

Overarching Objectives

I. Faculty, students, and staff demonstrate acquisition of knowledge and skills by presenting their research and creative projects.

ACADEMIC

Business:
Outcome: Students and faculty present their work to scholarly and professional audiences.
Indicators: Number and percentage of presentations by faculty and students.

Outcome: Students apply their knowledge and skills in business through internship experiences.
Indicators: Number and percentage of student internships.

Chemistry:
Outcome: Faculty Development Grants; Student Faculty Collaborative Research Grants.
Indicators: Faculty and students apply for and receive grants in support of ongoing research; Results presented in public on campus and at regional and national professional meetings.
Outcome: Student/Faculty Membership
Indicators: Student and faculty membership and participation in American Chemical Society, Oregon Academy of Science, and other professional societies.

Economics:
Outcome: Another of the objectives for the major is “Creating new economic knowledge,” accomplished primarily as part of the senior seminar (major capstone) course. Research projects are presented to the senior seminar course, and often become part of the senior oral conversation.
Indicators: Research projects.

History:
Outcome: Faculty do research and writing in their special fields. History majors do their own senior projects based upon original research and write two to four drafts of a major paper.
Indicators: Faculty expected to publish their revised dissertations and subsequent projects. They also present their work at international, national and regional history conferences. Select students revise their papers again to present at the Phi Alpha Theta (Honor Society) Northwest Conference every spring.

Mathematics:
Outcome: Students will read and understand mathematical thought.
Indicator: Students present journal articles in senior seminar (current mathematical research, not their own research).

Modern Languages:
Outcome: Faculty present regularly at conferences and have their work published in scholarly journals.
Indicator: In the 2010-11 academic year, MDLA faculty published three journal articles and presented at a total of twelve academic conferences.

Music:
Outcome: Recitals and performances in abundance.
Indicators: In addition to concerts and recitals, provide forums, such as performance seminars and master classes, that allow students to learn and evaluate repertoire, develop performance skills, broaden historical and theoretical understanding of repertoire and performance practice, and develop an appreciation for the nature of musical performance.

Nursing:
Outcome: Integrate scholarship into professional writing and presentations.
Indicator: Professional poster and presentations on campus and clinical sites.

Philosophy:
Outcome: Students will exhibit master of philosophical argument and persuasion by engaging in oral and written exchanges in a collaborative community of inquirers.
Indicators: Students will produce and present philosophical dialogical work in available venues, such as: The Phi Sigma Tau Undergraduate Philosophy Conference, the Pacific Undergraduate Philosophy Conference, the annual department philosophy retreat and in-house conference Philosophollies (philosophy discussion venue for current or perennial philosophical issues), Powell Distinguished Lectureship venue for student questions and discussion.

Physics:
Outcome: All students complete significant independent research or design projects in their senior year, write a senior thesis, and present it both orally and in poster form.

Religion:
Outcome: Write clearly and persuasively.
Indicator: The student offers an oral defense of senior thesis to the department and invited guests.
Sociology and Anthropology:
Outcome: Faculty regularly present research at professional conferences.
Indicators: Review of CVs; Faculty evaluation.

Outcome: Students demonstrate oral and written skills for effective communication, both inside and outside academic contexts.
Indicators: Assessment (via rubric) of required research presentation in senior capstone courses; Presentation of research at professional conferences and Linfield research symposium.

Theatre and Communication Arts:
Outcomes: The Theatre Programs operates a production company through which faculty, staff, and students work collaboratively to demonstrate acquisition of knowledge and skills and honing of talents; Theatre Program encourages public presentation of student work beyond productions.
Indicators: Success of theatre production process as ascertained through participation in KCACFP response (external responders) and competition programs, success of alumni, recognition of program and faculty; Student participation in the Linfield College Student Collaborative Research and Creative Projects Symposium; Student public presentation of capstone electronic portfolios.

Outcomes: The Communication Arts Program fosters public presentation of faculty and student work.
Indicators: Student participation in the Linfield College Student Collaborative Research and Creative Projects Symposium; Student presentations at the Northwest Communication Association annual conference, Student public presentation of senior seminar projects; Faculty presentation at local venues and regional, national, and international professional conferences.

ADMINISTRATIVE

Academic Advising:
Outcome: Professional development and engagement of staff.
Indicators: Poster and presentations at regional and national academic advising conferences.

Academic Affairs:
Outcome: Faculty present research and scholarship at the local, regional, state, national or international level.
Indicators: Number and venues of faculty presentations supported by Dean’s travel funds; Dollar value of Academic Affairs support for these purposes.

College Relations:
Outcome: Staff present as speakers and panelists at local, regional and national conferences.
Indicator: Number of staff presenting at conferences/workshops in a year.

Controller’s Office:
Outcome: Employ students in a project that allows them to see firsthand the conflict or synergy between policies, philosophies, politics and daily business.
Indicators: Student currently employed in the Sustainability Internship Program under the AASHE (Association for the Advancement of Sustainability in Higher Education); These students are manually compiling data from accounting records regarding the college’s carbon footprint and preparing the reporting information for the Bi-Annual American College and University President’s Climate Commitment Greenhouse Gas Report. Trying to pull together all the data for an entire year requires an extreme amount of student work and enhances their understanding and knowledge of just how complex the carbon footprint subject is.
Library:

**Outcome**: Faculty and staff present at local, regional and national conferences or on panels. Publication of articles in professional journals.

**Indicators**: Numbers of presentations and publications by staff each year.

**Portland Student Affairs**:

**Outcome**: Engage in sharing of knowledge.

**Indicators**: Opportunities for students to share learning from recent travel trips (healthcare focused) through clubs/organizations such as MEChA, NWSB, LSNA or ASLC-PC, and can disseminate information learned at national conferences through articles in the campus newsletter.

11. **Students test and refine knowledge and skills through practical experience.**

**ACADEMIC**

**Art and Visual Culture**:

**Outcome**: Students who successfully complete a major in studio art will produce a coherent, cohesive body of work accompanied by an artist statement.

**Indicators**: Students in every AAVC studio course are expected to make original works of art. Critique of original art works (and art-based assignments) from faculty and students are routinely given in all studio courses; Students are expected to remain productive as creative artists and respond to the feedback given during critique on subsequent creative projects and assignments. Portfolios of all graduating majors are reviewed annually (these portfolios consist of representative work from every studio course they took at Linfield College).

**Division of Continuing Education**:

**Outcome**: Students participate in summer field-based courses and nursing clinicals.

**Indicators**: Number of students enrolled in field-based courses and nursing clinicals; The artifacts in e-Portfolios submitted by students in field-based courses.

**Economics**:

**Outcome**: The research projects apply the tools of economic analysis to real research questions. To that extent they provide students with practical experiences that will serve them well in professional life and/or graduate school.

**Indicators**: Research projects.

**Health Human Performance and Athletics**:

**Outcome**: Students, student-athletes, faculty and staff engage in an experiential teaching and learning environment.

**Indicators**: Athletic teams all employ an experiential approach to training and competition; Course work will involve an experiential pedagogical approach, i.e., labs, “teach backs,” etc.; Clinical experiences; Internships; Collaborative research projects with students.

**Mathematics**:

**Outcome**: Students will learn to work collaboratively with others.

**Indicators**: Student portfolio will contain a vita prepared by the student, listing relevant mathematical activities; The department will collect data on numbers of students participating in Mathematical Contest in Modeling; Summer mathematical programs including collaborative research and internships.

**Modern Languages**:

**Outcome**: Students use their language skills and cultural knowledge outside the classroom in a variety of extra-curricular activities.

**Indicator**: In the 2010-11 academic year, language students attended language table weekly, participating in conversation exchanges with native speakers of the languages we are studying.
Mass Communication:
Outcome: Students will learn to critically evaluate information and messages delivered through the mass media.
Indicators: Students will gather information from and assess the relative strengths of a variety of sources in the development and completion of four writing assignments, a 30-second news story, a short audio interview, an editorial, and a public service announcement.

Nursing:
Outcome: Demonstrate specialized physical and functional assessment skills in acutely ill children, adults and older adults.
Indicators: Active participation and development in skills needed for providing nursing care, including identified rubrics.

Physics:
Outcome: Percentage of students engaged in practical, hands-on classes. Physics has machine shop plus laboratory-based courses and senior thesis.
Indicators: Student enrollment numbers.

Religion:
Outcome: Experience the methodological diversity the study of religion embraces.
Indicators: Activities sponsored by the Center for Spirituality, Pluralism, and Dialogue: Frazee Lectureship, Pollard Symposium, and Interfaith fieldtrips. The Center is an umbrella structure to draw on the resources of the Department of Religious Studies and the Chaplain's Office.

Sociology and Anthropology:
Outcome: Students develop the ability to access, organize, critically analyze, and produce knowledge about humans as social and cultural beings.
Indicator: Assessed via rubric in senior capstone course.

Theatre and Communication Arts:
Outcome: Theatre: Students gain practical experience in theatre production. Communication Arts: Students gain practical experience in research and public presentations.
Indicators: Number of students involved in various facets of theatre production and quality of work; Number of workstudy students involved in theatre production; Communication students complete a major senior project; Students complete practical/experiential assignments as well as theoretical work in most classes, with assessment using rubrics; Forensics students participate in intercollegiate competitions; Both programs: Students engage in collaborative research and creative endeavors with faculty members.

ADMINISTRATIVE

Academic Advising:
Indicators: Four-year plan; Goal setting assignment; Common reading reflections essay; Probationary student advising sessions; Peer advisor reflection essays and evaluations; Successful academic progress towards degree completion.

College Activities Office:
Outcome: Staff of the College Activities Office will take part in leadership roles in regional and national professional organizations.
Indicators: Staff members will present educational sessions at appropriate regional and national professional conferences (NACA, NWASAP, NASPA); Staff members will engage in leadership roles in the appropriate regional and national organizations (NACA, NWASAP).
Library:
Outcome: Student workers learn basic research and customer service skills.
Indicators: Reviews each semester; Customer feedback forms; Annual surveys of various units of the library.

McMinnville Students Affairs:
Outcome: Increase alcohol risk education by offering peer health education courses focusing on alcohol risk reduction.
Indicators: Measure the number of students enrolled in the semester-long Peer Health Choices class. Evaluate the final reflection paper from each student assessing the impact of course content.
Outcome: Increase sexual assault risk reduction and violence prevention for all incoming new students.
Indicators: Measure the number of students participating in the peer-led new student orientation CATS (Consent Awareness Training Squad) presentations and the impact of the content received.
Outcome: Provide alcohol risk-reduction education for all incoming first-year students.
Indicators: Measure the number of students enrolled in and completing the 3rd Millennium AlcoholWise program. Evaluate the pre- and post-test scores of students engaged in the training.
Outcome: Engage violators of college alcohol and drug policy in an evidence-based, Brief Alcohol/Drug Screening and Intervention for Colleges Students (BASICS).
Indicators: Measure the number of students enrolled in and completing the 3rd Millennium Under the Influence/Marijuana 101 online screening program and individual sessions. Measure pre- and post-tests taken by students.
Outcome: Engage residential students in developing personal and social communication skills through their roommate experience and the use of a roommate agreement as a tool to facilitate communication.
Indicators: Measure the number of roommate conflicts identified by RAs and the number of successful conflict resolutions that occur.

Portland Student Affairs:
Outcome: Utilize personal leadership skills as they apply to your chosen field of study.
Indicators: Nurse Lobby Day: Students use critical thinking, advocacy, persuasions and other verbal communication tools; They develop the capacity to understand and interact effectively with others who may differ in beliefs, values and worldview.

III. Students demonstrate engaged citizenship through community service, service learning, and leadership experiences.

ACADEMIC

English Language and Culture Program:
Outcome: ELCP students demonstrate engaged citizenship through community service and service learning.
Indicators: ELCP students visit local elementary schools on a weekly basis to assist the classroom teacher and usually share their culture with the elementary school students.

Mathematics:
Outcome: Students will have opportunities to experience mathematics beyond the classroom.
Indicators: Student portfolio will contain a vita prepared by the student, listing relevant mathematical activities; The department will collect data on numbers of students participating in Mathematical Contest in Modeling, math club, summer mathematical programs including collaborative research, internships, and professional mathematics conferences.
Modern Languages:
Outcome: Students use their language skills and cultural knowledge outside the classroom in a variety of community service projects and internships.
Indicators: Each year major and minor students in our department perform activities in the McMinnville schools and greater community that involve language skills and cultural understanding. Students also pursue internships both on- and off-campus that require language skills. Examples include internships at Virginia Garcia Clinic and at the Evergreen Air and Space Museum in McMinnville.

Music:
Outcome: Service learning in music.
Indicators: Annual Linfield Choir Tour; Annual Choir Clinic for grades 4-8; Performing for schools and community events; Peer teaching in the Saturday Strings Preparatory Program; Performing for recruitment and admission events; Performing with the Linfield Chamber Orchestra in the annual Concert for Kids; Weekly master classes; Performance on at least one student recital; Concert attendance requirement; Participation in field trips to professional concerts; Attendance at music education conference events.

Nursing:
Outcome: Describe the role of the nurse in care management of persons with chronic conditions.
Indicator: Formal leader of class discussion of key course concepts and theories.

Physics:
Outcome: Work of the Society of Physics Students club.

Religion:
Outcome: Experience the methodological diversity the study of religion embraces.
Indicator: Internships sponsored by the Department.

Sociology and Anthropology:
Outcome: As part of the SOAN curriculum, students participate in community service and service learning.
Indicator: Successful completion of SOAN 040 and SOAN 486 (required).

Theatre and Communication Arts:
Outcome: Theatre and Communication Arts students participate in community service and internships.
Indicators: Successful completion of TACA 040, TACA 287, and TACA 487.

Outcome: Communication Arts and Forensics students contribute to the Linfield community.
Indicators: Students serve as peer tutors in the Speaking Center.

ADMINISTRATIVE

Academic Advising:
Indicators: Freshmen engaged in taste of service through Colloquium; Transfer students engaged in service through transfer student connections program; Number of peer advisors engaged in leadership opportunities; Pre-nursing leadership opportunities.

International Programs Office:
Outcome: Students demonstrate engaged citizenship through community services, service learning and leadership experiences.
Indicators: Number of students and faculty engaged in service opportunities while studying abroad; Students engaged in field research, practicum and internships abroad; Leadership responsibilities undertaken by study abroad liaisons.
Learning Support Services:

**Outcome:** Lead Tutors (students) will tutor, recruit and train peer tutors, and assess tutoring services provided through Learning Support Services.

**Indicator:** Lead Tutors will provide 10 hours of tutoring per week, attend Linfield’s Panhellenic Council (LPC) four times a semester to recruit peer tutors, use a 6-point Likert-type scale to decode face-to-face debriefing with peer tutors each semester, and provide satisfaction surveys to students receiving tutoring services.

McMinnville Student Affairs:

**Outcome:** Develop and coordinate experiential learning opportunities for students and cultivate partnerships in the broader community by coordinating episodic community outreach projects (e.g., national days of service) and engaging students in co-curricular service and service learning through academic courses and Alternative Spring Breaks.

**Indicators:** Measure the number of students engaged in outreach projects and then number of service hours performed.

**Outcome:** Develop student civic leadership competencies derived from curricular and co-curricular activities by engaging and supporting students as leaders and colleagues in planning, delivery, and completion of curricular and co-curricular service activities.

**Indicators:** Use Student Affairs leadership in assessment survey and rubrics and results of program evaluation for Alternative Spring Break.

**Outcome:** Promote and strengthen service learning that is integrated within the academic disciplines by working with students and faculty to identify appropriate service learning opportunities for their courses and engaged learning.

**Indicators:** Measure the number of service learners supported and courses supported.

**Outcome:** Increase students’ awareness of physical and mental health risks and develop an understanding of resources available for self-care.

**Indicators:** Annual Health Survey measuring awareness and use of health services.

Portland Students Affairs:

**Outcome:** Engage in activities that promote an understanding of social justice, enhance personal growth, and develop a sense of community.

**Indicators:** Participation in community service events (MLK Day of Service, Nurse Lobby Day, Outreach programs, Chemo Pals, ASB, etc.); Student leadership roles (ASLC-PC, club leaders, RA’s, MCP interns, PRN leaders, Orientation leaders); Developing student-led programs on campus and in residence hall.
Appendix J
Linfield Curriculum Working Groups—Handbook Description and Assessment Schedule

III.1.5 Section 2 after Description of the Curriculum Committee

Linfield Curriculum Working Groups

Area of Focus: Linfield Curriculum designations and assessment of Linfield Curriculum learning outcomes.

Purpose: The Linfield Curriculum (LC) Working Groups, one for each LC designation [Creative Studies (CS); Global Pluralisms (GP); Individuals, Systems, and Societies (IS); Natural World (NW); Quantitative Reasoning (QR); Ultimate Questions (UQ); U.S. Pluralisms (US); and Vital Past (VP)], review the course proposals for courses with LC designations requested and make recommendations to the Curriculum Committee regarding whether a proposed course should carry the requested designation. In addition, the working groups examine samples of exemplars and supporting statements submitted by students in order to assess the extent to which students are meeting the learning outcomes.

Each spring, the chair of the Curriculum Committee will solicit volunteers for the LC Working Groups according to the following criteria:

1. Each LC Working Group shall consist of four members, each from a different department.
2. Each member of each LC Working Group shall have taught a course with the designation within the three years prior to serving.
3. Whenever possible, no faculty member shall serve on more than one LC Working Group simultaneously.
4. Whenever possible, each LC Working Group will include a voting member from the Curriculum Committee.
5. Whenever possible, individual faculty members will serve for terms of no more than three consecutive years on any given LC Working Group.

Each LC Working Group shall select a chair from its four members. Whenever possible, this person shall have prior experience on the same LC Working Group. In addition, when possible, the chair will be a voting member of the Curriculum Committee.

Responsibilities of the LC Working Groups:
1. When the Curriculum Committee receives course proposals with requests to include LC designations, the chair of the Curriculum Committee will email the proposal to the appropriate LC Working Group(s), who will deliberate to reach a consensus as to whether the course provides students with sufficient opportunities to meet the relevant learning outcomes. The chair will forward the recommendation to the chair of the Curriculum Committee. In the case of a negative recommendation, the LC Working Group will provide feedback supporting their recommendation.
2. When needed, the LC Working Groups will advise the registrar concerning the awarding of LC credit for courses taken outside of Linfield.
3. Once every four years each LC Working Group will spend two days during the summer assessing a sample of the exemplars and supporting statements submitted by students to earn LC credit. Faculty will be compensated for this work by the dean’s office. The schedule for this summer rotation is as follows:

4. In preparation for the summer assessment work, each LC Working Group, in consultation with the Curriculum Committee, will develop a rubric (or refine an existing one) which defines the appropriate criteria for success for each of the learning outcomes.

5. At the end of the summer assessment work, the LC Working Group will write a report of their findings, including any recommendations on changes to the description or learning outcomes for the designation. The report will be submitted to the Curriculum Committee by the beginning of fall semester.

6. During the fall semester after the summer assessment work, members of the LC Working Group will present their findings to the faculty in an open forum.
Appendix K
Examples of Departmental Mapping from College Mission to Learning Outcomes

Department of Theatre and Communication Arts
Example from Théâtre Arts Program Overview of Mission and Learning Outcomes
Revised August 2011

<table>
<thead>
<tr>
<th>College Mission</th>
<th>Core Themes &amp; Overarching Objectives</th>
<th>Department Mission</th>
<th>Theatre Program Goals</th>
<th>Theatre Learning Outcomes</th>
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</thead>
<tbody>
<tr>
<td>Promotes intellectual challenge &amp; creativity</td>
<td>Integrated Teaching and Learning</td>
<td>Integrates creative &amp; intuitive skills, imagination &amp; scholarship, public presentation &amp; private introspection (Reflected in Goals 1 &amp; 2)</td>
<td>1. Obtain knowledge of broad range of theatrical disciplines &amp; experiences, each of which is important to an understanding of the whole</td>
<td>1.1 Describe key terms, concepts, &amp; artists in each major area of the theatre discipline</td>
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<td>I. Faculty &amp; students demonstrate achievement of both depth &amp; breadth of theoretical perspectives within their disciplines (Reflected in Goals 1 &amp; 2)</td>
<td>Theatre: Understand multidisciplinary facets of theatre process within context of broader liberal arts (Reflected in Goals 1 &amp; 2)</td>
<td>2. Comprehend interrelationships among the theatrical disciplines by analyzing &amp; solving problems in most practical areas of theatre production</td>
<td>1.2 Employ basic skills required in selected major areas of theatre discipline</td>
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<td>II. Students articulate principal concepts from &amp; relationships among multiple disciplinary perspectives (Reflected in Goals 1 &amp; 2)</td>
<td></td>
<td>2.1 Articulate relationships among various facets of theatre discipline &amp; collaborate within theatre production process</td>
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<td></td>
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<td>2.2 Analyze &amp; create solutions to specific challenges in theatrical process</td>
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<td></td>
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<td>2.3 Develop &amp; defend informed judgments</td>
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<tr>
<td>College Mission</td>
<td>Core Theme &amp; Overarching Objectives</td>
<td>TCA Dept. Mission</td>
<td>Communication Arts Program Goals</td>
<td>Course(s)</td>
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<td>Honors the rich texture of diverse cultures and varied ways of knowing</td>
<td>Global &amp; Multicultural Understanding 1. Students demonstrate theoretical understanding of the role of diversity in society</td>
<td>Seek to connect learning, life, &amp; community by exploring the intersection of persons &amp; institutions through C. A. symbolic messages . . . which are essential to an understanding of a diverse society &amp; ourselves</td>
<td>2. Gain an understanding of the general theory &amp; practice of communication across public, relational, intercultural, political, and mediated contexts</td>
<td>TCCA 233: Multicultural Communication in the United States</td>
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C = Cognitive Learning/Knowledge Acquisition/Knowing
B = Behavioral Learning/Skills Acquisition/Doing
A = Affective Learning/Attitudinal Development/Valuing