Institutional Self-study

Linfield College
August 1998

Submitted to the Commission on Colleges of the Northwest Association of Schools and Colleges
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Preface: A Guide to the Linfield College Self-Study

Linfield College’s Self-Study and Planning Process

Linfield’s preparation for this self-study goes back to the planning process that culminated in the Linfield College Long-Range Plan, 1995-2000. Under the leadership of Dr. John Hare, Professor of Biology, this plan was the fruit of two years (1993-95) of discourse and dialogue among five sub-committees reporting to a Planning Task Force composed of sub-committee chairs, faculty members, selected senior administrators, trustees, and the president. In addition to drafting the plan, the task force argued for re-visiting it within its life span, creating a rolling process for keeping the plan current. Because Linfield’s accreditation review for the Commission on Colleges was scheduled for 1998, updating and extending our long-range plan was delegated to the self-study steering committee.

Contemporary with the 1993-95 planning process were a series of initiatives undertaken to realize a culture of assessment within the college. Work began on compiling the Linfield Fact Book, with initial publication in 1995. Academic departments began filing annual reports that include summaries of curricular highlights, faculty activity and achievement, student activity and achievement, and assessment of student learning. Finally, a senior survey was administered for the first time for 1995 graduates. These steps were crucial to both planning and accreditation, for they gave the college 1) a common base of data with which to work, and 2) a means of unifying and formalizing the extensive assessment that was already being done, but that was either informal or called by other names. A culture of assessment could not have been produced by beginning from scratch in 1993—but, fortunately, efforts already undertaken could be systematized and built upon so as to realize this goal all the same.

Because the standards in the Accreditation Handbook were undergoing revision during the initial stages of Linfield’s self-study preparation, the college took care to keep abreast of likely changes. Delegates from Linfield, including faculty, administrators, and even a trustee, attended the Commission on Colleges’ February 1996 and 1997 workshops on self-study planning and preparation. Following advice from staff at the Commission on Colleges, we anticipated that the college would fall under the revised standards. Accordingly, our initial work began based upon the draft of the new standards in circulation among member institutions during most of 1996. As it turned out, our anticipation in this respect was vindicated, for the new standards were adopted at the end of that year.

President Vivian A. Bull appointed members of the Planning and Self-Study Steering Committee in fall of 1996. Faculty members of the committee were reviewed and approved by the Faculty Executive Council. Membership on the committee, chaired by Vice President for Academic Affairs and Dean of Faculty Marvin Henberg (who is also the accreditation liaison officer), can be found in Attachment P-A. The committee established a timeline (Attachment P-B) and divided between a self-study sub-group, chaired by Henberg, and a planning sub-group chaired by Dr. Jeff Summers, Associate Professor of Economics. Each sub-group took measures to involve the campus community extensively in its deliberations. These measures are described in the “Community Involvement” section to follow.

The self-study sub-group of the Planning and Accreditation Steering Committee assigned drafting of responses to the nine standards to additional sub-group chairs as follows:

- **Std. I: Mission, etc.**
  - Dr. Marvin Henberg, V.P. for Acad. Affairs

- **Std. II: Educational Program**
  - Dr. Marvin Henberg, V.P. for Acad. Affairs

- **Std. III: Students**
  - Mr. Jeff Mackay, Dir. of Student Activities

- **Std. IV: Faculty**
  - Dr. Marvin Henberg, V.P. for Acad. Affairs

- **Std. V: Library**
  - Ms. Lynn Chmelir, College Librarian

- **Std. VI: Governance**
  - Prof. William Lingle, Prof. of Communications

- **Std. VII: Finance**
  - Mr. John Reed, V.P. for Enrollment Services
  - Mr. Carl Vance, V.P. for Finance and Admin.
Linfield College and the Eligibility Requirements of the Commission on Colleges

Linfield's eligibility to stand as a candidate for re-accreditation should not be in question, for the college's reaccreditation based on its 1988 Self-Study Report (Exhibit P-1) was reaffirmed following the 5-Year Interim Report (Exhibit P-2). All of the conditions met at those times are met today. We judge that it would be repetitive to document compliance with the eligibility requirements, for in demonstrating compliance with the Commission on Colleges' nine standards, we simultaneously establish our eligibility. For instance, Linfield’s charter from the Territory of Oregon (Exhibit P-3), later recognized by the government of the State of Oregon, has been in continuous force since 1858 and provides the grounds for our formal governmental authority to award degrees, as called for in Eligibility Requirement #1. This fact is documented in our response to Standard I on mission, planning, and effectiveness. That standard likewise documents that we have “a governing board of at least five members, a majority of whom have no contractual, employment, or personal financial interest in the institution” (Eligibility Requirement #2). Our response to Standard IV on faculty indicates that “intellectual independence” (Eligibility Requirement #3) is guaranteed through adoption of policy statements on academic freedom and due process from the American Association of University Professors. Compliance with the remaining eligibility requirements can be similarly established by inference from relevant passages within the self-study.

Community Involvement in the Self-Study Process

Seeking to solicit views from across the college yet respect the need for Linfield employees and students to devote most of their time to the day-to-day educational business at hand, the steering committee selected what proved to be an efficient yet broadly participatory means of gathering and compiling information. Templates (see sample in Attachment P-D) were created with the text of each Commission on Colleges' standard relevant to a given area (e.g., faculty, financial affairs, students). These templates were then distributed to faculty, students, administrators, and trustees with special knowledge or expertise in the area. Individuals were asked to check “yes” or “no” with respect to the college’s compliance with a given standard and to provide a one-sentence evidence statement supporting their judgment.

The templates were distributed in September and returned to the Office of Academic Affairs at the end of October, 1997 (See Exhibit P-4 for raw template data). The composite results (See Exhibit P-5) for each area were compiled and distributed to the members of each drafting sub-group. Chairs of the self-study sub-groups were asked to review all evidence statements and to pay particular attention to standards for which there were more than a few “nos” checked with respect to compliance.

To indicate how the templates found their way into the final version of the self-study, take as examples Standard II (on the educational program) and Standard IV (on faculty). Templates with the relevant standards were distributed to all chairs and heads of academic programs. The composite number of “yes” and “no” responses, along with every evidence statement received, were compiled, then sent back to department chairs prior to the due dates for their departmental contributions to the self-study. Accordingly, all who contributed to these sections of the self-study were in possession of their own department’s template responses as well as the collective responses from all academic units. The templates thus served as raw data for the self-study—data that required interpretation, to be sure, but that were at least common to all who had a hand in the drafting process.
In addition to providing data broadly from across the Linfield community, the templates also served to educate members of the college about the accreditation process and about the revised standards for compliance. To augment the templates as vehicles for educating the community about accreditation, the steering committee also published the Self-Study News (Exhibit P-6). Printed monthly on both sides of a one-page flyer, Self-Study News contained a summary of each of the nine accreditation standards and of the steering committee's progress in documenting compliance. The publication was distributed to each academic and administrative unit as well as to students via the same distribution network as the Daily Dope, a daily student newspaper for campus events.

Draft chapters were submitted to the vice president for academic affairs between December 1997 and January 1998. The vice president edited the chapters and made comments, returning the edited versions to drafting committee chairs by March of 1998. A first draft of this Self-Study was placed before the college community in April of 1998, with hard copies in each of the two main libraries and an electronic copy on the college's web site. Meanwhile, comments on and re-drafts of chapters were returned to the full steering committee, allowing a penultimate draft to be put before the Linfield community in June of 1998. The present draft was reviewed and endorsed by the steering committee in July.

A Guide to Reading the Self-Study

In all chapters save our response to Standard II, the self-study is organized serially by responding to each accreditation standard as it appears in the Accreditation Handbook. Each standard is cited by number in the left-hand margin, with responding text following. This mode of organization was adopted for two main reasons. First, it assured that the college would fully recognize and respond to the revised standards of the Commission on Colleges, leaving nothing to chance. Second, it provided a uniform and easy-to-follow style for use by drafting sub-groups, thereby minimizing editing and rewriting in the later stages of drafting.

With the response to Standard II, the preceding mode of organization was altered such that each standard is covered sequentially only in the "Overview" section. The responses from each department or academic unit are written in narrative, with certain key standards selected as the basis for response (See p. 45 for details.). This modification was adopted in order to reduce repetition, as well as to recognize that not all parts of Standard II are applicable to all departments.

Unfortunately, the advantages of heeding the new standards, of assuring thoroughness, and of providing a uniform mode of organization are achieved at some cost to concision and readability. While we have striven to eliminate duplication, the fact remains that various standards from various chapters overlap with each other—sometimes to a great extent. Where possible in cases of overlap, we refer the reader to the discussion in an earlier chapter. Nevertheless, on some occasions, it was deemed more important to preserve a narrative flow within a chapter than to interrupt that flow by referring elsewhere. We have striven to be repetitive only where we judge it to convenience the reader.

With respect to readability, our chosen mode of organization—sequentially by standard number—may require evaluators occasionally to consult the 1996 edition of the Accreditation Handbook. We rejected as too cumbersome repeating in the self-study (as we did in the templates) the full text of each standard. In doing so, we trusted that readers of the self-study would rather, when in doubt, consult the handbook than read through a self-study that would be an estimated one quarter longer than the present text. In the final analysis, however, we think the need to refer to the handbook will prove minimal. The standards are linked by common concerns such that our textual responses assume a narrative shape that in most places speaks for itself.

Attachments, including tables required by the Accreditation Handbook, are referenced in the text, lettered sequentially (A, B, C, etc.) following the number for the standard (I, II, III, etc.), and are gathered at the end of each chapter. Exhibits referred to in the text are numbered sequentially (1, 2, 3) following the number of the standard in question. Tables and attachments are listed in the Table of Contents, including a list of exhibits cited in the text (Attachment P-E). Additional exhibits will be
in the exhibit room. A comprehensive listing of all exhibits will be made available to the evaluation
team immediately prior to its visit.

We conclude by mentioning again Linfield's efforts over the past five years to create a culture of
assessment. We have adopted as a guiding definition that assessment is "the use and interpretation of
information for the sake of improving student learning." We believe our commitment to a culture of
assessment is reflected in the method of using templates to solicit a broad range of views from the
entire Linfield community—and to focus those views through the use of evidence statements. This
method takes its place along a continuum of data sources dedicated to the improvement of student
learning. This continuum ranges from the Linfield College Fact Book to comprehensive senior surveys
to alumni surveys to individualized department learning goals and assessment programs to the Noel-
Levitz Student Satisfaction Survey. Striving for a culture of assessment has fed naturally into the process
of updating the college's long-range plan. In the planning effort, we have sought especially to generate
comparative data on Linfield in contrast with other colleges and universities (See, for instance,
PACCON (Pacific Consortium of West Coast Small College Business Officers) Survey Data, Exhibit
P-7). Together with the emphasis on assessment, our planning process has raised numerous questions
with respect to mission. Some questions of mission—e.g., our focus on undergraduate education—have
been resolved through the self-study process, whereas others (e.g., the desire for a more compact and
vigorous mission statement) have only been raised and scheduled for later action. In the final analysis,
at whatever stage we find ourselves with respect to a specific standard, we are confident that the
review team will find assessment, planning, and mission to be the dominant themes of Linfield's
institutional self-study.
Attachment P-A: Planning and Accreditation Steering Committee

Marvin Henberg, Chair, Vice President for Academic Affairs and Dean of Faculty
Jeff Summers, Chair of Strategic Planning, Associate Professor of Economics
Vivian A. Bull, President
Kathleen Bemis, Director of the Division of Continuing Education
Robert Bosanac, Registrar
Ryan Braby, Student (elected ASLC Vice President, spring 1998)
Douglas Cruikshank, Professor of Education
Lynn Chmelir, College Librarian
Paul Davis, Professor of Physics
Jana Doughty, Associate Professor of Nursing
Glenna Kruger, Trustee
Jeff Mackay, Director of Student Activities
Nicole Payne, Student (elected ASLC President, spring 1998)
John Reed, Vice President for Enrollment Services
Bruce Stewart, Trustee
Dale Tomlinson, Special Assistant to the President
Carl Vance, Vice President for Finance and Administration
Attachment P-B: Self-Study Timeline

September 96 -
November 96
  Pre-planning
  Steering Committee Organization

December 96 -
May 97
  Self Study Process
  Review of Standards
  Creation of template for Sub Groups
  Examination of each Standard
  Are we OK? Yes/No
  If so, how?
  Creation of Sub Groups
  Educational Programs (may be more than one)
  Students
  Library and Information Resources
  Governance and Administration
  Faculty
  Finance
  Physical Resources
  Work on template for each standard
  Steering Committee will examine Mission and Institutional Integrity Standards (I, IX)

May 97 -
August 97
  Review of Sub Groups data gathering
  Writing of Standard I and IX
  These will be used as guides for the various Sub Groups

September 97 -
December 97
  Presentation of Data to Community
  Writing of Standard by Sub Groups

January 98 -
April 98
  Creation of Full Draft
  Presentation to Community
  Revision of Full Draft

May 98
  Final Draft presented to the community
  Last opportunity for comments

June 98 -
July 98
  Final polishing of Self Study
  Final Edit - Style and Format Revisions

August 15, 1998
  Self Study sent to evaluators

October 98
  Campus Visit
Attachment P-C: Drafting Committee Memberships

Standard I: Institutional Mission and Goals, Planning and Effectiveness
Planning and Accreditation Steering Committee (see Attachment P-A)

Standard II: Educational Program and its Effectiveness

Marvin Henberg, Chair
Jack Alin, Chair, Mathematics Department
Tim Baker, Director of Health Sciences Program
Kathleen Bemis, Director of the Division of Continuing Education
Richard Bourassa, Chair, Music Department
Allen Brookes, Chair, Computing Science Department
Peter Buckingham, Chair, History Department
Deborah Canepa, Chair, Science Department
Paul Davis, Chair, Physics Department
James Diamond, Chair, Chemistry Department
Tonia Devon, Interim Director, January Term
James Duke, Chair, Psychology Department
Ken Ericksen, Chair, English Department
Richard Farris, Chair, Biology Department
Dawn Graff-Haight, Chair, Health, Human Performance and Athletics Department
Dave Gilbert, Chair, Communication Department
Pamela Harris, Dean of Nursing
Sandra Kiehl, Chair Economics and Business Department
Margaret Wade Krausse, Chair, Modern Languages Department
Howard Leichter, Chair, Political Science Department
Joel Marrant, Chair, Sociology and Anthropology Department
Brenda Marshall, Chair, Theatre and Communication Arts Department
Frank Nelson, Chair, Philosophy Department
Mary Lee Nitschke, Chair, Humanities and Social Science Department
Deborah Olson, Director of Academic Advising
Fred Ross, Chair, Education Department
Barbara Seidman, Associate Dean of Faculty
Stephen Snyder, Chair, Religious Studies Department
Sandy Soohoo-Refaei, Acting Director of International Programs
Connie Waltz, Chair, Art Department

Standard III: Students

Cathy Boehlke, Assistant Director of Admissions
Robert Bosanac, Registrar
Ryan Braby, Student - Current Student Body Vice President
Scott Carnahan, Director of Athletics
Joyce Cochran, Counselor
Holly Colbert, Director of Multicultural Programs
Gloria Flower, Director of Student Services and Director of Registration and Records
Brian Gerrütz - Former Student Body President
Dave Hansen, Dean of Students
Anne Hardin, Director of Career Development
Jeff Mackay, Chair, Director of Student Activities
Densley Palmer, Director of Counseling Services
Nicole Payne, Student - Current Student Body President
Dan Preston, Director of Financial Aid
John Reed, Vice President for Enrollment Services
Ernest Sandlin, Director of Admissions
Dale Siepp, Associate Director of Admissions
Susan Weider, Associate Dean of Students, Director of Housing

Standard IV: Faculty
Marvin Flenberg, Chair, Vice President for Academic Affairs and Dean of Faculty
Katherine Kemberger, 1998-99 Chair, Faculty Executive Council, Professor of English
Robert Wolcott, Interim Chair, Faculty Executive Council, Professor of Chemistry
Robert McCann, Faculty Executive Council, Associate Professor of Education
William Millar, 1997-98 Chair, Faculty Executive Council, Professor of Religious Studies
Peter Buckingham, Faculty Executive Council, Professor of History
Dawn Nowacki, Faculty Executive Council, Assistant Professor of Political Science
Ken Ericksen, Faculty Trustee, Professor of English
Garry Killgore, Faculty Executive Council, Associate Professor of Health, Human Performance, and Athletics
Tom Love, Faculty Executive Council, Associate Professor of Anthropology
Ron Mills, Faculty Executive Council, Professor of Art
William Raddatz, Faculty Executive Council, Associate Professor of Mathematics
Marian Tews, Faculty Executive Council, Associate Professor of Nursing
Susan Barnes Whyte, Faculty Executive Council, Associate Professor of Library Science

Standard V: Library and Information Resources
Lynn Chmelir, College Librarian, Chair
Cara Cadell, Student
Ted Henry, Director of Administrative Computer Center
Judith Johnson, Director of Campus Services
Caroline Mann, Portland Campus Librarian
Autumn Martin, Student
Barbara Valentine, Reference and Systems Librarian
Irv Wiswall, Director of College Computing

Standard VI: Governance and Administration
William Lingle, Co-Chair, Professor of Communication
John Reed, Co-Chair, Vice President for Enrollment Service
Marvin Flenberg, Vice President for Academic Affairs and Dean of Faculty
David Groff, Director of the Portland Campus
Judith Johnson, Director of Campus Services
Lisa Knodle-Bragiel, Office Manager, Admissions
Brenda Marshall, Associate Professor of Communication Arts
Peter McGraw, Director of Corporate and Foundation Relations
Dan Preston, Director of Financial Aid

Standard VII: Finance
Carl Vance, Chair, Vice President for Business and Administration
Greg Copeland, Controller
Lee Howard, Vice President for College Relations
Dale Tomlinson, Special Assistant to the President

Standard VIII: Physical Resources
Carl Vance, Chair
John Hall, Director of Physical Plant
William Llewellyn, Director of Campus Security
Dale Tomlinson, Special Assistant to the President
Standard IX: Institutional Integrity

Dale Tomlinson, Special Assistant to the President
Vivian A. Bull, President
Paul Davis, Professor of Physics
Marvin Henberg, Vice President for Academic Affairs and Dean of Faculty
Ryan Braby, Student
Linfield College  
Accreditation Self-Study  
Compliance Template  
Communication Department

Standard 2.A - General Requirements

The institution offers collegiate level programs that culminate in identified student competencies and lead to degrees or certificates in recognized fields of study. The achievement and maintenance of high quality programs is the primary responsibility of an accredited institution; hence, the evaluation of educational programs and their continuous improvements an ongoing responsibility. As conditions and needs change, the institution continually redefines for itself the elements that result in educational programs of high quality.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Compliance</th>
<th>Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.A.1</td>
<td>Yes</td>
<td>Facilities for all programs are inadequate. Theatre is critical. Theatre and Speech will be solved with new building if it is built. Mass Communication remains a problem. Staffing needs in Theatre are acute. Other programs are sketched with existing staff. Budgets, especially equipment is very tight.</td>
</tr>
<tr>
<td>2.A.2</td>
<td>Yes</td>
<td>Note: Our programs are evaluated but we’re not certain we have been guided by. -Other than for ten year review. MC- two years ago T to be reviewed  F 97 SC- Sp. 97</td>
</tr>
<tr>
<td>2.A.3</td>
<td>Yes</td>
<td>All these interests incorporated in new Mass Comm program; Speech revised now; Theatre to be evaluated next year. Assessment has been in place but is being formalized more at this time.</td>
</tr>
<tr>
<td>Standard</td>
<td>Compliance</td>
<td>Evidence Statement</td>
</tr>
<tr>
<td>----------</td>
<td>------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>2.A.4</td>
<td>X</td>
<td>Work is ongoing to define these objectives in a more formal manner. Mission statements set out degree objectives; course syllabi reflect these statements.</td>
</tr>
<tr>
<td>2.A.5</td>
<td>X</td>
<td>Same standards of achievement are required for all time frames.</td>
</tr>
<tr>
<td>2.A.6</td>
<td>X</td>
<td>Department follows college policies.</td>
</tr>
<tr>
<td>2.A.7</td>
<td>X</td>
<td>Department faculty collaborate fully on all curricular matters. Communication within programs is constant, open and honest.</td>
</tr>
<tr>
<td>2.A.8</td>
<td>X</td>
<td>One course is even team-taught with library personnel. Courses in all programs require library and information technology use.</td>
</tr>
<tr>
<td>2.A.9</td>
<td>X</td>
<td>Mass Comm—we have eliminated track programs to minimize scheduling conflicts though a few inevitable occur. Conflicts not a problem in other programs.</td>
</tr>
</tbody>
</table>
Standard | Compliance | Evidence Statement
--- | --- | ---
2.4.10 Credit for prior experiential learning is awarded only in accordance with Policy 2.3 - Credit for Prior Experiential Learning, pages xxx-xxx. | X | Applicable only in DCE program.

2.11 Policies, regulations and procedures for additions and deletions of courses or programs are systematically and periodically reviewed. | X | Mass Comm continues its redesign of electronic communication elements; Speech will undergo significant redesign next year, with Theatre to follow.

2.A.12 In the event of program elimination or significant change in requirements, institutional policy requires appropriate arrangements to be made for enrolled students to complete their program in a timely manner and with a minimum of disruption. | X | Mass Comm has made numerous accommodations for students who began under old program; currently, all students are enrolled under the new program. Speech and Theatre will do the same as programs are revised.

2.8.1 The institution's processes for assessing its educational programs are clearly defined, encompass all of its offerings, are conducted on a regular basis, and are integrated into the overall planning and evaluation plan. These processes are consistent with the institution's assessment plan as required by Policy 2.2 - Educational Assessment, pages xx-xx. While key constituents are involved in the process, the faculty have a central role in planning and evaluation the educational programs. | X | In terms of ten year review, but not otherwise formally. All programs informally review curriculum on a regular basis. Planning in progress to develop a more systematic review.

2.8.2 The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. Through regular and systematic assessment, it demonstrated that students who complete their programs, no matter where of how offered, have achieved these outcomes. | X | In progress.

2.8.3 The institution provides evidence that its assessment activities lead to the improvement of teaching and learning. | X | In progress.

2.C.1 The institution requires of all its degree and pre-baccalaureate programs a component of general education and/or related instruction that is published in its general | X | MC, S and T also contribute significantly to general education. MC requires non-disciplinary component in its major.
<table>
<thead>
<tr>
<th>Standard</th>
<th>Compliance</th>
<th>Evidence Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.C.2</td>
<td>X</td>
<td>The department participated in and endorses the new institutional general education program.</td>
</tr>
<tr>
<td>2.C.3</td>
<td>X</td>
<td>(See above to 2.C.2) MC adopts a fairly liberal attitude toward transfer credits in media studies, but insists on high standards of integrity for all transfer courses. This accommodates media courses taken abroad for which we offer no equivalent. The same process occurs in T and S.</td>
</tr>
<tr>
<td>2.C.5</td>
<td>X</td>
<td>Department advising relationships are unusually close and open.</td>
</tr>
<tr>
<td>2.C.6</td>
<td>X</td>
<td>Faculty/staff stretched to limits in all programs. Not adequate in T.</td>
</tr>
</tbody>
</table>

2.C.2 The general education component of the institution's degree programs is based on a rationale that is clearly articulated and is published in clear and complete terms in the catalog. It provides the criteria by which the relevance of each course to the general education component is evaluated.

2.C.3 The general education program offerings include the humanities and fine arts, the natural sciences, mathematics, and the social sciences. The program may also include courses that focus on the interrelationships between these major fields of study.

2.C.4 The institution's policies for the transfer and acceptance of credit are clearly articulated. In accepting transfer credits to fulfill degree requirements, the institution insures that the credits accepted are comparable to its own courses. Where patterns of transfer from other institutions are established, efforts to formulate articulation agreements are demonstrated.

2.C.5 The institution designs and maintains effective academic advising programs to meet student needs for information and advice, and adequately informs and prepares faculty and other personnel responsible for the advising function.

2.C.6 Whenever developmental or remedial work is required for admission to the institution or any of its programs, clear policies govern the procedures that are followed, including such matters as "ability to benefit," permissible student load, and granting of credit. When such courses are granted credit, students are informed of the institution's policy of whether or not the credits apply toward a degree. (See Glossary, "Ability to Benefit," page xxx.)

2.C.7 The institution's faculty is adequate for the educational levels offered, including full-time faculty representing each
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<thead>
<tr>
<th>Standard</th>
<th>Compliance</th>
<th>Evidence Statement</th>
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</thead>
<tbody>
<tr>
<td>2.D.1</td>
<td>Yes</td>
<td>The level in nature of graduate-degree programs is consistent with the mission and goals of the institution.</td>
</tr>
<tr>
<td>2.G.1</td>
<td>Yes</td>
<td>The institution provides evidence that all off-campus, continuing education (credit and non-credit) and other special programs are compatible with the institution’s mission and goals, and are designed, approved, administered, and periodically evaluated under established institutional procedures.</td>
</tr>
<tr>
<td>2.G.2</td>
<td>Yes</td>
<td>(A) The institution is solely responsible for the academic and (B) fiscal elements of all instructional programs it offers. The institution conforms to policy A-6 - Contractual Relationships with Organizations Not Regionally Accredited. pages xxx-xxx.</td>
</tr>
<tr>
<td>2.G.3</td>
<td>Yes</td>
<td>Full-time faculty representing the appropriate disciplines and fields of work are involved in the planning and evaluation of the institution’s continuing education and special learning activities.</td>
</tr>
<tr>
<td>2.G.4</td>
<td>Yes</td>
<td>The responsibility for the administration of continuing education and special learning activities is clearly defined and an integral organizational component of the institution’s organization.</td>
</tr>
<tr>
<td>2.G.5</td>
<td>Yes</td>
<td>Programs and courses offered through electronically-mediated or other distance delivery systems provide ready access to appropriate learning resources and provide sufficient time and opportunities (electronic or others) for students to interact with faculty.</td>
</tr>
<tr>
<td>2.G.6</td>
<td>Yes</td>
<td>There is an equitable fee structure and refund policy.</td>
</tr>
<tr>
<td>2.G.7</td>
<td>Yes</td>
<td>The granting of credit for continuing education courses and special learning activities is based upon institutional policy, consistent throughout the institution, and applied field in which it offers major work.</td>
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This standard is occasionally exceeded in laboratory-type pre-professional courses.
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<tr>
<td>wherever located and however delivered. The standard of one quarter hour of credit for 30 hours or one semester hour of credit for 45 hours of student involvement is maintained for all instructional programs and courses.</td>
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</tr>
<tr>
<td>2.G.8 Continuing education and/or special learning activities, programs or courses offered for academic credit are approved in advance by the appropriate institutional body and monitored through established procedures.</td>
<td>Yes</td>
<td>Department follows college policies.</td>
</tr>
<tr>
<td>2.G.9 Credit for prior experiential learning is offered only at the undergraduate level and in accordance with Policy 2.3 - Credit for Prior Experiential Learning, pages xxx-xxx.</td>
<td>Yes</td>
<td>Department follows DCE policies.</td>
</tr>
<tr>
<td>2.G.10 An institution offering an external degree, degree-completion program, or special degree has clearly articulated policies and procedures concerning admission to the program, transfer of prior-earned credit, credit by examination (e.g., College Level Examination Program (CLEP) of the College Entrance Examination Board and the institution’s own examinations), credit for prior experiential learning, credit by evaluation, and residency requirements.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>2.G.11 When credit is measured by outcomes alone or other nontraditional means, student learning and achievement are demonstrated to be at least comparable in breadth, depth, and quality to the results of traditional instructional practices.</td>
<td>Yes</td>
<td>We apply this standard when evaluating DCE “learning portfolios”. Otherwise, it’s not applicable.</td>
</tr>
<tr>
<td>2.G.12 Travel/study courses meet the same academic standards, award similar credit, and are subject to the same institutional control as other courses and programs offered by the sponsoring or participating institution. Credit is not awarded for travel alone. The operation of these programs is consistent with Policy 2.4 - Study Abroad Programs, page xxx and Policy A-6 - Contractual Relationships with Organizations Not Regionally Accredited, pages xxx-xxx.</td>
<td>Yes</td>
<td>If anything, our study abroad offerings are more rigorous. Given the splendid opportunity, we tend to cram more in while we can in both T and MC.</td>
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<tr>
<td>2.H.1 Non-credit programs and courses are administered under appropriate institutional policies, regulations, and procedures. Faculty are involved, as appropriate, in planning and evaluating non-credit programs.</td>
<td>Yes</td>
<td>NA</td>
</tr>
<tr>
<td>4.A.1 The institution employs professionally qualified faculty with primary commitment to the institution and representative of each field or program in which it offers major work.</td>
<td>No</td>
<td>All faculty (permanent) have appropriate terminal degrees and professional experience.</td>
</tr>
<tr>
<td>4.A.2 Faculty participate in academic planning, curriculum development and review, academic advising, and institutional governance.</td>
<td>No</td>
<td>At both department and college level through faculty governance structure.</td>
</tr>
<tr>
<td>4.A.3 Faculty workloads reflect the mission and goals of the institution and the talents and competencies of faculty, allowing sufficient time and support for professional growth and renewal.</td>
<td>No</td>
<td>Faculty talents are used to support the mission and educational goals of the college.</td>
</tr>
<tr>
<td>4.A.4 Faculty salaries and benefits are adequate to attract and retain a competent faculty and are consistent with the mission and goals of the institution. Policies on salaries and benefits are clearly stated widely available, and equitably administered.</td>
<td>No</td>
<td>Teaching loads and restricted budgets prohibit maximum support in this area.</td>
</tr>
<tr>
<td>4.A.5 The institution provides for regular and systematic evaluation of faculty responsibilities. The institution's policies, regulations, and procedures provide for the evaluation of all faculty on a continuing basis consistent with Policy 4.1 - Faculty Evaluation, pages xx-xx.</td>
<td>No</td>
<td>Faculty review and evaluation is rigorous.</td>
</tr>
<tr>
<td>4.A.6 The institution defines an orderly process for the recruitment and appointment of full-time faculty. Institutional personnel policies and procedures are published and made available to faculty.</td>
<td>No</td>
<td>Department follows policies as outlined in Faculty Handbook.</td>
</tr>
<tr>
<td>4.A.7 The institution fosters and protects academic freedom for faculty. (See Eligibility Requirement 13, page x, and Policy A-7 - Principles and Practices Regarding)</td>
<td>No</td>
<td>At department and college level, work in this area is excellent.</td>
</tr>
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<td>Evidence Statement</td>
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<tr>
<td>4.4.8</td>
<td>Yes</td>
<td>Part-time and adjunct faculty are qualified by academic background, degree(s), and/or professional experience to carry out their teaching assignment and/or other prescribed duties and responsibilities in accord with the mission and goals of the institution.</td>
</tr>
<tr>
<td>4.4.9</td>
<td>No</td>
<td>Employment practices for part-time and adjunct faculty include dissemination of information regarding the institution, the work assignment, rights and responsibilities, and conditions of employment.</td>
</tr>
<tr>
<td>4.4.10</td>
<td>Yes</td>
<td>The institution demonstrates that it periodically assesses institutional policies concerning the use of part-time and adjunct in light of the mission and goals of the institution.</td>
</tr>
<tr>
<td>4.8.1</td>
<td>Yes</td>
<td>Consistent with institutional mission and goals, faculty are engaged in scholarship, research, and artistic creation.</td>
</tr>
<tr>
<td>4.8.2</td>
<td>No</td>
<td>Institutional policies and procedures, including ethical considerations, concerning scholarship, research and artistic creation, are clearly communicated.</td>
</tr>
<tr>
<td>4.8.3</td>
<td>No</td>
<td>Consistent with institutional mission and goals, faculty have a substantive role in the development and administration of research policies and practices.</td>
</tr>
<tr>
<td>4.8.4</td>
<td>No</td>
<td>Consistent with its missions and goals, the institution provides appropriate financial, physical, administrative, and information resources for scholarship, research and artistic creation.</td>
</tr>
<tr>
<td>4.8.5</td>
<td>Yes</td>
<td>The nature of the institution’s research mission and goals and its commitment to faculty scholarship, research, and artistic creation are reflected in the assignment of faculty responsibilities, the expectation and reward of faculty performance, and opportunities for faculty renewal.</td>
</tr>
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<tr>
<td>4.B.6 Sponsored research and programs funded by grants, contracts and</td>
<td>Yes</td>
<td>Within the college. \nDepartment will follow college policies should such opportunities arise.</td>
</tr>
<tr>
<td>gifts are consistent with the institution's mission and goals.</td>
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</tr>
<tr>
<td>4.B.7 Faculty are accorded academic freedom to pursue scholarship,</td>
<td>Yes</td>
<td>College's/Department's support of academic freedom is excellent. \nResearch and artistic creation consistent with the institution's mission and goals.</td>
</tr>
<tr>
<td>research and artistic creation consistent with the institution's</td>
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<tr>
<td>mission and goals.</td>
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<tr>
<td>5.A.1 The institution's information resources and services include</td>
<td>Yes</td>
<td>Library budget not sufficient for 3 programs computer and telecommunication equipment not sufficient.</td>
</tr>
<tr>
<td>sufficient holdings, equipment, and personnel in all of its libraries,</td>
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<tr>
<td>instructional media and production centers, computer centers,</td>
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<td>networks, telecommunication facilities, and other repositories of</td>
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<tr>
<td>information to accomplish the institution's mission and goals.</td>
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<tr>
<td>5.A.2 The institution's core collection and related information</td>
<td>Yes</td>
<td>Collection is borderline. Through interlibrary loan and other on-line services. Information is available.</td>
</tr>
<tr>
<td>resources are sufficient to support the curriculum.</td>
<td></td>
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</tr>
<tr>
<td>5.A.3 Information resources and services are determined by the</td>
<td>Yes</td>
<td>Resources- in terms of collection- determined to large extent by dept. Department has no input regarding type/location of services.</td>
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<tr>
<td>nature of the institution's educational programs and the locations</td>
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<td>where programs are offered.</td>
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<tr>
<td>5.B.1 Equipment and materials are selected, acquired, organized and</td>
<td>Yes</td>
<td>To the extent the budget allows.</td>
</tr>
<tr>
<td>maintained to support the educational program.</td>
<td></td>
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</tr>
<tr>
<td>5.B.2 Library and information resources and services contribute to</td>
<td>Yes</td>
<td>If faculty and student take advantage of the services offered.</td>
</tr>
<tr>
<td>developing the ability of students, faculty, and staff to use the</td>
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<td>resources independently and effectively.</td>
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<tr>
<td>5.B.3 Policies, regulations, and procedures for systematic development</td>
<td>Yes</td>
<td>Documents may exist but are not distributed to departments or individuals.</td>
</tr>
<tr>
<td>and management of information resources, in all formats, are</td>
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<tr>
<td>documented, updated, and available to the institution’s constituents.</td>
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<tr>
<td>5.B.4 Opportunities are provided for faculty, staff, and students to</td>
<td>Yes</td>
<td>Not at the departmental level.</td>
</tr>
<tr>
<td>participate in the planning and development of the library and</td>
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<tr>
<td>information resources, including regional, X</td>
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</tr>
<tr>
<td>5.C.1 Library and information resources are readily accessible to all students and faculty. These resources and services are sufficient in quality, level, breadth, quantity and currency to meet the requirements of the educational program.</td>
<td>X</td>
<td>Accessible.</td>
</tr>
<tr>
<td>5.C.2 In cases of cooperative arrangements with other library and information resources, formal documented agreements are established. These cooperative relationships and externally provided information sources complement rather than substitute for the institution's own adequate and accessible core collection and services.</td>
<td>X</td>
<td>Budget restrictions force compromises in breadth, currency and quantity. Would be difficult to provide adequate services without the external assistance.</td>
</tr>
<tr>
<td>5.D.1 The institution employs a sufficient number of library and information resources staff to provide assistance to users of the library and at other learning resources sites.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>5.D.2 Library and information resources staff include qualified professional and technical support staff, with required specific competencies, whose responsibilities are clearly defined.</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>5.D.4 Library and information resources and services are organized to support the accomplishment of institutional mission and goals. Organizational arrangements recognize the need for service linkage among complementary resource bases (e.g., libraries, computing facilities, instructional media and telecommunication centers).</td>
<td>X</td>
<td>Has never formally considered links between department programs (esp. MC) and library and information resources.</td>
</tr>
<tr>
<td>5.D.5 The institution consults library and information resources staff in curriculum development.</td>
<td>X</td>
<td>Faculty consult with library staff interims of new courses and changes in curriculum. One course in Information Gathering was collaboratively designed and taught.</td>
</tr>
<tr>
<td>5.D.6 The institution provides sufficient financial support for library and information resources and services, and for their maintenance and security.</td>
<td>X</td>
<td>Budgets are not adequate.</td>
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<tr>
<td>Standard</td>
<td>Compliance</td>
<td>Evidence Statement</td>
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</tr>
<tr>
<td>5.E The institution has a planning process that involves user, library and information resource staff, faculty and administrators.</td>
<td>Yes</td>
<td>At the college level. Departments not involved.</td>
</tr>
<tr>
<td>5.E.2 The institution, in its planning, recognizes the need for management and technical linkages among information resource bases (e.g., libraries, instructional computing, media production and distribution centers, and telecommunications networks).</td>
<td>Yes</td>
<td>Links with MC program not developed—but the potential is great.</td>
</tr>
<tr>
<td>5.E.3 The institution regularly and systematically evaluates the quality, adequacy and utilization of its library and information resources and services, including those provided through cooperative arrangements, and at all locations where courses, programs or degrees are offered. The institution uses the results of the evaluations to improve the effectiveness of these resources.</td>
<td>No</td>
<td>Not involving the departmental level.</td>
</tr>
<tr>
<td>8.A.1 Institutional facilities are sufficient to achieve the institution's mission and goals.</td>
<td>No</td>
<td>Inadequate for all programs. Theatre situation is critical. MC facilities are inadequate for number of students enrolled in program. Broadcast facilities are poor.</td>
</tr>
<tr>
<td>8.A.2 Facilities assigned to an institutional function are adequate for the effective operation of the function.</td>
<td>No</td>
<td>See above comment.</td>
</tr>
<tr>
<td>8.A.3 The institution's facilities are furnished adequately for work, study and research by students, faculty and staff.</td>
<td>No</td>
<td>All programs use spaces spread all over campus.</td>
</tr>
<tr>
<td>8.A.4 The management, maintenance and operation of institutional facilities are adequate to ensure their continuing quality and safety necessary to support the educational programs and support services of the institution</td>
<td>No</td>
<td>Given what we have, best efforts are made to achieve these goals. Achievement not always possible due to the nature of the facilities not the lack of management, maintenance and operation.</td>
</tr>
<tr>
<td>8.A.5 Facilities are constructed and maintained with due regard for health and safety and for access by the physically disabled.</td>
<td>No</td>
<td>Note: If new Education Center for the Arts is built, facilities problems in T and S will be solved (at least most of them.) Problems in MC remain. Most areas used by the department are not accessible to the physically disabled.</td>
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<tr>
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</tr>
<tr>
<td>8.A.6 When programs are offered off the primary campus, the physical</td>
<td>X</td>
<td>Travel courses have adequate facilities. No other places used by Dept.</td>
</tr>
<tr>
<td>facilities at these sites are appropriate to the programs offered.</td>
<td></td>
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</tr>
<tr>
<td>8.A.7 When facilities owned and operated by other organizations or</td>
<td>X</td>
<td>Travel courses have adequate facilities. No other places used by the dept.</td>
</tr>
<tr>
<td>individuals are used by the institution for educational purposes, the</td>
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<tr>
<td>facilities meet this standard.</td>
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</tr>
<tr>
<td>8.B.1 Suitable equipment (including computing and laboratory equipment)</td>
<td>X</td>
<td>MC- computing and broadcast equipment is inadequate in terms of number of students. T-no computer in the program is adequate for running current programs used in class and production work.</td>
</tr>
<tr>
<td>is provided and is readily accessible at on- and off-campus sites to</td>
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<tr>
<td>meet educational and administrative requirements.</td>
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<tr>
<td>8.B.2 Equipment is maintained in proper operating condition, is</td>
<td>X</td>
<td>Department maintains inventory. Equipment in maintained by appropriate faculty with assistance from academic computing and outside services. Replacement and upgrades do not take place as needed.</td>
</tr>
<tr>
<td>inventoried and controlled, and replaced or upgraded as needed.</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>8.B.3 Use, storage and disposal of hazardous materials are in</td>
<td>X</td>
<td>Applicable to theatre. OSHA requirements are met to best of our ability given the facilities.</td>
</tr>
<tr>
<td>accordance with the institution’s prescribed procedures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.C.1 The master plan for campus physical development is consistent</td>
<td>X</td>
<td>Master planning is just beginning in terms of campus and Department programs.</td>
</tr>
<tr>
<td>with the mission and the long-range educational plan of the institution,</td>
<td></td>
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<tr>
<td>and the master plan is updated periodically.</td>
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<tr>
<td>8.C.2 Physical facilities development and major renovation planning</td>
<td>X</td>
<td>Refer to Education Center for the Arts planning.</td>
</tr>
<tr>
<td>include plans for the acquisition or allocation of the required capital</td>
<td></td>
<td></td>
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<tr>
<td>and operating funds.</td>
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</tr>
<tr>
<td>8.C.3 Physical resource planning addresses access to institutional</td>
<td>X</td>
<td>In terms of Education Center for the Arts.</td>
</tr>
<tr>
<td>facilities for special constituencies including the physically impaired</td>
<td></td>
<td></td>
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<tr>
<td>and provides for appropriate security arrangements.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8.C.4 Governing board members and affected constituent groups are</td>
<td>X</td>
<td>In terms of Education Center for the Arts.</td>
</tr>
<tr>
<td>involved, as appropriate, in planning physical facilities.</td>
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</tbody>
</table>
Attachment P-E: Exhibits Cited in the Text

Preface: A Guide to the Linfield College Self-Study
Exhibit P-1: Linfield College 1988 Self-Study
Exhibit P-2: Linfield College 1993 Interim Report
Exhibit P-3: Linfield College Charter from the Territory of Oregon
Exhibit P-4: Raw Template Responses
Exhibit P-5: Compiled Template Data
Exhibit P-6: Copies of Self Study News
Exhibit P-7: PACCON Data

Standard I: Institutional Mission and Goals, Planning and Effectiveness
Exhibit I-1: Linfield Long-Range Plan, 1995-2000
Exhibit I-2: Linfield College Fact Books
Exhibit I-3: Noel-Levitz Surveys
Exhibit I-4: Advisory Council Goals and Reports for Past Three Years
Exhibit I-5: Senior Surveys Since 1995
Exhibit I-6: Last Three Year's Survey of Recent Graduates; Longitudinal Study of Classes of 1985-86
Exhibit I-7: Alumni Survey from College Relations
Exhibit I-8: Preliminary Reports of Referral Groups

Standard II: Educational Program and Its Effectiveness
Exhibit II-1: Assessment of Courses in Shortened Timeframes
Exhibit II-2: Academic Affairs Annual Reports
Exhibit II-3: 1997-98; 1998-99 Assessment Program
Exhibit II-4: Inquiry Seminar Surveys
Exhibit II-5: GEC Revision Materials
Exhibit II-6: Instructional Costs, McMinnville Campus
Exhibit II-7: "A Guide to Student-Friendly Advising"
Exhibit II-8: Academic Advising Handbook and Handbook of Suggested Activities
Exhibit II-9: Communications Department Review
Exhibit II-10 Music Department Handbook
Exhibit II-11: Theatre Projects Study
Exhibit II-12: Communications Arts Program Review
Exhibit II-13: Communications Arts Materials
Exhibit II-14: Biology Department Materials
Exhibit II-15: New Nursing Curriculum
Exhibit II-16: Linfield-Good Samaritan School of Nursing Student Handbook
Exhibit II-17: Health and Human Performance Curriculum as Presented to Faculty Assembly
Exhibit II-18: International Programs Exhibits

Standard III: Students
Exhibit III-1: Resumes of Professional Staff
Exhibit III-2: Student Handbook and Academic Planner Includes ASLC Constitution - By-Laws & List of Recognized Student Organizations
Exhibit III-3: Residence Life Guide
Exhibit III-4: Parents Guide
Exhibit III-5: The Intercollegiate Athletic Policy and Procedures Manual
Exhibit III-6: A Guide for Students with Learning Disabilities
Exhibit III-7: Enrollment Services Annual Report
Exhibit III-8: Student Services Annual Report
Exhibit III-9: The Linfield Review
Exhibit III-10: The Oak Leaves
Exhibit III-11: The *Daily Dope*
Exhibit III-12: *Testmarketed Downpour*
Exhibit III-13: *The Beat*
Exhibit III-14: Five-year Plan for Athletic Participation
Exhibit III-15: Equity in Athletics Disclosure Act Report

**Standard IV: Faculty**
- Exhibit IV-1: Faculty Handbook
- Exhibit IV-2: HER.C Survey
- Exhibit IV-3: Colleague Appraisal Forms
- Exhibit IV-4: DCE Handbook
- Exhibit IV-5: McMinnville Adjunct Handbook

**Standard V: Library and Information Resources**
- Exhibit V-1: Northwest College Library Statistics
- Exhibit V-2: Library Self-Study Templates
- Exhibit V-3: Library Satisfaction Survey, November 1997
- Exhibit V-4: Agreements with Other Libraries
- Exhibit V-5: Library Evaluation, 1996

**Standard VI: Governance and Administration**
- Exhibit VI-1: By-Laws of Linfield College
- Exhibit VI-2: Handbook for Administrators
- Exhibit VI-3: College-wide Administrative Committees

**Standard VII: Finance**
- Exhibit VII-1: Past Three Year's Budgets; Three-Year Plan
- Exhibit VII-2: Budget Instructions for FY 1998-99 Budget
- Exhibit VII-3: FY 1997-98; FY 1998-99 Budgets
- Exhibit VII-4: Prager, McCarthy & Sealy Study
- Exhibit VII-5: Annual Audit
- Exhibit VII-6: Schedule of Transfers to Auditors
- Exhibit VII-7: Financial Aid Audit
- Exhibit VII-8: Policy on Endowment and Life Income
- Exhibit VII-9: Policy on Cash Management

**Standard VIII: Physical Resources**
- Exhibit VIII-1: Press Release on Hewlett Packard Acquisition
- Exhibit VIII-2: Physical Plant Mission Statement
- Exhibit VIII-3: CAAMP System Description
- Exhibit VIII-4: Chemical Hygiene Manual
- Exhibit VIII-5: Deferred Maintenance List
- Exhibit VIII-6: ADA Survey/Action Plan

**Standard IX: Institutional Integrity**
- Exhibit IX-1: Conflict of Interest Policy
- Exhibit IX-2: ASLC Club Chartering Guidelines
Attachment P-F: Planning Referral Group Membership

Issue I. Linfield’s Vision

Planning Subgroup, Planning and Accreditation Steering Committee

Jeff Summers, Chair, Associate Professor of Economics
Jana Doughty, Associate Professor of Nursing
Paul Davis, Professor of Physics
William Lingle, Professor of Communication
Marvin Henberg Vice President for Academic Affairs and Dean of Faculty
John Reed, Vice President for Enrollment Management
Carl Vance, Vice President for Finance and Administration
Martin Wilson, Student

Issue II. Linfield’s Economic and Curricular System

1997-98 Faculty Benefits and Budget Committee and Curriculum Committee members, members of the Board of Trustees Size and Resources Task Group

Group A

James Diamond, Chair, Professor of Chemistry
Brian Gustafson, Student
Clancy Hinrichs, Professor of Physics
David Groff, Director of the Portland Campus
Nils Lou, Professor of Art
Douglas Cruikshank, Professor of Education
Barbara Seidman, Associate Dean of Faculty
Sandie Kiehl, Associate Professor of Business
Dawn Graff-Haight, Associate Professor of Health, Human Performance, and Athletics

Group B

William Mackie, Chair, Professor of Physics
Kathleen Bemis, Director of Continuing Education
Irv Wiswall, Director of College Computing
Dorothy Swain, Assistant Professor of Chemistry
Rich Emery, Associate Professor of Accounting
Mary Margaret Benson, Professor of Library Science
Frank Bumpus, Professor of Psychology
John Reed, Vice President for Enrollment Management

Group C

Carl Vance, Chair, Vice President for Finance and Administration,
Jeff Summers, Associate Professor of Economics
Matt Vance, Student
Barbara May, Associate Professor of Nursing
Ed Langsdorf, Professor of Health, Human Performance, and Athletics
Rick Carruth, Building Trade Supervisor
Lynn Chmelir, College Librarian
Tom Reinert, Associate Professor of Chemistry

Issue III: Delivering Linfield’s Vision

Members of the Accreditation Committee, other students, faculty, and staff
Academic Program

General Program
Margaret Krausse, Chair, Associate Professor of French
Jack Alin, Professor of Mathematics
Joel Marrant, Professor of Anthropology
Brenda Marshall, Associate Professor of Communication Arts
Pam Harris, Dean of Nursing
Dawn Graff-Haight, Associate Professor of Health, Human Performance, and Athletics

Special Programs
Ellen Summerfield, Chair, Director of International Programs
Ron Mills, Professor of Art
Peter Richardson, Professor of German
Karen Sturgeon, Professor of Biology
Steve Toussaint, Associate Professor of Nursing
Fred Ross, Professor of Education
Erika Schlomer, Assistant Professor of Business

Division of Continuing Education
Kathleen Bemis, Chair, Director of the Division of Continuing Education & DCE Faculty, Students, and Staff

Nursing and Health Sciences
Jana Doughty, Chair, Associate Professor of Nursing & Portland Campus Faculty, Students, and Staff

Student Services
Jeff Mackay Chair, Director of Student Activities,
Dave Hansen, Dean of Students
Susan Weider, Director of Housing
Dan Preston, Director of Financial Aid
Holly Colbert, Director of Multicultural Programs
Nicole Payne, Student
Ryan Braby, Student
Joyce Cochran, Student
Gloria Flower, Director of Student Activities, Portland Campus
Lex Runciman, Associate Professor of English

Student Recruitment
John Reed, Vice President for Enrollment Services
Cathy Boehlke, Admissions Counselor
Bob Bosanac, Registrar
Kathleen Bemis, Director of the Division of Continuing Education
Anne Hardin, Director of Career Services
Barbara Kuzio, Director of Admissions, Portland Campus
Brian Gerritz, Student
Blake Pang, Student
Wes Suan, Director of Facilities, Athletics
Susan Whyte, Associate Professor of Library Science

Faculty
Marvin Henberg, Chair, Vice President for Academic Affairs and Dean of Faculty
Robert Wolcott, Professor of Chemistry
Robert McCann, Associate Professor of Education
Ron Mills, Professor of Art
Ken Erickson, Professor of English
Marian Tews, Associate Professor of Nursing
Bill Millar, Professor of Religious Studies
Peter Buckingham, Professor of History
Dawn Nowacki, Assistant Professor of Political Science

Library and Information
Lynn Chmelir, Chair, College Librarian
Irv Wiswall, Director of College Computing
Barbara Valentine, Associate Professor of Library Science
Caroline Mann, Portland Campus Librarian
Judith Johnson, Director of Campus Services
Ted Henry, Director of Administrative Computing
Autumn Martin, Student
Cara Caddell, Student
Ernest Sandlin, Director of Admissions, McMinnville Campus
Susan Whyte, Associate Professor of Library Science
Mary Margaret Benson, Professor of Library Science
Michelle Boisvenue-Fox, Director of Serials
Lee Bakner, Associate Professor of Psychology

Administration and Staff
Dan Preston, Chair, Director of Financial Aid
John Reed, Vice President for Enrollment Services
Lisa Knodle-Bragiel, Office Manager, Admissions
Judith Johnson, Director of Campus Services
Brenda Marshall, Associate Professor of Communication Arts
David Groff, Director of the Portland Campus
Peter McGraw, Director of Corporate and Foundation Relations
Mike Dressel, Cleaning Services Manager

Physical Plant
Carl Vance, Chair, Vice President for Finance and Administration
John Hall, Director of Physical Plant
William Llewellyn, Director of Campus Security
Eric Deffenbaugh, Student
Jack Alin, Professor of Mathematics
Nils Thingvall, Student

Augmented Planning Committee
Jeff Summers, Chair, Associate Professor of Economic and Chairs of all Referral Groups (see above) and Garry Killgore, Faculty Executive Council and Associate Professor of Health, Human Performance, and Athletics