

## ***GERC Report – Phase I Review and Assessment***

### Introduction and Background

In Spring 2020, the Faculty Executive Committee (FEC), with support of the Faculty Assembly, formed the General Education Revision Committee (GERC) with the charge of reviewing and, if appropriate, making recommendations for revision to the Linfield Curriculum. The committee began its work in April 2020 and completed Phase I (Review and Assessment) in December. Phase II (Development) will take place in Spring 2021 and inform Phase III (Execution and Implementation), with any changes going into effect in Fall 2022 at the earliest.

This document summarizes the key findings of Phase I, which include:

- Taken as a whole, the current Linfield Curriculum is no longer cutting-edge, failing to meet the assessment benchmarks we would hope, and difficult for students to view as more than a box-checking exercise.
- The Linfield Curriculum does, however, have elements worth retaining or building on such as the Inquiry Seminar and many of the learning outcomes across the modes of inquiry and diversity studies components.
- We have an opportunity as an institution to unpack and repack the common student experience at Linfield in ways that will reinvigorate liberal education, be more assessable and meaningful to students, and build on Linfield’s considerable strengths.

### Approach

The Committee used as a baseline internal reports from the Linfield Curriculum (LC) assessment committee (see [Appendix I-A](#)) and the FEC-mandated Vision Committee (see [Appendix II](#)). We also surveyed General Education programs at a number of different colleges and universities (see [Appendix III](#)), considered a move to a “distinctive program model” or “a common student experience or signature program to enhance quality, recruitment, and retention”<sup>1</sup> and a number of other resources with key insights into the changing landscape of higher education.<sup>2</sup>

### The Assessment of the Linfield Curriculum

The current general education curriculum at Linfield consists of the Inquiry Seminary, a writing intensive course within a student’s major, and the modes of inquiry including diversity studies courses. At the time of implementation, the LC was innovative in its approach and continues to encourage students explore the liberal arts and take classes outside their major/area of expertise. In addition, the LC program embeds a means of assessment that has been applauded by our accreditors. Through our review, the Committee agrees that the strength of the Linfield Curriculum lies in its liberal arts focus with a distinctive and effective Inquiry Seminar at its core.

Based on data collected for the LC modes of inquiry assessments over the past 12 years, we have had mixed success in meeting our benchmarks for the various LC modes of inquiry. Assessment is based on scoring a selection of student exemplars for each mode of inquiry using the specific

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<sup>1</sup> Based on *The Small College Imperative: From Survival to Transformation*, by Mary B. Marcy, as presented at previous faculty retreats.

<sup>2</sup> See, for example, AACU and LEAP ([Appendix VI](#)).

learning outcomes within each mode. After an initial round of assessment from 2011-2014 (see [Appendix I-B](#)) benchmarks were set at 60% of students scoring satisfactory or exemplary on their exemplar submission and reflection, and 75% of students scoring satisfactory or exemplary for the Upper Division LC requirement.

Since the initial assessment, five of the eight modes have been assessed with assessment reports distributed to the faculty. No LC mode has met the benchmarks in all learning outcomes, although two of the five modes met the benchmark for at least half the learning outcomes and some learning objectives show improvement from the initial assessment period (2011-2014). No LC mode met the benchmark for the Upper Division exemplars assessed. (see [Appendix I-C](#) for summary and LC mode assessment reports since 2015). In May 2018, the faculty assembly approved “suspending the regular cycle of the Linfield Curriculum (LC) mode assessments this spring until May of 2020 in order to initiate the process of a wholesale review of the Linfield Curriculum core and assessment process.”

The failure to achieve benchmark goals may be attributed to several issues. First, LC courses are not adequately monitored and *maintained*. Once a course is approved with LC designation, there is no review process in place to ensure the course continues to meet the standards and goals of the assigned LC mode designation. After approval, as courses evolve or when new faculty begin teaching a particular designated course, there is no standard process in place to ensure that they understand and continue to meet the level of focus and goals of the LC mode. Second, the LC requirements lack a coherent and meaningful integration, both in programmatic implementation and assessment. Students (and some advisors) tend to see the LC as a series of check box requirements that they do not understand or find meaningful. (See Appendix IV – Informal Student Survey). Student exemplar work and reflection of the LC learning objectives are generally not guided or used as a teaching tool but tend to be completed by students at the urging of the registrar prior to graduation. The current LC modes lack a coherent and meaningful integration, both in programmatic implementation and assessment.

### Next Steps

Based on the findings of other internal committees and our own research and assessment, the committee believes we should consider how to recreate rather than simply revise the current LC. We have had significant discussions about a framework around the general question of "**what WILL make Linfield distinctive?**" in a way that is consistent with our values, retains a sense of institutional history, and anticipates the changing landscape of higher education (pg. 1, VC Report – Appendix II). We subscribe to the notion of cultivating the “The T-Shaped person,” where the T represents the depth of learning and expertise in one’s major disciplinary course of study and the horizontal cap of the T represents the breadth of knowledge and abilities that the current world and marketplace realities demand and value.<sup>3</sup>

During the development phase (Phase II), we will offer focal points for discussion and idea generation and be engaging extensively with the Linfield community. Changing times give rise

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<sup>3</sup> It is this breadth that the traditional interdisciplinary liberal arts foundation provides. At Linfield, we do both very well. We have strong and innovative majors programs and the liberal arts is the common foundation upon which our programs build their distinctive value. ([Appendix V](#) – research/articles on T-Shaped Persons)

to changing best practices and the arena of pedagogy is no exception. Current demographic shifts, changing professional landscapes and labor dynamics, technological innovations, and evolving sociopolitical landscapes all give rise to the need for transformation in educational design and practices.

The introduction of greater integration is a core driver for the GERC's motivation to research a more substantive and creative revisioning of the general education program. At the core of that revisioning is a General Education experience that requires the interdisciplinary breadth that is the ideal strength of the current LC, but in a more flexible, distinctive, and integrated program. The aim is for an educational outcome that evidences the value of a liberal arts core in a way that engages student interests through their active engagement and understanding.

## Appendix I: Linfield Curriculum (LC) Assessment

### A. 2019 LC Assessment of Assessment Report

We reviewed comments of summer assessment groups and found common threads. In addition, we discussed the importance of responding to accreditation concerns. The following is an executive summary of our discussion resulting from our different perspectives and experiences at Linfield College.

☒ Need more buy-in for implementing and assessing the LC. Faculty buy-in can lead to student buy-in where we see what we are doing as integral to our courses and become more intentional about the coherence of the LC. Students need guidance and advising to see LC portfolio as meaningful and marketable.

☒ Need to enhance consistency and strengthen process by which courses are approved for LCs.

☒ Need to close feedback loop across LC constituents and components

☒ Need to address assessment patterns – reviewed comments of assessment groups expressing concern about insufficient reflective components of LC submissions and lack of incentive for engagement

⦿ Action recommendations:

- 1) Strengthen the submission process to require a reflective assignment that is embedded and assessed within the course, and supported by exemplar(s) from that course. The reflective assignment is based on the LC outcomes for the designation(s) associated with that course. Courses with multiple designations require a separate reflective assignment for each designation.
  - a. Create a sample form/instruction requiring students to reflect on outcomes met in a particular LC course; more than one LC requires both to be provided;
  - b. develop LC Sharepoint with samples of reflective assignments and syllabi.
  - c. Update Blackboard portfolio to reflect these actions
  - d. Revise catalog copy to indicate new emphasis on reflective assignments.
- 2) Revise LC working group SOPs.  
Process for LC course approval: look for LC reflective assignment; provide more specificity in justifying how course meets LC outcomes – develop guidelines for separate justification when requesting an LC designation (descriptions of content/assignments and how meet specific outcomes – include describing at least one exemplar submission assignment and how it meets at least one required learning outcome for each LC requested).
- 3) Make submitted LC exemplar work data for a course available to each instructor and department chair for courses with LCs.

- 4) Institute Orientations for working group chairs and all working group members (start of fall semester), Summer workshop?, LC sharepoints?
- 5) Encourage advisors to review LC submission process with advisees each term. Suggestion: Hold “reflection and exemplar submission” parties (Academic Affairs will buy pizza).
- 6) Recommend that Curriculum committee review UD requirement:
  - a. How is the UD working in practice?
  - b. What do we want the UD LC to do?
  - c. Require INQS before UD LC?
  - d. Lower benchmark? Differential benchmarks skew assessment results.
  - e. Advisors should discourage taking UD before lower LCs
  - f. Add GP and US or leave solely with modes?
  - g. Should UD carry more than one LC designation?

### **B. Faculty Assembly motion to add benchmarks to the LC assessment with summary of assessment from 2011-2014**

Motion: That the Faculty Assembly approve the addition of benchmarks to the LC assessment process beginning summer 2015. The benchmark of success will be that at least 60% of our students are at a satisfactory or exemplary level. In addition, the benchmark for success for the Upper-Division Mode of Inquiry requirement will be that at least 75% of our students are at the level of satisfactory or exemplary. (*proposed in May 2015, passed in May 2016*)

Rationale: Over the past four summers we have assessed all of the eight Linfield Curriculum (LC) designations, two each summer. A random sample of student submissions from Taskstream were pulled, and the individual learning outcomes were evaluated on a three-point scale; unsatisfactory, satisfactory or exemplary. In the first round of assessment, the learning outcomes for each designation were evaluated, and recommendations for changes were brought to the faculty the following year. In this second round of LC assessment, we propose to include a sample of the submissions for the Upper-Division Mode of Inquiry requirement. These Upper-Division samples will be evaluated separately, but using the same rubric as for the Mode of Inquiry submissions. We also propose to set a benchmark before we begin the process to help determine the extent to which we are successful in helping our students meet academic standards.

The addition of benchmarks will assist us as we discuss how to improve the assessment and implementation of the Linfield Curriculum. Discussions following each summer’s assessment will include both faculty and students.

Summary of Linfield Curriculum Assessment Data  
Summers 2011-2014

Year	LC Designation	% Satisfactory or Exemplary
2011	Quantitative Reasoning (QR)	
	LO 1	67.1
	LO 2	52.3
	LO 3	27.3
	LO 4	34.1
	<b>Average</b>	<b>45.2</b>

Year	LC Designation	% Satisfactory or Exemplary
2011	Vital Past (VP)	
	LO 1	64.5
	LO 2	40.0
	LO 3	61.6
	LO 4	90.9
	LO 5	100
	<b>Average</b>	<b>71.4</b>
2012	Natural World (NW)	
	LO 1	25.0
	LO 2	75.0
	LO 3	23.0
	LO 4	51.0
	<b>Average</b>	<b>43.5</b>
2012	U. S. Pluralisms (US)	
	LO 1	56.0
	LO 2	31.0
	LO 3	27.0
	LO 4	12.0
	<b>Average</b>	<b>31.5</b>
2013	Global Pluralisms (GP)	
	LO 1	48.1
	LO 2	11.8
	LO 3	10.0
	LO 4	26.3
	<b>Average</b>	<b>24.1</b>
2013	Ultimate Questions (UQ)	
	LO 1	50.0
	LO 2	73.9
	LO 3	65.8
	LO 4	84.2
	LO 5	40.0
	<b>Average</b>	<b>62.8</b>

2014	Individuals, Systems and Societies (IS)	
	LO 1	70.0
	LO 2	46.0
	LO 3	63.0
	LO 4	38.0
	<b>Average</b>	<b>54.3</b>
Year	LC Designation	% Satisfactory or Exemplary
2014	Creative Studies (CS)	
	LO 1	91.8
	LO 2	77.5
	LO 3	73.0
	LO 4	66.7
	<b>Average</b>	<b>77.3</b>

### C. Individual LC Assessment Reports since 2015

Below is a summary table of Learning Outcomes assessments for the LC Modes of Inquiry assessed and presented at Faculty Assembly since 2015. Following the table are the individual reports for each LC Mode of Inquiry assessment.

<b>Quantitative Reasoning (QR) - 2015</b>		
	% Satisfactory or Exemplary (regular)	% Satisfactory or Exemplary (UD)
LO1	69.7	54.6
LO2	69.7	68.2
LO3	63.6	63.6
LO4	39.4	59.1
<b>Natural World (NW) - 2016</b>		
	% Satisfactory or Exemplary (regular)	% Satisfactory or Exemplary (UD)
LO1	38	11
LO2	39	4
LO3	42	25
<b>US Pluralisms (US) - 2016</b>		
	% Satisfactory or Exemplary	
LO1	49.4	
LO2	32.5	
LO3	21.7	

<b>Ultimate Questions (UQ) - 2017</b>		
	<b>% Satisfactory or Exemplary (regular)</b>	<b>% Satisfactory or Exemplary (UD)</b>
LO1	72	61.5
LO2	71.7	54.2
LO3	53.7	40.9
LO4	57.9	52.2
<b>Global Pluralisms (GP) - 2017</b>		
	<b>% Satisfactory or Exemplary</b>	
LO1	66.2	
LO2	71.4	
LO3	40.7	

## Quantitative Reasoning Assessment Report

March 2016

The Quantitative Reasoning (QR) group met June 1 and 2, 2015, to assess learning outcome exemplars submitted by students during the 2011-12, 2012-13, 2013-14, and 2014-15 academic years. The committee was comprised of Dan Ford, Jeff McNamee, Jeff Summers, and Martha VanCleave.

We calibrated use of the assessment rubric (attached) among committee members by reading and scoring ten submissions as a group. Then, 55 (33 QR and 22 upper-division QR) randomly selected student submissions were then read and scored by two committee members each.

Submissions were rated them on a 3-point scale; 2 = Exemplary, 1 = Satisfactory, and 0 = Unsatisfactory. The two people who read each exemplar then discussed their findings and determined their final scores. A final score for each learning outcome for every submission was assigned after discussion between the two people who read each submission.

## Results

Table 1: QR submissions: Frequency and percent of Exemplary, Satisfactory, Unsatisfactory, and NA scores for each QR learning outcome. Total n = 33.

	Exemplary (2)	Satisfactory (1)	Unsatisfactory (0)	Satisfactory or above (1 or 2)
1. Frame contextual questions...	2 (6.1%)	21 (63.6%)	10 (30.3%)	23 (69.7%)
2. Apply models to deduce ...	3 (9.1%)	20 (60.6%)	10 (30.3%)	23 (69.7%)
3. Communicate quantitative arguments...	4 (12.1%)	17 (51.5%)	12 (36.4%)	21 (63.64%)
4. Critique quantitative arguments...	1 (3.0%)	12 (36.4%)	20 (60.6%)	13 (39.4%)

Table 2: Upper-division QR submissions: Frequency and percent of Exemplary, Satisfactory, Unsatisfactory, and NA scores for each QR learning outcome. Total n = 22.

	Exemplary (2)	Satisfactory (1)	Unsatisfactory (0)	Satisfactory or above (1 or 2)
1. Frame contextual questions ...	5 (22.7%)	7 (31.8%)	10 (45.5%)	12 (54.6%)
2. Apply models to deduce consequences ...	6 (27.3%)	9 (40.9%)	7 (31.8%)	15 (68.2%)
3. Communicate quantitative arguments...	6 (27.3%)	8 (36.4%)	8 (36.4%)	14 (63.6%)
4. Critique quantitative arguments ...	2 (9.1%)	11 (50%)	9 (40.9%)	13 (59.1%)

Table 3 Comparison between QR and Upper-division QR submissions: Frequency and percent of Satisfactory or above.

QR n = 33	Upper- division n = 22	Combined results n = 55
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1. Frame contextual questions ...	23 (69.7%)	12 (54.6%)	35 (63.64%)
2. Apply models to deduce consequences ...	23 (69.7%)	15 (68.2%)	38 (69.1%)
3. Communicate quantitative arguments ...	21 (63.64%)	14 (63.6%)	35 (63.6%)
4. Critique quantitative arguments...	13 (39.4%)	13 (59.1%)	26 (47.3%)

Table 4 Comparison between 2016 and 2012 submissions

	QR 2016 n = 33	QR 2012 *	
1. Frame contextual questions ...	23 (69.7%)	59 (67.1%)	1. Pose questions involving quantitative ...
2. Apply models to deduce consequences ...	23 (69.7%)	46 (52.3%)	2. Analyze problems by discussing models...
3. Communicate quantitative arguments ...	21 (63.64%)	24 (27.3%)	3. Understand uses and constraints...
4. Critique quantitative arguments...	13 (39.4%)	30 (34.1%)	4. Communicate and critique quantitative arguments

\* The Learning Outcomes assessed in the 2012 report were different from those assessed in 2016 report. In the 2012 report, some submissions received a NA score, NA was not used in the assessment reported in 2016. This difference does not affect the scores reported in this table because NA was included in the calculation of the percents.

In May 2015 the Faculty Assembly was presented with the benchmark of success that at least 60% of students are at the satisfactory or exemplary level. The benchmark level was achieved by QR submissions assessed for Learning Outcomes 1, 2, and 3.

The benchmark of success presented for Upper-division LCs is that at least 75% of students are at the satisfactory or exemplary level. The benchmark level for upper-division QR submissions assessed was not achieved for any of the QR learning outcomes.

### Observations

1. The comparison of QR 2016 and QR 2012 shows improvement on all learning outcomes with a higher percent of submissions receiving scores of 1 or 2.
2. The percent of upper-division QR submission receiving scores of 2 is greater than the percent of QR submissions receiving scores of 2 for all learning outcomes.
3. The scores for Upper-division QR are affected by the number of submissions that did not include an appropriate exemplar. Five submissions received scores of 0 for all 4 learning outcomes. These submissions did not demonstrate achievement of the learning outcomes.
4. The 2012 QR assessment report recommended:  
Identifying 'constraints', 'assumptions', and 'critiques' of quantitative arguments were all embedded in Learning Outcomes with other kinds of skills. We recommend that a student's ability to critique a quantitative argument, and to discuss its assumptions and limitations, be made its own Learning Outcome.  
Learning Outcome 4 now states:

Critique quantitative arguments with respect to assumptions, constraints, and logical coherence.

(See Appendix A for the complete 2012-15 QR rubric including Learning Outcomes and the 2011-12 Learning Outcomes).

Although this learning outcome had the lowest percent of satisfactory or exemplary submissions, we are making progress. Critiquing quantitative arguments is at the heart of critical thinking. Holding high standards for this learning outcomes serves to encourage students to develop their critical thinking skills.

5. The 2012 QR assessment report noted:

Students need guidance on selecting exemplars and writing an appropriate narrative. The narrative should be used by the student to clarify how the uploaded material fulfills each of the four learning outcomes. It is not enough to simply write: "This artifact shows how this class meets the QR learning outcomes." In addition, students should always include the questions or prompts along with their answers and responses.

Although some improvement has been made in this area, there is still need for more work.

Recommendations:

1. Students would likely benefit from additional guidance in the selection and submission of exemplars to demonstrate the fulfillment of QR learning outcomes. Specifically, students seem to need guidance in selecting appropriate exemplars, especially in upper-division QR courses. Further, students need guidance in articulating how their exemplars demonstrate the fulfillment of the learning outcomes.

2. It is clear when assessing student work, that some faculty provide strong support to students for selecting exemplars and articulating fulfillment of learning outcomes. Quality of submissions would likely improve if more faculty provided such support. Faculty might be encouraged to develop these practices through faculty development activities or by including more faculty in the assessment of LC's.

Appendix A

<http://www.taskstream.com> Quantitative Reasoning Rubric 2012 -2015

Learning Outcomes	Unsatisfactory	Satisfactory	Exemplary
1. Frame contextual questions using mathematical representation.	Example fails to provide a contextual question, or fails to use recognized mathematical representations to translate the relevant question.	Example uses recognized mathematical representations to translate contextual questions.	Example uses recognized mathematical representations to pose questions (student generated) that are relevant and unambiguous.
2. Apply models to deduce consequences or make predictions.	Model is unclear or absent, or no clear conclusions or predictions are articulated.	Example indicates a model, and the model is applied to make conclusions, however some of the terms or supporting work are absent.	All of the terms are clearly defined, the supporting work is evident, and the model is applied appropriately to make conclusions.
3. Communicate quantitative	Example fails to coherently convey a	Example adequately conveys a verbal	Example completely and clearly conveys a

Learning Outcomes	Unsatisfactory	Satisfactory	Exemplary
arguments using clear prose.	complete argument.	interpretation of a mathematical argument. The example suffers from minor omissions or errors.	verbal interpretation of a mathematical argument.
4. Critique quantitative arguments with respect to assumptions, constraints, and logical coherence.	Example acknowledges neither the appropriate assumptions and constraints of the model, nor the strengths and weaknesses of the argument.	Example considers the appropriate assumptions and constraints of the model, or the strengths and weaknesses of the argument, but not both.	Exemplar considers the appropriate assumptions and constraints of the model, and the strengths and weaknesses of the argument.

### Quantitative Reasoning — Summer 2011 Learning Outcomes

1. Pose questions involving quantitative relationships in real world contexts by means of numerical, symbolic, and/or visual representations.
2. Analyze problems by discussing models; making appropriate assumptions; and deducing consequences or making predictions.
3. Understand the uses and constraints of various representations of quantitative information.
4. Communicate and critique quantitative arguments.

## Natural World Assessment Report

June 27, 2016

The Natural World (NW) working group convened on May 31 and June 1, 2016 to assess learning outcome exemplars submitted by students during the 2012-2106 academic years. In attendance were NW members Nancy Broshot, Megan Bestwick, Megan Kozak Williams, and Sarah Coste. We calibrated use of the assessment rubric (attached) among committee members by reading and scoring thirteen submissions from 2012-2106, which provided a baseline from which to compare as a group. Then, 59 new, randomly selected regular NW submissions and 28 upper division NW submissions were each read and scored by two committee members. A final score for each submission was determined after consultation between each group of two.

### Results

Tables 1 and 2 show the results from the summer 2016 assessments.

Table 1: Frequency and percent of Exemplary (2 pts), Satisfactory (1 pt), and Unsatisfactory (0 pts) scores for each NW learning outcome for **Regular NW** submissions. Average score, using the numerical equivalents of the exemplar scores are in the last column. Total N = 59.

	Exemplary	Satisfactory	Unsatisfactory	Ave. Score
1. Demonstrate background to form hypothesis	8 (14%)	14 (24%)	37 (63%)	0.51
2. Critically analyze results in light of assumptions	9 (15%)	14 (24%)	36 (61%)	0.54
3. Extend results to more general situations	2 (3%)	23 (39%)	34 (58%)	0.46

Table 2: Frequency and percent of Exemplary (2 pts), Satisfactory (1 pt), and Unsatisfactory (0 pts) scores for each NW learning outcome for **Upper Division NW** submissions. Average score, using the numerical equivalents of the exemplar scores are in the last column. Total N = 28.

	Exemplary	Satisfactory	Unsatisfactory	Ave. Score
1. Demonstrate background to form hypothesis	1 (4%)	2 (7%)	25 (89%)	0.14
2. Critically analyze results in light of assumptions	1 (4%)	0 (0%)	27 (96%)	0.07
3. Extend results to more general situations	0 (0%)	7 (25%)	21 (75%)	0.25

Data from the exemplars from the previous NW Assessment group done in 2012 are shown in Table 3. Note that the group only examined “Regular” exemplars and did not examine any Upper Division submissions. Also note that there were 4 outcomes when these were evaluated in 2012.

Table 3: Frequency and percent of Exemplary (2 pts), Satisfactory (1 pt), and Unsatisfactory (0 pts) scores for each NW learning outcome for **Regular NW** submissions from 2011-12. Average score, using the numerical equivalents are in the last column. Total N = 75.

	Exemplary	Satisfactory	Unsatisfactory	Ave. Score
1. Use scientific method	13 (17%)	6 (8%)	56 (75%)	0.43
2. Think critically	27 (36%)	29 (39%)	19 (25%)	1.11
3. Historical development of ideas	12 (16%)	5 (7%)	58 (77%)	0.39
4. Appreciate how knowledge affects ...	12 (16%)	26 (35%)	37 (49%)	0.67

## Qualitative Observations

1. In 2016, the percentages of exemplar submissions for **Regular NW** (Table 1) rated as “Exemplary” or “Satisfactory” for the three learning outcomes were: LO1 – 38%; LO2 – 39%; LO3 – 42%.

This is compared to the percentages in 2012 (Table 3), in which the percentages of submissions for **Regular NW** rated as “Satisfactory” or above for the four learning outcomes were: LO1 – 25%; LO2 – 75%; LO3 – 23%; and LO4 – 51%.

2. In 2016, the percentages of submissions for **Upper Division NW** (Table 2) rated as “Exemplary” or “Satisfactory” for the three learning outcomes were: LO1 – 11%; LO2 – 4%; LO3 – 25%.

3. Only 2 students (3%) had “Exemplary” for all three outcomes in the **Regular NW** submission; no student had “Exemplary” for all three in the **Upper Division NW** submissions. However, 22 students (37%) received at least a “Satisfactory” in all three criteria for **Regular NW** submissions although only one student (4%) did so in the **Upper Division NW** submissions.

4. There were many students who received all unsatisfactory scores: 34 (58%) in the **Regular** submissions and 21 (75%) in the **Upper Division** submissions.

## Comparisons to the 2012 Findings

1. It is somewhat difficult to directly compare the 2012 results for the “Regular” NW submissions to those obtained by the current working group. In 2012, there were four learning outcomes; the working group that year reduced it to three by essentially combining the second and third outcomes. If we base our comparison on that basis, it appears that in 2016 the percent of students who were rated as “satisfactory” or above increased from 25% (2012) to 38% (2016). This suggests more students were successful in applying scientific method. However, the opposite appears true for students understanding how their findings relate to more general situations, with numbers declining from 51% (2012) to 42% (2016) earning a “satisfactory” or better. It also appears the percent of students who earned a satisfactory or better rating in our second outcome (the 2012 second and third outcomes) declined. If I average the two 2012 outcome results, the numbers declined from 49% (2012) to 39% (2016), but again the outcomes being different make this comparison less valid.

2. The 2012 group did not assess any “Upper Division” NW submissions. Our findings were discouraging. Only 11% of students received “satisfactory” or above for outcome 1; 4% for outcome 2; and 25% for outcome 3. These scores are much lower than what we found in the submissions for “Regular” NW outcomes.

## Concerns

1. Only 37% of the Regular NW exemplar submissions we examined earned an “Exemplary” or “Satisfactory” in all three outcomes; 57% of the submissions were rated as “Unsatisfactory” in all three. This means that the majority of the students between 2012 and 2016 did not submit exemplars that demonstrated they had fulfilled the Regular NW outcomes.
2. Only 4% of the Upper Division NW exemplar submissions we examined earned an “Exemplary” or “Satisfactory” in all three outcomes; 75% of the submissions were rated as “Unsatisfactory” in all three. Three-fourths of the students between 2012 and 2016 did not submit exemplars that demonstrated they had fulfilled the Upper Division NW outcomes.
3. Most students submitted a single document as the exemplar. We believe we need to make it clearer in TaskStream and in our syllabi that they may need to submit more than one example of their work to meet all three outcomes.
4. It seemed to us that most students had no idea or didn’t care what documents would fulfill the NW outcomes, a problem that appeared to be more concerning with upper division submissions than regular ones.
5. We (the NW Assessment Team) also had issues with understanding and applying the rubrics as they were written. We didn’t see that any of the rubrics stressed scientific method and hypothesis development but that is the major component we have been using to assess transfer courses for NW. It was unclear to us what was more important for outcome number 1: the hypothesis/model or the background. And outcome number 2 says “to critically analyze results” but the rubric only talks about strengths and weaknesses. Only one (4%) upper division submission and 9 (15%) regular submissions were satisfactory or above on outcome 2. We did feel that the rubric on outcome 3 was clear.
6. Should we (the Linfield faculty) suggest what types of projects will successfully meet the outcomes? For example, we discussed whether a regular term paper, such as a literature review, could do so and decided an analysis or position paper could, but that just a term paper would not. We also discussed whether PowerPoint presentations or a video could meet the outcomes and came to the same conclusion; that it would need to be based on analysis or a position. And finally, we discussed if group projects (we had several) could meet the outcomes. One of the problems with such submissions was that it was impossible to tell exactly what the student who submitted it had done as part of the group. We decided that group projects (that meet the other criteria above) could be submitted but that the student who submitted it would need to clearly state what they had specifically done on the project.
7. We were very concerned that the Upper Division exemplars submitted were so much poorer than the Regular exemplars submitted. We have no idea why this is occurring and so have little idea what could be done to improve Upper Division submission scores.

## **Recommendations**

1. We strongly encourage the rubrics used to evaluate the exemplars be published, both on TaskStream and in the Linfield College Catalog. This would allow faculty teaching NW courses to see these while preparing syllabi, as well as allowing students to see how they are going to be assessed. We feel that we (faculty who teach NW) have been giving assignments to the students without letting them know what we really want and how they will be “graded” as exemplars. Students who are conscientious about what they are submitting will benefit from seeing the rubrics.
2. We also feel that it needs to be clearly stated on TaskStream that multiple exemplars may be necessary to meet the outcomes, and that if they are submitting a group project, that they need to clearly state what their specific role in the project was.
3. We also would like to recommend that faculty teaching NW courses provide help to students in terms of which assignments would be better to use as exemplars and that the students should reflect on how the project(s) meet the learning outcomes.
4. We also have made some proposed changes to the rubrics as follows:

## **U.S. Pluralisms 2016 Assessment Report Findings and Recommendations (September 2016)**

### **Introduction:**

Because of the complex social/political/cultural/economic climate of the United States in 2016, the working group regards the learning goals of the U.S. designation as more important than ever: they provide educational guidance meant to help “students prepare for their participation and citizenship in an increasingly diverse society” (*Linfield College Catalog* 8).

The U.S. Pluralisms Working Group met on May 31 and June 1, 2016, to assess exemplars uploaded by students for the US designation of the Linfield Curriculum. Members of the working group were: Kena Avila (EDUC), Brittany Teahan (ECON), Lissa Wadewitz (HIST), and Barbara Seidman (ENGL). Barbara Seidman is also the chair of this working group. The aim of the assessment process was to determine which subset of the random sample of 83 exemplars met the designated learning outcomes for U.S. Pluralisms. The faculty-approved target percentage for satisfactory exemplars in this area of the LC is 60%.

The last assessment of US Pluralisms was conducted in fall 2012. Following that assessment, in 2013 the Linfield faculty accepted that working group’s recommendation that the following revised learning outcomes be adopted:

***Students who have completed US-eligible courses should be able to meet Outcome #1 and at least one of the other two outcomes listed below:***

- 1. Identify and articulate the context of pluralism within the United States, including but not limited to race, ethnicity, sex, gender, sexual orientation, identity, language, age, ability, religion, and/or social class.***
- 2. Analyze discourses related to the historical, cultural, and/or aesthetic grounding of marginality through a theoretical lens appropriate to the course content and discipline.***
- 3. Develop and defend an analytical or interpretive argument about social, political, and/or economic injustices, including but not limited to issues of power, social justice, privilege, and citizenship.***

These outcomes were scaffolded to differentiate among and thereby assess student learning at three distinct levels of analytical sophistication, and they served as the focal point for this summer’s assessment effort. Outcome #1 provides the baseline against which to measure US exemplars but a satisfactory submission in #1 does not suffice to meet the learning goals of the requirement. A successful exemplar must also demonstrate insight related to EITHER Outcome #2 or Outcome #3. It is important to note that, given this scaffolding, it is impossible for an exemplar to succeed with outcome #3 without addressing #2 first.

The 2012 working group also devised a new rubric delineating criteria for satisfactory, exemplary, and unsatisfactory submissions for each learning outcome. That rubric is attachment A in this report. The assessment rubric rested on a 3-point scale:

Unsatisfactory—0  
Satisfactory—1  
Exemplary—2

### **PROCEDURE:**

To begin the assessment process, the group first read and scored sample exemplars against the rubric. The full number of exemplars to be assessed numbered 83. Following the norming session, the evaluators continued to work in teams of two, each team responsible for evaluating half of the remaining exemplars. All team members reviewed their cohort of students independently, then met with their partners to compare evaluations, discuss differences of opinion, and reconcile those different results. One agreed-upon score was recorded for each student.

### **RESULTS:**

The attached table documents the number and percentage of exemplars that successfully met each learning outcome, as well as the number and percentage of exemplars that successfully met the full standard for U.S. Pluralisms. One-third of the 83 samples met the published learning outcomes. That number translates to 32.53%, a bit over half-way to the aspirational goal of 60% passing for the U.S. designation.

Data generated by the 2016 assessment effort affirms the effectiveness of the scaffolding done in 2012. It offers a revealing window into the degree of intellectual sophistication of students in the sample as they considered U.S. pluralism and its implications. Unfortunately, the working group concluded that the 2016 results, while not differing markedly in terms of percentages from the 2012 results, still remain at a troublingly low level.

### **Specifically:**

- A. Only 49.4% (n=41) of exemplars demonstrated a viable grasp of the concept of pluralism itself, which is the central concept addressed in outcome #1. That means a little over half of the sample (51.6%; 42 students) did not speak to American pluralism itself in their exemplar. See Attachment B in this report.
1. Many exemplars simply assumed the dominant cultural experience of white Americans to be the norm for their discussion without reflecting on how awareness of American diversity problematizes that assumption. This was particularly true of those exemplars where the focus involved an analysis of gender.
  2. Many students who addressed the experiences of non-white Americans did not put that discussion within a comparative pluralistic framework; hence our conclusion that the concept of pluralism itself was not being addressed in the exemplar, regardless of the specific focus.
  3. When comparative analysis of different communities within American society was provided, an exemplar often failed to move to the next level of analysis: how the marginalizing of one group's history, outlook, values, opportunities, or the like produces challenging inequities in that group's experiences as Americans.
- B. Of the 41 students who did succeed in meeting learning outcome #1, only 32.53% went on to satisfy either Outcome #2 or Outcome #3.
- If an exemplar did not frame its discussion in terms of US pluralism, it could not then address the related foci of Outcome #2 (addressing marginality) or Outcome #3 (addressing societal injustices arising from marginality). This explains why 34% of those who succeeded with Outcome #1 did not move on to address either of the other two outcomes (14 students).

- C. A student who did not successfully address outcome #2 (marginality as a facet of US pluralisms) could not successfully discuss outcome #3 (societal injustices and/or the pursuit of social justice).
- D. The percentage of students who successfully moved from outcome #2 to outcome #3 was 21.69% (18 students). See Attachment D for a sample exemplar receiving exemplary scores in all three learning outcomes.
- E. While attention to outcome #3 was not necessary to succeed with the exemplar, the fact that not much more than one-fifth of the 83 exemplars effectively addressed outcome #3 may interest instructors of US-eligible courses for whom the relation between marginality and social justice informs their own goals for a given class.

**Observations on the assessment process itself:**

While we regard our findings as a very important guide for further faculty conversation about our collective progress in helping students meet the US learning outcomes, we wish to flag several compromising factors within the process itself. Each of the points below invites further conversation among instructors of US-eligible courses.

1. No clear standard exists for what constitutes a legitimate work sample as an exemplar. The range of assignments included 10+ pp. seminar papers to brief Blackboard posts. This needs to be addressed with students and instructors alike to achieve some commonality among submissions.
2. Similarly, students have now learned that submitting anything in each LC category suffices to get them cleared for graduation. Among the shortcuts we found students taking:
  - Some merely typed in the learning outcomes statements themselves in the reflection section to “indicate” they had met that goal. No explanation of specifics from the course indicated how.
  - Some referred to attached exemplars that had not in fact been provided.
3. Students are able to upload exemplars at any point between completion of a course and graduation; thus our assessment sample included exemplars uploaded by first year students immediately upon completing a class, older students locating a years-old assignment to upload late in their undergraduate careers, and upper division students completing 100-level classes as they near graduation. No real commonality of academic experience could be presumed as we read our 83 exemplars.
4. The courses from which exemplars are drawn range widely across curriculum levels—the evaluators read many exemplars from 100 level classes, some from 300 level classes in a major, and occasionally some from senior seminars in a major. The working group found it very hard to compare 10 pp. seminar papers with essay exam answers or a 100-level Blackboard post. See Attachment C in this report.
5. Students leaned more heavily on discussion of gender than on other facets of diversity in U.S. culture. While gender is indeed important in any discussion of cultural diversity, the working group membership came to wonder if a discussion of gender alone (one that does

not integrate other facets of diversity) suffices to meet the goals of the U.S. Pluralisms requirement.

6. There is a problem in presuming any one assignment in a semester-long class will necessarily equip a student to respond to all three of the learning outcomes; it's safe to assume that it is the work of the full course to achieve that scope of understanding on issues of American pluralism. This situation compounds the problems noted in #4 above and makes it difficult to conclude in any definitive way that US Pluralisms classes are not doing a very good job of achieving their learning outcomes with Linfield students.

### **RECOMMENDATIONS:**

**We have organized our recommendations into three categories:**

- 1. Those pertaining ONLY to the delivery and assessment of US Pluralisms**
- 2. Those suggested for wider discussion across the faculty who teach in the LC**
- 3. Those suggested for academic advisors**

#### ***1. Recommendations for US Pluralisms:***

It is clear to the 2016 US assessment team (as it was to the faculty who did it in 2012) that stronger instructor guidance is the essential component in helping students better recognize how a give assignment may or may not address the special learning outcomes of the US Pluralisms requirement. If the faculty hopes to move the ratio of successful exemplars from its current one-third rate (only halfway toward our aspirational goal of 60%), instructors will need to address the following:

- A. The 2016 US working group believes that future exemplar submissions should be evaluated according to **only TWO LEARNING OUTCOMES, both of which must be addressed if an exemplar is to be deemed satisfactory or exemplar.**
- B. We recommend that the emphasis on pluralism as a foundational component of U.S. society be retained in learning outcome #1 BUT with this revised phrasing:

***Identify and explore in a comparative framework across co-cultures at least one aspect of difference that characterizes the U.S. population, including but not limited to age, disability, ethnicity, race, gender, religion, gender/sexual orientation, and/or social class.***

- C. We recommend that **learning outcomes #2 and #3 be COMBINED into ONE** learning outcome to be worded as follows:

***Develop and defend an analytical or interpretative argument that addresses specific injustices produced by the marginalization of some groups within America's pluralistic society.***

- D. The guidelines for students in posting exemplars on Taskstream should include the scoring rubric so that students have better information about how their exemplars are being evaluated—a situation that might lead to better submissions and better reflection statements on what the exemplar demonstrates by way of the identified learning outcomes.

- E. Instructors in US classes are advised to include the scoring rubric on their course Blackboard page or their syllabi to augment the required syllabi information about how the course meets the learning outcomes for this area of the Linfield Curriculum.
- F. In devising and explaining written assignments, instructors should clarify whether each would provide an effective US exemplar and how it does so. Each instructor should make sure to identify at least one such written assignment per semester. Instructors might consider assigning an LC reflection for submission and evaluation as part of the final course grade.
- G. In doing so, instructors should also (a) discuss the rationale behind the linkage of pluralism, marginality, and social injustice within the US learning outcomes and (b) indicate which course assignments best address a combination of outcomes (since at least two of the published outcomes must be demonstrated in a successful exemplar).
- H. Instructors should consider holding a special section (either within class or as extra credit outside of regular class time) dedicated to elevating student understanding of the fit between specific assignments and US learning outcomes AND to actual uploading of a course assignment tailored to become a US exemplar.

**2. *Suggestions for wider discussion among LC instructors:***

The faculty as a whole should deliberate over *how to establish guidelines for more uniform and reflective exemplars and justifications*. Some possibilities?

- A. Require that Taskstream only accept specific word lengths for exemplar submissions (greater than 250 words; no more than 1200 words?).
- B. Require that Taskstream accept a minimum of 250-word justification statements that do NOT simply repeat the learning outcome statements themselves.

**3. *Suggestion for academic advising:***

At a minimum, first year Colloquium students should be required to attend a session led by peer advisors either in Jan Term or early spring semester devoted to the selection and uploading of appropriate exemplars from first semester/Jan Term LC classes. Discussion of appropriate justification paragraphs supporting each exemplar should also be discussed. Advisors might work with first year students to review at least one exemplar before it is uploaded.

Learning Outcome	Unsatisfactory	Satisfactory	Exemplary
<p><i>1. Identify and articulate the context of pluralism within the United States, including but not limited to race, ethnicity, sex, gender, sexual orientation, identity, language, age, ability, religion, and/or social class.</i></p>	<p>Exemplar is unsatisfactory if the following is true:</p> <ul style="list-style-type: none"> <li>• student has not articulated the context of at least one issue related to U.S. pluralism.</li> </ul>	<p>Exemplar illustrates that the student has articulated at least one issue related to U.S. pluralism.</p>	<p>Exemplar illustrates that the student has articulated the context of one issue in-depth or has articulated the context(s) of a cross-section of issues related to U.S. pluralism.</p>
<p><i>2. Analyze discourses related to the historical, cultural, and/or aesthetic grounding of marginality through a theoretical lens appropriate to the course content and discipline.</i></p>	<p>Exemplar is unsatisfactory if either of the following is true:</p> <ul style="list-style-type: none"> <li>• student has not analyzed the historical, cultural, and/or aesthetic grounding of marginality</li> <li>• student has not applied an appropriate theoretical lens.</li> </ul>	<p>Exemplar illustrates that the student</p> <ul style="list-style-type: none"> <li>• has analyzed the historical, cultural, and/or aesthetic grounding of marginality although the analysis would benefit from more evidence.</li> <li>• has applied an appropriate theoretical lens.</li> </ul>	<p>Exemplar illustrates that the student</p> <ul style="list-style-type: none"> <li>• has analyzed the historical, cultural, and/or aesthetic grounding of marginality using substantial evidence.</li> <li>• has applied an appropriate theoretical lens in multiple contexts.</li> </ul>
<p><i>3. Develop and defend an analytical or interpretive argument about social, political, and/or economic injustices, including but not limited to issues of power, social justice, privilege, and citizenship.</i></p>	<p>Exemplar is unsatisfactory if either of the following is true:</p> <ul style="list-style-type: none"> <li>• student has not developed an analytical or interpretive argument about social, political, and/or economic injustices related to the identified issues.</li> <li>• student has not defended an analytical or interpretive argument about social, political, and/or economic injustices related to the identified issues.</li> </ul>	<p>Exemplar illustrates that the student</p> <ul style="list-style-type: none"> <li>• has developed an analytical or interpretive argument about social, political, and/or economic injustices related to the identified issues.</li> <li>• has defended an analytical or interpretive argument about social, political, and/or economic injustices related to the identified issues.</li> </ul>	<p>Exemplar illustrates that the student</p> <ul style="list-style-type: none"> <li>• has developed a convincing in-depth analytical or interpretive argument about social, political, and/or economic injustices related to the identified issues.</li> <li>• has defended an analytical or interpretive argument about social, political, and/or economic injustices related to the identified issues using substantial evidence.</li> </ul>

## Attachment B: Success Rate by Learning Outcome

Learning Outcome:	Success Rate:		
<p><b>#1: Identify and articulate the context of pluralism</b> within the United States, including but not limited to race, ethnicity, sex, gender, sexual orientation, identity, language, age, ability, religion, and/or social class.</p>	<p><b>41 out of 83 (49.4%)</b></p>		
		<p><b>Note: 14 out of 41 Students meeting LO1 were unable to make leap to LO2</b></p>	
<p><b>#2: Analyze</b> the historical, cultural, and/or aesthetic construction of marginality through a theoretical lens appropriate to the course content and discipline.</p>	<p><b>27 out of 83 (32.53%)</b></p>		<p><b>Overall Success in Assessment Goal: 27 out of 83 (32.53%)</b></p>
		<p><b>Note: 9 out of 27 Students meeting LO2 were unable to make leap to LO3</b></p>	
<p><b>#3: Develop</b> and defend an analytical or interpretive argument about social, cultural, political, and/or economic injustices, including but not limited to issues of power, social justice, privilege, and citizenship.</p>	<p><b>18 out of 83 (21.69%)</b></p>		

Linfield College  
Linfield Curriculum Ultimate Questions 2017 Assessment Report  
Findings and Recommendations (May 3, 2018)

The Ultimate Questions (UQ) working group, comprised of Kaarina Beam, Hillary Crane, Brenda DeVore Marshall (Chair), and Melissa Jones, met May 30 and 31, 2017, to assess the learning outcomes for the Linfield Curriculum Ultimate Questions mode of inquiry. On March 8, 2018, the UQ working group (K. Beam, Michael Huntsberger, B.D. Marshall, and Jennifer Williams) presented a draft assessment report for discussion at a Faculty Teaching and Learning Lunch.

The evaluation of 51 randomly selected student documents determined that learning outcomes #3 and #4 were the least successfully evidenced in student work in the exemplars not designated as upper division. For the work designated as meeting the upper division LC requirement, 21 exemplars were reviewed. Again, learning outcomes #3 and #4 were the least successfully evidenced in those documents. The evaluation also found that for all learning outcomes, the student work submitted for the upper division requirement was less successful than that presented for non-upper division work.

51 Exemplars Not Designated as Upper Division  
Percentages indicate work designated as “satisfactory” and “exemplary.”

Outcome 1	Outcome 2	Outcome 3	Outcome 4
72%	71.73%	53.65%	57.89%

26 Exemplars Designated as Upper Division  
Percentages indicate work designated as “satisfactory” and “exemplary.”

Outcome 1	Outcome 2	Outcome 3	Outcome 4
61.53%	54.16%	40.90%	52.17%

For additional information, see Tables 1-2 (pages 3-4).

### Suggestions

Based on the assessment and conversations with faculty at the FTLL, the working group offers the following suggestions:

- 1) Revise language in the learning outcomes to include more student friendly language and more “measurable” language for assessment (see proposal below on page 2);
- 2) Maintain current description of the UQ mode of inquiry;
- 3) Include in syllabi only those UQ learning outcomes for which students will be able to produce work for exemplar submission (recommendation included in 2014 assessment report);
- 4) Identify in assignment guidelines the learning outcomes addressed in the assignment (recommendation included in 2014 assessment report);
- 5) Engage in further discussion about faculty expectations for the Upper Division LC requirement across all modes of inquiry.

### Current Description of Ultimate Questions (UQ) Mode of Inquiry

Courses with this designation are designed to encourage students to articulate and evaluate core assumptions and the paradigms through which knowledge is acquired and assessed. Such courses engage in a critical analysis of fundamental beliefs, cultural practices, and competing truth claims

with the aim to appreciate and negotiate ambiguity and to develop greater self-knowledge and wisdom as evidenced in the ability for meaningful dialogue, and awareness of social responsibility and understanding. While this mode of inquiry strongly emphasizes an assessment of cognitive systems and symbols, such courses also explore the metaphors, cultural language, and normative assumptions present in core questions, which culminate in examined insights into our actions and ways of belonging in communities, whether secular or religious. Ultimate Questions courses are designated UQ in this catalog and each semester's registration materials.

### **Current Learning Outcomes**

In courses with UQ designation, students will learn and demonstrate growth from among the following:

1. Articulating and evaluating core assumptions and paradigms through which knowledge is acquired and assessed.
2. Engaging ambiguity through a critical analysis of fundamental beliefs, cultural practices, and competing truth claims.
3. Developing greater self-knowledge and wisdom, as evidenced in the ability for meaningful dialogue, and awareness of social responsibility and understanding.
4. Articulating and engaging core questions that lead to examined insights into our actions and ways of belonging in communities, whether secular or religious.

Recognizing that other modes of inquiry engage many of these issues, in an Ultimate Questions course, these topics and method lie at the center of the inquiry rather than arising as implications drawn from work in other modes of inquiry.

All courses with UQ designation address the first learning outcome. In addition, they address at least one of the remaining three.

### **Proposed Revisions for Learning Outcomes**

Proposed revisions are indicated in italics.

1. Articulating and evaluating core assumptions and paradigms through which knowledge is acquired and assessed

*Identify and analyze or evaluate core assumptions and paradigms through which knowledge and/or values are acquired and assessed*

2. Engaging ambiguity through a critical analysis of fundamental beliefs, cultural practices, and competing truth claims

*Examine and analyze the ambiguities and tensions inherent in competing truth claims, fundamental beliefs, and/or cultural practices*

3. Developing greater self-knowledge and wisdom, as evidenced in the ability for meaningful dialogue, and awareness of social responsibility and understanding

*Demonstrate greater self-knowledge and awareness of social responsibility through engaged, course-informed self-reflection*

4. Articulating and engaging core questions that lead to examined insights into our actions and ways of belonging in communities, whether secular or religious

*Articulate and engage core questions that lead to examined insights into our actions and ways of belonging in communities*

## Assessment Data

### Ultimate Questions (Not Upper Division)

51 Exemplars Reviewed from TaskStream

		Outcome 1	Outcome 2	Outcome 3	Outcome 4
*Number of Exemplars		50	46	41	38
	Ranking				
	0s	14.00	13.00	19.00	16.00
	%	28.00	28.26	46.34	42.10
	1s	23.00	18.00	19.00	18.00
	%	46.00	39.13	46.34	47.36
	2s	13.00	15.00	3.00	4.00
	%	26.00	32.60	7.31	10.52
	1s and 2s	36.00	33.00	22.00	22.00
	%	72.00	71.73	53.65	57.89

Table 1 Results (Not Upper Division Exemplars)

\* = Number of exemplars of the 51 that addressed the specific outcome as indicated by student

Rankings:

0 = Unsatisfactory

1 = Satisfactory

2 = Exemplary

### Ultimate Questions (Upper Division)

26 Exemplars Reviewed from TaskStream

		Outcome 1	Outcome 2	Outcome 3	Outcome 4
*Number of Exemplars		26	24	22	23
	Ranking				
	0s	10.00	11.00	13.00	11.00
	%	38.46	45.83	59.09	47.82
	1s	9.00	11.00	5.00	7.00
	%	34.61	45.83	22.72	31.81
	2s	7.00	2.00	4.00	5.00
	%	26.92	8.33	18.18	21.73
	1s and 2s	16.00	13.00	9.00	12.00
	%	61.53	54.16	40.90	52.17

Table 2 Results (Upper Division Exemplars)

\* = Number of exemplars of the 51 that addressed the specific outcome as indicated by student

Rankings:

0 = Unsatisfactory

1 = Satisfactory

2 = Exemplary

**Global Pluralisms Assessment**

The Global Pluralisms Working Group met on May 30-31, 2017, to assess student exemplars randomly selected from among those submitted for GP during the previous three years. The members of the Working Group in attendance were Thierry Durand, David Fiordalis (Chair), Andrea Reinkemeyer, and Dawn Nowacki.

First, the group met briefly to agree upon the rubric by which we would assess the exemplars. We took as our basis the proposed rubric from the 2013-2014 GP Assessment, but we modified it in several places in order to define the nature of satisfactory fulfillment, and to clarify the difference between satisfactory and exemplary levels of fulfillment, particularly with regard to the first and second learning outcomes. We opted to set a fairly low bar for satisfactory achievement of the first learning outcome, and retained a higher bar for exemplary achievement. We also discussed the problem of maintaining “a people” as the primary object of analysis, and decided to opt for a broader understanding, as reflected in the changes we recommend to the language of the first learning outcome. Here is the Rubric we used to evaluate the student exemplars:

**2017 GP Assessment Rubric**

	unsatisfactory	satisfactory	exemplary
1. Develop (Read “articulate”) an understanding of a people outside the US from a disciplinary or interdisciplinary perspective	Student has not articulated an understanding of a people outside the US	Student has articulated an understanding of a people outside the US	Student has articulated an in-depth understanding of a people outside the US
2. From one or more disciplinary perspectives, articulate and analyze the power relations (e.g., imperialism, colonialism, political or cultural hegemony, or marginalization) between two or more nations or groups of people.	Student fails to articulate and analyze the power relations between two or more nations or groups of people through some disciplinary or theoretical lenses	Student satisfactorily articulates a sense of power relations between two or more nations or groups of people through some disciplinary	Student analyzes the power relations between two or more nations or groups of people through disciplinary or theoretical lenses
3. Examine the impact of global interdependence on the lives of individuals.	Student fails to consider the lives of individuals in assessing global interdependence	Student considers the lives of individuals in assessing global interdependence	Student considers in depth the lives of individuals in assessing global interdependence

We then tested the above rubric by evaluating several sample exemplars and met as a group to discuss our evaluations. Regarding the first learning outcome, we left open to the individual assessor’s interpretation both what constitutes “an understanding” and what constitutes an “in-depth” understanding, though “in depth” could be taken to mean some sense of pluralism within “the people” under discussion, or a more general level of sophistication or depth in the level of understanding. Despite this openness to interpretation, however, we experienced a high level of agreement when we began to reconcile our findings in the third phase of the assessment process. After setting the rubric, group members began assessing our respective lists

June 2017

of exemplars, with each of us assessing 39 individual student exemplars, yielding a total sample size of 78 student exemplars. After our individual assessments, group members then met in pairs to reconcile our findings and reach consensus on a final score for each student exemplar.

### Observations:

1) We like the idea of having 2 diversity requirements, and it makes sense for tactical reasons to continue making a distinction between US and GP pluralisms. We think it is good to require our students to take a course focused to some extent on people and cultures outside of the United States, but the US/GP distinction also creates a problem in that it could support the problematic ideology of “American exceptionalism.” The US is, of course, part of the globe, and we need to include ourselves in the discussion when we examine the impact of “global interdependence upon the lives of individuals” and consider “the power relations between nations or groups of people.” Thus, the second and third learning objectives of the GP could be used to mitigate the “us/them” problem, but only when used in tandem with learning objective 1.

2) The great majority of students in our sample simply clicked through the boxes, thus indicating that their exemplar met all three learning outcomes when it clearly did not. This created a lot of uncertainty for us as assessors, and only in some cases was it possible to discern from the student’s descriptive paragraph which (or which two) of the three learning outcomes the student intended to meet, or whether they really intended to meet all three. In those cases where students clicked all three learning outcomes, but were not clear in the paragraph about which of the three were being met, we decided to make a guess on the student’s behalf, generally using the first learning outcome as the default.

3) In this way, we determined that the great majority of students (71/78) seem to have intended to address learning outcome 1. Of those 71 students, 24/71 (33.8%) received an unsatisfactory mark (0), 31/71 (43.7%) received satisfactory (1), and 16/71 (22.5%) received exemplary (2). So, 66.2% of those whom we deemed to be fulfilling learning outcome 1 did so satisfactorily or better. This is significantly higher than the 2014 assessment of 48.1%. This difference may be due to a combination of factors. Our group seems to have set a lower bar with regard to what we deemed satisfactory, but it may also be the case that the change in language of the first learning outcome helped some students (and the assessors), and that instructors are doing a better job of helping students to meet the basic objectives.

4) Regarding the second and third learning outcomes, however, the numbers are considerably different. For one thing, based on our assessment, only 35/78 even attempted to meet learning outcome 2 and even fewer, 27/78, attempted learning outcome 3. Of those who seem to have intended to meet learning objectives 2 and 3, their success rate is as follows. For learning outcome 2: 10/35 (28.6%) unsatisfactory, 18/35 (51.4%) satisfactory, 7/35 (20%) exemplary. For learning outcome 3: 16/27 (59.3%) unsatisfactory, 11/27 (41.7%) satisfactory, 0/27 (0%) exemplary. These numbers suggest several things.

First, they indicate that students and instructors don’t know what to do about learning outcome 3. Perhaps the problem is that it is unclear precisely what “global interdependence” means – the committee noted that this phrase combined elements kept separate in the older language, which read “globalization and interdependence of cultures and economies.” Perhaps a return to the old language would benefit students and instructors. At the same time, however, learning objective 3 asks students and instructors to do two things: to consider the lives of individuals and to examine the impact of global interdependence, and this makes it somewhat complex to fulfill. We take it that the concept of global interdependence is the crucial component. In any case, the numbers also indicate that a large percentage of those who clearly intended to meet learning objective 2 did so. This is good insofar as a lot of time was spent trying to nail down acceptable language for learning outcome 2 in the last GP assessment. This may suggest that a greater degree of intentionality (and work) on the student’s part to meet the additional learning outcomes produces better results, which is frankly not surprising. Only in rare cases did a student seem to meet learning objective 2 or 3 without also meeting learning objective 1, but these are significant cases. Do we really think objective 2 or 3 can substitute for objective 1 in fulfilling the GP? It seems better to consider learning objectives 2 and 3 as developments from learning objective 1. But given how many fewer students attempted learning objectives 2 and 3, we have

June 2017

significant work to do if we agree as a faculty to require students to fulfill learning outcome 1 AND either 2 or 3, as the committee recommends (see below).

Rationale:

(1) Changes to catalog description: The previous catalog description makes the problematic assumption that the Linfield student would necessarily be from the United States. Also, it was not rewritten as part of the 2013-2014 assessment, and thus an attempt has been made to streamline the description and include references to the specific learning outcomes agreed upon by the faculty at the time of the last assessment.

(2) The changes to the first learning outcome: (2.1) We changed “develop” to “articulate,” because “articulate” is more neutral and amenable to assessment, whereas “develop” implies a change in understanding from one state to another that is difficult to assess. There is still room to debate what constitutes “an understanding.” (2.2) When the language of the first learning outcome was streamlined during the 2013-2014 assessment, the committee reduced a long list (“issues of identity, politics, culture, history, health care, and/or economics in a context of a culture...”) to “a people,” which consequently made the cultural unit the primary object of analysis. This is problematic insofar as some disciplines or interdisciplinary fields may not make the cultural unit the primary object of analysis. For instance, do “women” constitute “a people?” Do “Muslims” constitute “a people?” Some courses that fulfill the GP analyze economic or healthcare systems; others analyze religions that span various cultures; others analyze particular individuals or their works of art, philosophy, music, literature and so on. Therefore, we propose changing “a people” to either “people” or “some people(s) or culture(s)” in order to reflect more accurately the different disciplinary perspectives of the various courses that fulfill the GP requirement. “People” is more economical than “some person(s) or culture(s),” but this might introduce too much generality into the language. We assume that in fulfilling this learning objective, students will need to focus on some specific person(s), group(s) or culture(s) outside the United States, and not simply make broad generalizations about “(all) people outside the United States.” We also assume that many, if not most, courses that fulfill the GP will continue to analyze “people outside the United States” from a disciplinary or interdisciplinary perspective that emphasizes a specific cultural frame of reference. Therefore, we have suggested the more specific language of “some person(s) or culture(s),” opting for greater (we hope) clarity. In either case, however, this change should hopefully broaden the applicability of the first learning outcome so that it can form a baseline that all courses must fulfill in meeting the GP requirement.

(3) The change to the third learning outcome (2.3): After hearing feedback from the FTLL on the GP Assessment in September, 2017, we decided to change the first word from “examine” to “articulate.” Because examination implies some kind of analytical framework that may not have been emphasized in any particular course with the GP designation, after reading the exemplars we felt it to be sufficient that students could describe in some detail the impact of global interdependence on the lives of individuals.

(4) The changes to the required learning outcomes: The committee recommends making the first learning outcome required for all courses that fulfill the GP. Most students and courses already focus on meeting this first requirement – though some seemingly may not, and thus the importance of requiring it – since it is the focus on contexts outside the United States that distinguishes GP from US Pluralisms, we feel it is important for all the GP classes to meet this first requirement. Is this enough, however? The committee does not believe so. There must be a clear and explicit analytical component built into the required objectives. The second and third learning outcomes give students and instructors important tools for analyzing the understandings articulated in the first learning outcome, either from the perspective of power relations or global interdependence, either of which seems crucial to getting at the issue of “pluralism,” which is something most of our students do not demonstrate an ability to do, but that we feel is important to the combatting the tendencies toward exceptionalism and over-generalization.

## Appendix II: Vision Committee Report

April 25, 2019

**To:** FEC

**From:** Ad Hoc Committee on Vision

**Subject:** Preliminary Report and Recommendations

In March 2019, the Faculty Executive Council (FEC) established the Ad Hoc Committee on Vision (Vision Committee) to begin to aggregate and synthesize ideas that will enhance Linfield's distinction and lay the foundation for a bright, prosperous future. The defining question for the committee is not "what makes Linfield distinctive?" but rather a more forward-looking "**what WILL make Linfield distinctive?**" in a way that is consistent with institutional values and anticipates the changing landscape of higher education.

Burton Clark, author of *The Distinctive College*, argues that such an institution "elicits dedication and affection so the quality of life for those involved is significantly altered, often for a lifetime. Developing that capacity is no mean feat for what are purportedly rational, formal organizations..." A distinctive college tends to be "only secondarily a social entity characterized by plan and reason. It is first of all a matter of heart, a center of personal and collective identity."

For many of our students, alumni, and community members, Linfield already captures these elements of Clark's "distinctive college." Too often our higher education system is transactional. The education Linfield provides is transformational. We need to do a better job of making that case and organizing for success.

The Vision Committee therefore believes that "distinctive" need not mean "wholly unique." Instead, we define distinctive as "having or giving an uncommon and appealing quality; having or giving style or distinction." This definition is preferable because it gets us away from the counterproductive "well, other institutions also do X, so we must not be distinctive" rationale and focuses on our common identity and ability to tell our story with confidence and enthusiasm.

Over the past several weeks, the Vision Committee has collected input from the entire Linfield community through numerous listening sessions and the [vision@linfield.edu](mailto:vision@linfield.edu) suggestion box. We have also taken into consideration past strategic planning efforts, including the 2017 Strategic Planning Update and Refinement (SPUR) documentation, the last two faculty retreats, [the mission statement and core themes](#), and other existing stores of information.

Given the compressed timeline and charge, our primary objective is to identify potential focal points for strategic innovation that are: "bigger picture" in scope, bear in mind current challenges (see Appendix H - Overview of Challenges and Opportunities), likely to generate excitement in our broader community, and can exert a gravitational pull toward Linfield for prospective students, their parents, and donors.

### **Summary of Recommendations**

The committee believes that any "vision" should be rooted in our common liberal arts values, devised and implemented in accordance with principles of shared governance, and factor in the need to build organizational capacity and strengthen morale in our community in conjunction with any initiatives we pursue.

We further believe that such a vision should not simply be guided by reactive solutions that reflect current trends. Instead, we call for a creative plan that will be proactive in ensuring Linfield's prosperity in a climate marked by increased automation and technology in the workplace, shifts in student demographics, and a changing higher education landscape in which Oregon community colleges will be able to offer Applied Bachelor's degrees.

In light of these overarching points, the committee makes **two general recommendations**.

1) **Include more explicit reference to the value of the liberal arts in the language we use to describe a Linfield education.** At present, the mission statement does not make reference to liberal education. The "About" tab on the main website describes Linfield as "connecting traditional liberal arts to practical education," which may suggest to some that liberal education is impractical. Here is a [definition](#) of liberal education and an [example](#) of the type of language that Linfield might adopt (tailored, of course, to our particular institution and marketing scheme).

*Rationale:* As a practical matter, a commitment to liberal arts education is the strongest unifier of faculty, staff, and other community members across campuses. Our pre-professional programs underscore liberal arts education as a key point of distinction for our graduates, which will become even more important as community colleges begin offering Applied Bachelor's degrees. Simply put, while Linfield may be a comprehensive college with a liberal arts core, maintaining and cultivating that core for a 21<sup>st</sup> century environment will be essential to the success of our next strategic plan and efforts to build morale.

2) **Undertake systematic consideration of the following ideas and next steps** as part of the construction of a broader vision, which are in turn elaborated upon in the corresponding appendices.

**Appendix A: Toward a distinctive program model.** Develop and market a curriculum for Linfield students that focuses on an integrative, 4-year (or 2-year) cohort model. Key recommendations include:

- Immediately establishing a "faculty creative team" to work with other stakeholders to repackage current student experience to enhance applied liberal arts features, including core competencies that must be reflected in the senior portfolio.
- Establishing a committee to review, revamp, and potentially replace the Linfield Curriculum.
- Replace the upper division LC requirement with an integrative course.
- Repurposing PLACE to serve as the organizational hub for innovation in interdisciplinary teaching and learning.

**Appendix B: Graduate programs in nursing.** Linfield has both short- and medium-term opportunities to expand offerings in nursing and health-related fields. Key recommendations include:

- Build on the online RN to BSN program model by offering an online Masters of Science in Nursing (MSN) beginning in January 2020.
- Consider development of additional graduate programs and professional certificates.

**Appendix C: Innovation along the McMinnville, Portland, OCE nexus.** The integration of the Portland Campus with McMinnville Campus and OCE could be enhanced with the development of new projects and innovative curriculum. Key recommendations include:

- Immediately establishing a committee or empowering existing governance structures to be proactive in planning in order to capitalize on integrative opportunities, factoring them into housing acquisition and facilities planning.
- Offering a "Semester in the City" program beginning in 2021, organizing STEM camps for underrepresented students, holding PLACE summits in Portland, developing hybrid online-in person programming, among other opportunities.

**Appendix D: Revitalize international education.** Key recommendations include:

- Establishing a Linfield International Collaborative or something like it that builds organizational capacity for faculty, staff, and other community members to promote the internationalization of the Linfield educational experience.
- Exploring ways to attract more international students to Linfield.
- Improving access to study abroad opportunities for all students.

**Appendix E: Joint BA-BS program options.** Develop curricula that respond to the current and growing demands in tech and STEM industry for experts who, on the one hand, are equipped with disciplinary STEM/tech expertise and, on the other, possess extensive interdisciplinary expertise that allows them to examine the societal and ethical consequences of the scientific and technological advances they make. Recent scandals in tech-industry (i.e. FaceBook, Google, Theranos) amplify the need for graduates who can address societal and ethical impacts of science and technology in a global context.

**Appendix F: Open-Loop model.** Consider developing a program where Linfield alumni can return to Linfield campuses (online or in person) to take courses over a lifetime.

**Appendix G: Other important areas to consider.** This section briefly highlights some of the other broad categories of ideas of high importance, but fall beyond the scope and capacity of this committee at this time. These ideas include: future of OCE, summer programming, sustainability initiative, athletics/outdoor education, facilities upgrades, and additional interdisciplinary programming.

Thank you to all of the community members who provided such valuable input to this process and to ITS for assisting us in the collection of information.

**Committee Members:**

AH: Emina Musanovic (Executive Committee), Leonard Finkelman, Joe Wilkins

NURS: Melissa Robinson (Executive Committee), Kathy Crabtree, Morgan Torris-Hedlund

NSM: Jeremy Weisz (Executive Committee), Brian Gilbert, Joelle Murray

SBS: Patrick Cottrell (Executive Committee), Brittany Teahan, Yanna Weisberg

## Appendix A: Toward a Distinctive Program Model

### Summary

We propose an integrative 4-yr cohort model that builds connections between life, learning, and community. This program guarantees students a dynamic curriculum in the liberal arts or applied liberal arts wherein all of a student's curricular, co-curricular, and extracurricular experiences are part of their learning.

This program takes advantage of structures already found in PLACE, the Inquiry Seminar, and the Linfield Curriculum. By eliminating redundancies between programs and integrating existing structures with high-quality academic mentorship, Career Development, Community Outreach, Academic Advising, etc., and redesigned curricular requirements, we can promise students a cohesive academic experience in which there aren't any cracks to fall through (see also Appendix G on strengthening support for high risk students).

The yearly plan is as follows:

#### *Pre-Orientation*

Many, if not all, students are part of a pre-orientation program (academic, athletic, service-based, etc). Students form cohorts with peers with shared interests and meet faculty and/or staff engaged in relevant work at the college.

#### *Year 1: INQS / Writing Fellows + Spring semester programming*

Students develop research, writing, and critical thinking skills in a year-long sequence. Instructors develop close working relationships with students and become academic mentors. Writing fellows add another layer of peer advising support.

#### *Year 2: Integrative course – potentially replacing upper division LC requirement*

This seminar or course highlights the liberal arts in action by bringing together academic mentors with different backgrounds, areas, and viewpoints into the consideration of the same topic. Through coursework and extracurricular program participation students have hands-on experience in applying the liberal arts.

#### *Years 3-4: Experiential learning/practicum requirements*

Each student engages in practicum experiences planned in collaboration with faculty mentors and Career Development. Through intentional and extensive advising, students identify experiential learning opportunities that best fit their academic or career goals. Community partnerships (perhaps in PDX, thus requiring a semester on the urban campus), cultivated by faculty and staff, offer students connections for internships, job shadowing, informational interviews, and the like.

#### *Year 4: Capstone/senior portfolio experience*

Students integrate their learning throughout their four years into a capstone project specific to their major(s).

As an umbrella for this program, we propose the creation of a “Linfield Promise.” It promises that Linfield graduates have the following competencies (among others):

1) *Ethics (LC requirement / senior portfolio)*

- 2) *Collaboration (experiential learning)*
- 3) *Integrative thinking (integrative seminar)*
- 4) *Written communication (INQS/ writing fellows/upper division major intensive writing course)*
- 5) *Oral communication (presentation, forensics, etc.)*
- 6) *Cultural awareness and adaptability (study abroad / LC / relevant on campus practicum)*
- 7) *Creative expression (LC / innovation / majors/minors)*
- 8) *Problem solving (PLACE, experiential learning)*
- 9) *Practicum (internship, leadership, service-learning, etc.)*
- 10) *Self-reflection and professionalization (senior portfolio)*

Our discussions also yielded suggestions for other potential curricular changes to include breadth/the liberal arts in a more strategic way, such as:

- Each student graduates having chosen one of the following paths (based on significant revisions of the LC requirements):
  - 1 major + 2 minors, from different schools/divisions/core competencies
  - 2 majors, from different schools/divs/ccs
  - 1 interdisciplinary major + 1 minor from a different school/div/cc
- An additional requirement for some number of credits taken as “Exploration Credits.” These do not count for a major or minor; they help a student come to full realization of their own self, goals, and abilities.
- The end of taskstream exemplars. Assessment of the curriculum will take place through faculty evaluation of senior portfolios.

Choosing which path will take thoughtful and thorough advising, and likely many exploration credits. Each student will be supported by multiple layers of an advising network, including faculty advisors, peer advisors, and staff. The third path may require the most thought, as students would need to illustrate how their chosen major is interdisciplinary, if it is not one already in the catalog as such Environmental Studies, Sport Management, and Law, Rights, and Justice.

### Rationale

- Feedback indicates that our greatest strength is in faculty/student relationships; programming that requires those interactions to be more extensive and intentional plays to our distinctiveness
- Enhances the quality of mentoring and other interactions between students, staff, and faculty
- Students want a stronger sense of community; a cohort model provides more opportunities to develop community bonds
- Students want experiences that more directly set them up for their future careers
- Employers want to hire individuals with skills developed in the liberal arts
- Partnerships with internship locations and community organizations provide opportunity for advancement and building social capital and social networks
- Liberal arts come alive as they are enacted in the life of each student
- Plan focuses on all years a student is at Linfield, promoting curiosity and engagement
- Accomplishes the goal of the LCs while correcting issues (assessment, student perception of being a checklist rather than meaningful exploration)

### Recommendations and Next Steps

#### Short Term Recommendations (To be started this semester):

- Form an ad-hoc committee to review and revise or replace the Linfield Curriculum. This could replace the ad-hoc LC assessment review committee that was suggested at the April 2019 Faculty Assembly.

- Form an ad-hoc committee (a faculty creative team) to work with the college media and marketing team to better package and advertise the existing programs in the context of this proposal.
- Convert PLACE (in practice if not in name) to the [\*Center for Interdisciplinary Inquiry and Innovation at Linfield\*](#), which would serve as both a physical location and conceptual/administrative hub for innovative pedagogy across disciplines. The Center would manage the revised version of PLACE; coordinate the contributions of PLACE and other campus resources toward faculty pedagogical development; and support integration with the Portland campus. The Center would enhance and display Linfield's commitment to innovative, engaged teaching across the liberal arts and in pre-professional programs.
- Departments should begin highlighting how the liberal arts are an integral part of each major program offered, as well as an asset to future careers. These inclusions are already a part of most, if not all, majors, however the LCs are often seen by students as extra rather than core. This highlighting can be done in marketing and communications generally, as well as on the course or department level, such as illustrating multiple viewpoints in a syllabus or revamping curricular offerings (for example, developing an integrative seminar).

#### Medium Term Recommendations (To be started by next semester):

- Curriculum Committee and Academic Affairs should assess the ability to have all students in INQS first semester then a second semester course
  - The second semester course could be regarding their options - demonstrating different fields and teaching about study skills and well-being along the way, or problem-solving
- Student affairs and pre-orientation program coordinators should discuss considerations about summer or pre-orientation programs to begin building community for everyone
- Collaboration with Advising about first-year programming to clearly communicate the value and meaning of the liberal arts and empower the students to make the most of their Linfield experience
- Graduation requirements including integrative seminar, broad expertise, practicums
- Work with career services to establish standards across majors to identify partners for internships, capstone options
  - Discussions with community partners and development of strong connections
- Examine ways to institute second year integrative seminars, and more team-taught courses generally
- Vet ideas in this proposal with alumni.

#### Long Term Recommendations:

- Bring in alumni (recent and older) at regular intervals (e.g. every five years) to advise future iterations of the programming – the Linfield experience should be dynamic, much like society and students' lives are constantly changing, the Linfield experience should be adaptive.
- Consider making senior capstone projects about tackling big questions. Interdisciplinary problem solving teams could tackle big questions in a more applied approach using skills acquired throughout their college experience.

## **Appendix B: Graduate Programs in Nursing**

### **Summary**

The School of Nursing has an opportunity to build on the online RN to BSN program model by offering an online Masters of Science in Nursing (MSN). The MSN will attract current SON graduates, address demands in the nursing workforce, and contribute to growth of online programs in nursing at Linfield.

### **Rationale**

- *Linfield RN to BSN enrollment trending down since 2013*
- Significant increase in competition for online programs
- Increased market saturation for RN to BSN; inquiries for MSN are significantly higher
- Nurses are seeking schools that have both RN to BSN and MSN/graduate options
- With the BSN requirement in hospitals; graduate degrees now required for leadership roles; nurse managers now reporting challenges hiring MSN-prepared nurses (OCN Report, 2018)

### **January 2019 Survey to Assess Interest**

71% of respondents (66 current RN to BSN students) reported they would *likely enroll* in an online MSN program if offered by the time they graduate with the BSN

### **Ben Hudnall Memorial Trust (BHMT) Request for Proposal**

- BHMT is a scholarship provided to nurses employed by Kaiser Permanente
- Linfield has a long-standing “preferred” partnership for RN to BSN education
- Linfield has been invited to submit an RFP to become a preferred MSN provider

### **Audit & Analysis of 28 graduate nursing programs (local, regional, national competitors)**

Analyzed academic calendars, tuition & fees, curricular highlights, experiential learning requirements, teaching modalities (online, hybrid, face to face), etc. to make programmatic recommendations and begin curriculum development

### **Recommendations and Next Steps**

Beginning January 2020, offer a Master’s of Science in Nursing (MSN)

- 12 month accelerated online program, 32 core curriculum credits
- Proposed: Academic calendar that features 10 week terms, 4 credit courses
- Leadership & population health as primary concepts

Post-Master’s Certificates to Provide Specialization

- Global Health (19 cr) (interdisciplinary; post-master’s & post-bacc to offer to all Linfield students; currently working with OCE and HHPA faculty to make revisions to the current certificate)
- Nursing Education (12-16 cr) (address the national faculty shortage; advertise to our community college nursing program partners and clinical partners in Oregon as well as nationally; online certificate)
- Future: Potential for Gerontology, Executive Nurse Leadership, and/or Informatics certificates to enhance specialization opportunities.

Opportunities for Future Growth

- Develop Nurse Practitioner Options (build on the online MSN core curriculum)
- Develop interdisciplinary programs in health related fields (i.e. Master’s Public Health)

## **Appendix C: Innovation along the McMinnville, Portland, OCE nexus**

The new Portland campus provides a host of opportunities for strategic innovation at Linfield, where students could gain from the concentration of people, organizations, resources, cultures, and opportunities available in the Portland metropolitan area.

Our students could benefit from:

- Expanded internship, volunteer, alumni connections, and networking opportunities
- Access to Portland's vibrant arts and culture, including museums, libraries, performance venues
- Exposure to the economic, social, and cultural diversity of the urban environment and opportunities for multicultural exchange.
- Weekend and evening entertainment options (for students who fear Mac is too "boring", isolated, or that there is not enough programming).
- Access to outdoor recreation (Forest Park, Tryon Creek State Park, the Gorge, Mt. Hood, etc.)
- Expanded integrative learning opportunities that take advantage of the Portland campus location. Past examples include Theatre and the Environment in Portland (taught by Dr. Daniel Pollack-Pelzner in English and Theatre Arts); City and Countryside in Transition: Sustainability and Resilience in Portland (taught by Dr. Robert Gardner in Sociology and Anthropology); Sociology of Music Subcultures: Exploring Portland's Music Scenes (taught by Dr. Robert Gardner in Sociology and Anthropology); Chinese-American Medicine and Culture (taught by Dr. Hillary Crane in Sociology and Anthropology, with a Nursing focus).
- Opportunities for hybrid online and in person classes.
- Further integration of PLACE, e.g. having PLACE PDX fellows, holding annual innovation "summits" on the McMinnville and/or Portland campuses to bring in national and international experts to interact with students in a common effort to diagnose and solve complex problems.

The College would gain from:

- Expanded marketing and brand awareness in Portland
- Ability to recruit those students who fear that Linfield is "too small" or "too isolated" and that there is not enough culture/ nightlife
- Appeal to faculty who live in Portland or want access for teaching/ research purposes
- Use of Portland as a living laboratory for regional research, sustainability
- Build enduring relationships and partnerships with other colleges, businesses, organizations, local non-profits
- Expanding summer programming opportunities
- Revenue from renting out PDX campus to conferences during the summer- especially with close proximity to PDX Airport
- Portland based speaker series- bring in prominent scholars who could be hosted on PDX campus- reach audiences who might not otherwise come down to Mac.

**Consequently, it is imperative that Linfield establishes a mechanism to plan for and capitalize on these opportunities as soon as possible.**

The committee discussed two potential innovations in greater detail: 1) A **"Semester in the City" program** and 2) **STEM camp for underrepresented students.**

### **Summary**

Semester in the City would provide undergraduates the opportunity to spend a semester in Portland in a robust 24-30 + hour per week internship with a leading business, technology, science, health, arts, music,

or social change organizations related to social justice, education, environment, theatre, social entrepreneurship, finance or economics, politics, international trade and other areas of their major.

**Rationale** 1. Goal to equip future students to understand, be connected and see relevance in their employment in field of interest. 2. The belief is that the best learning experience comes from experience.

### **Recommendations and next steps**

- Credit hours and courses could be determined by major-multiple program examples
- Internships per businesses in Portland utilizing network of alumni could be facilitated by the marketing department and/or alumni association
- Housing and classes (those needed for majors) would be provided by the Portland campus
- Develop curriculum, syllabus, objectives and outcomes by Major faculty
- Theory and practice classes could be hybrid-online
- 6 hour-day seminars would be required per major in lieu of weekly multiple classes for guest speakers, discussions, projects, reflection
- Goal to equip future leaders to understand their field of interest through experiential learning

**Supporting documentation :** 1. University of New Hampshire Retrieved from <http://www.unh.edu/social-innovationsemesterinthecity>. This website references social and environmental change. 2. **CITYterm** at The Masters School – Retrieved from [Http://\\_www.semesterschools.net/school/cityterm](Http://_www.semesterschools.net/school/cityterm). This reference is from a grade school program in New York

## **STEM Camps for Underrepresented Students**

### **Summary**

Science, Technology, Engineering, and Math are areas of low engagement for underrepresented students. Focus is on the lack of women and other underrepresented groups in these fields of employment. These are high paying and offer employees progression within their organization-which are options denied to those without the knowledge or skills to be considered for these positions. Engaging junior high and high school students in these fields could be accomplished by offering summer camps on the Portland and/or McMinnville campuses.

**Rationale** Engaging young students in the STEM program while in junior high and high school through summer camps at Linfield is a two fold win- Faculty will meet and informally introduce STEM areas to student in the hopes of inspiring to become experts in some aspect of STEM and enroll at Linfield, having met their future faculty and having become familiar with the campus.

### **Recommendations and next steps**

- Connect with the Oregon Girls Collaborative Project-designed to optimize resources within an area and bring organizations together to maximize creative solutions and strategies
- Utilize evidence of successful programs-*Access for young women* and *Girls Go Technology* demonstrate integration of programs with plans that could be adjusted for Portland Campus summer camps including informal learning environments, developing collaboration, creating an engaging and relevant curriculum and inspiring career exploration.
- Programs represented in models are replicable and scalable, researched based, have evidence of success, girl centered and resources for replication should be free or online and should be utilized for our STEM camp.
- Review and implement the seven researched based strategies for engaging girls and other underrepresented students in STEM.

- Review and study the U.S. Department of Education published Institute of Education Sciences (IES) guide that provides research based with advice on how to engage girls in math and sciences with evidence to support recommendations
- Recruitment of campers: STEM education supported by Girl Scouts-large number of young girls seeking to achieve badges in STEM could be enrollment source- research who to contact-grant monies for faculty training may be available through GS or their program sponsors.
- Seek funding through grants once programs developed

**Supporting documentation** -Available Webinars for viewing:

The SciGirls Seven: Strategies to Engage Girls in STEM

Why so Few? Women in Science, Technology, Engineering, and Mathematics

Inspiring Girls in Science and Engineering Interactive Program Models and Resources

You can make a difference: Learn How to Plan Role Model Visits and Field Trips to Inspire Girls in Technology Science and Engineering

[npcproject.org](http://npcproject.org)-Engaging Girls Collaborative Project (National Girls collaborative Project).

Other promising ideas for the new campus include:

- Establishing an adult/child daycare operated by the nursing and education departments, serving the Portland community and engaging the nursing students in implementing care to all ages. Education, sociology, and various health courses could be involved in daily experiential activities.
- Revisiting the “Olympic Contests” of the past, when Linfield sponsored math and science competitions among Oregon high schools.
- Including art and music therapy as electives for nursing and the health sciences
- Incorporating informatics and analytics into the curricula of nursing and health programs, as well as statistics in both undergraduate and graduate programs.
- What’s the Big Idea in Portland? Cross-disciplinary group of professors and students who meet over dinner to explore problems and questions that require collaboration and conversation across departments. Topics might include responses to gentrification, medicine and communication across cultures, or gender and social justice. (Based on What’s the Big Idea that has been based in McMinnville.

## Appendix D: Revitalizing International Education

Goal 2 of the 2012-2020 Strategic Plan notes that “Linfield has long championed international study as important to the College’s mission,” and declares the intention to build on that foundation. The Plan further integrated international education in the core goals of the strategic plan:

- 1) To strengthen academic programs for both American and international students, promote diversity, and enhance the student access to and experience of international education (Goal 1, 1B, 1C).
- 2) To promote the strategic development of regional, national, and global connections (Goal 2, 2A, 2E, 2G).
- 3) To strategically align resources (Goal 3) by: a) consolidating and showcasing Linfield’s distinct brand of international learning; b) better aligning the academic and curricular dimensions of study abroad with the more administrative work of the International Programs Office; c) improving coordination among relevant stakeholders in promoting international education (e.g. IPO, academic and pre-professional programs, STEM, wine studies, OCE).

Even the 2019 Presidential inauguration referenced international education with its “global thinking...local engagement” theme.

Although we continue to pay lip service to the importance of international education, our actions tell a different story. Since 2012 Linfield has done very little to pursue these goals (a point also made by the Strategic Plan Update and Refinement (SPUR) final document). We are experiencing a decline in the number of international students who choose to study at Linfield and fewer students are studying abroad than in the past. Moreover, Global Languages and Cultures -- the academic department most central to international education -- is facing significant faculty cuts, despite the creation of a new major and professional certificates.

The committee believes that it is imperative for Linfield to review and revitalize its commitment to international education. Not only is this commitment consistent with our institutional values, but also as a point of distinction. Linfield is one of the few institutions that offer a combination of free international airfare, innovative January term course offerings, multiple majors that promote international education, and a history of sending so many students abroad.

### Recommendations

- Establish a Linfield International Collaborative or something like it that builds organizational capacity for faculty, staff, and other community members to promote the internationalization of the Linfield educational experience. Note that a proposal for an international center (now a collaborative) has been in the works for years but never acted upon by the administration. Here is the latest [iteration](#).
- Explore and implement ways to attract more international students to Linfield, including better utilizing January trips abroad to help foster institutional partnerships and recruiting.
- Develop programs in bilingual nursing.
- Expand international internship opportunities to the point that we could guarantee an internship to all interested students.
- Improve access to study abroad opportunities for all students. Could we aspire to offer a free semester abroad to all interested students and/or internationalize the curriculum by having some

“international” component of a senior capstone? Should we consider something like Butler’s UpFront program (see below)?

*After introducing the First Generation College Scholars and Fill the GAP (Global Account Program), IFSA-Butler added the UpFront Program in Fall 2014. The UpFront Program is a creative effort to expand IFSA-Butler financial support to diverse students, especially those on substantial financial aid and/or who need to pay for time-sensitive expenses via employment over time. Some of the most immediate costs of studying abroad are the most daunting. Charges like deposits and international airfare can be burdensome to a student’s budget before even departing. Students who are dependent on federal and institutional aid—and their highly regimented disbursement dates—may find that while on paper they can responsibly afford their program fee, the tertiary expenses of the term abroad are unaffordable. Likewise, those who depend on employment during breaks to cover personal expenses often do not have funds available when program deposit and flight deadlines arrive.*

*In an effort to help students pay these costs over time, and to minimize the stress of oft-overwhelming out-of-pocket expenses, IFSA-Butler offers students the ability to enroll in their UpFront Program. This financial assistance program allows students to bill program deposit, housing deposit, and international airfare to their account. The student can then pay these expenses over time with financial aid, loans, or with the IFSA-Butler monthly payment option. The goal of this program is not just assisting low income students, but providing support to those middle income, or “doughnut hole” students, who may not have full financial aid. These students must work to fulfill their financial demands through a combination of: summer/winter break employment, on-campus jobs, private and federal loans, and grants and scholarships. The study abroad experience is within reach for these students. The UpFront program’s creative support and assistance helps by connecting financial realities with their goal of studying abroad.*

## Appendix E: Joint BA-BS program

Nearly all employment sectors--but especially the tech sector--are calling for a workforce that has a broader training in social sciences, humanities, and very specifically ethics. The often uttered but little heard complaint tech industry has is that while it is easy to find good programmers it is not at all easy to find programmers who are equipped to address societal and ethical impacts of the tech they produce. They are seeking employees who ask and can examine how communities might use the tech they develop and how communities (global communities) might be transformed through said tech. The recent scandals in the tech industry (FaceBook, Theranos, Google) have only accelerated the push for employees with a broader, inter-disciplinary training. The models presented below indicate trends in higher education that are responding not only to current conditions but future trends. A number of colleges/universities have convened committees to explore curricular options that would allow students to merge disciplinary expertise with the critical, interdisciplinary knowledge of societal and ethical consequences of scientific and technological advances. *Linfield is well-positioned to enact such curricular shifts.*

### WHY THESE PATHWAYS NOW?

All reports on future career needs emphasize the kinds of skills only interdisciplinary collaboration and institutions with a supported and robust—full—spectrum of STEM, Humanities, and Social Science offerings. The May 2018 McKinsey Global Institute Report on the “Skill Shift Automation and the Future of the Workforce” provides strong support for integrated pathways. Naturally, it recommends shifts in all disciplines, but it supports, above all, a liberal arts education as a model that is exceptionally well suited for an education of the future. Below, there are three models of integrated pathways explored at other institutions. Linfield College is well positioned to explore and instate some version of these models. As of now, we have the resources to make these curricular shifts.

### MODEL 1 — THE UC BERKELEY DATA SCIENCE MAJOR:

*“UC Berkeley's new Bachelor of Arts in Data Science, designed in collaboration with a host of faculty from across the University, will empower students with deep technical knowledge, expertise in how to apply that knowledge in a field of their choosing, and an understanding of the social and human contexts and ethical implications of how data are collected, analyzed and used. This combination will position graduates to help inform and develop solutions to a range of pressing challenges, from adapting industry to a new world of data, to amplifying learning in education, to helping communities recover from disaster.*

*The Data Science Major comes in response to intensifying student, faculty, business, and societal demand amid the exponential growth of data in virtually all aspects of life. This transformation is generating a substantial unmet need for graduates who are not only technically proficient in analyzing data but who also know how to responsibly collect and manage data, and use data to make decisions and discoveries, think critically, and communicate effectively.*

*Data Science combines computational and inferential reasoning to draw conclusions based on data about some aspect of the real world. Data scientists come from all walks of life, all areas of study, and all backgrounds. They share an appreciation for the practical use of mathematical and scientific thinking and the power of computing to understand and solve problems for business, research, and societal impact.*

*OBJECTIVES: The Data Science Major will equip students to draw sound conclusions from data in context, using knowledge of statistical inference, computational processes, data management strategies, domain knowledge, and theory. Students will learn to carry out analyses of data through the full cycle of the investigative process in scientific and practical contexts. Students will gain understanding of the human and ethical implications of data analysis and integrate that knowledge in designing and carrying out their work.”*

## **MODEL 2 — THE STANFORD JOINT MAJOR IN B.A. AND B.S.:**

*“An experiment in learning, known informally as “CS+X”, is aimed at integrating the humanities and computer science while providing students with unique educational experiences. Stanford will begin offering undergraduates the opportunity to pursue a new Joint Major in computer science and a number of humanities disciplines, starting in fall 2014. Our goal is to give Stanford students the chance to become a new type of engineer and a new type of humanist.*

*The potential strength of this new educational initiative can be judged by the fact that Stanford’s Computer Science department is jointly ranked as the nation’s strongest in the US News and World Report rankings and the university’s Arts and Humanities cluster is ranked as No.1 in the world in the 2013-2014 Times Higher Education World University Rankings.*

*Intersecting opposites create altered perspectives, fresh intellectual possibilities and new strengths. CS+X is an initiative designed to allow students to pursue their academic passions in multiple academic fields. It aims to help undergraduates balance pragmatism with ambition. And it affords them intellectual environments in which they can develop their creativity and analytic robustness by acquiring skills in separate but mutually galvanizing fields of study: engineering speaking to the imagination while literature, philosophy and language imbue technical challenges with human significance. The new Joint Major degrees, which will lead to conferral of a B.A.S., are distinct from dual degrees or double majors. The keynote of the Joint Major is integrative learning. These programs are designed to allow a student to pursue a course of study leading to mastery in two fields by blending the vibrant intellectual traditions of two Stanford departments.”*

## **MODEL 3 — PURDUE “DEGREE+” and PURDUE SPLASH - SCIENCE PLUS LIBERAL ARTS**

### **PURDUE “DEGREE+”**

*“Feed both sides of your brain. Why choose? At Purdue, Degree+ offers a streamlined path for students to complete a degree from the College of Liberal Arts along with a degree from another academic area. Do you want to develop new computer advances and learn more about the logic on which computer code is built? Do you want to learn to fly and learn more about the policies that govern aviation? Do you want to help feed the world and learn about the cultures of people around the world?*

*Computer science + philosophy*

*Aviation + political science*

*Agriculture + anthropology*

*Your major + your passion”*

### **PURDUE SPLASH - SCIENCE PLUS LIBERAL ARTS**

*“As a Science major, you can add a major from the College of Liberal Arts like: Anthropology, Spanish, Communication, Philosophy, Professional Writing, German, or History.*

*The program is designed to allow on-time graduation. You take only the courses required for the Liberal Arts major. You do not need to satisfy the Liberal Arts Core Requirements.”*

## **Q&A**

1. **HOW DO THESE MODELS DIFFER FROM DOUBLE OR DUAL MAJORS?:** Unlike double majors or dual majors, the Integrated/Joint Major emphasizes integration of two academic fields

through a cohesive, transdisciplinary course of study that would not be possible within an existing major. The Joint Major would blend the intellectual traditions of two Linfield College departments and this in a way that reduces the total unit requirement for each major. For example, in the Stanford CS+X pilot, students had to accumulate 180 units to complete a Joint Major. For a dual major, on the other hand (where a student receives distinct B.A. and B.S. degrees), students have to accumulate 225 units.

2. **HOW DO THEY DIFFER FROM MAJOR/MINOR COMBINATIONS?** Unlike the combination of a major and a minor, the Integrated/Joint Major combines work in each discipline. Typically, a minor provides breadth in a subject without the level of mastery associated with a major. The Joint Major, however, is designed to lead to mastery in two fields while integrating the intellectual traditions of two Linfield College departments.
3. **WHAT DOES THIS INTEGRATION LOOK LIKE?** Typically, integration of the two disciplines in a Joint Major occurs, at a minimum, through completion of a capstone project in the senior year. Each Joint Major might differ, however, in how and when integrative experiences occur. As we develop the majors, more integrative opportunities may emerge—this depends entirely on the will and capacity of participating departments.
4. **WHAT DEGREE DO JOINT MAJOR GRADUATES RECEIVE?** Students who combine Science and Humanities to complete a Joint Major would graduate with a B.A.S. degree.
5. **HOW DOES THIS DEGREE SHOW UP ON A DIPLOMA?** The two majors would be identified on one diploma with a hyphen in between the two fields that are listed alphabetically. There would be a notation indicating that the student has completed a Joint Major. The two majors would also be identified on the transcript, and there would be a notation on the transcript indicating completion of a Joint Major.

## Appendix F: Open-Loop University (or College)

This suggestion is based on an initiative developed at Stanford under the banner “Stanford 2025.” The idea put forth at Stanford is very resource intensive and, well, radical.

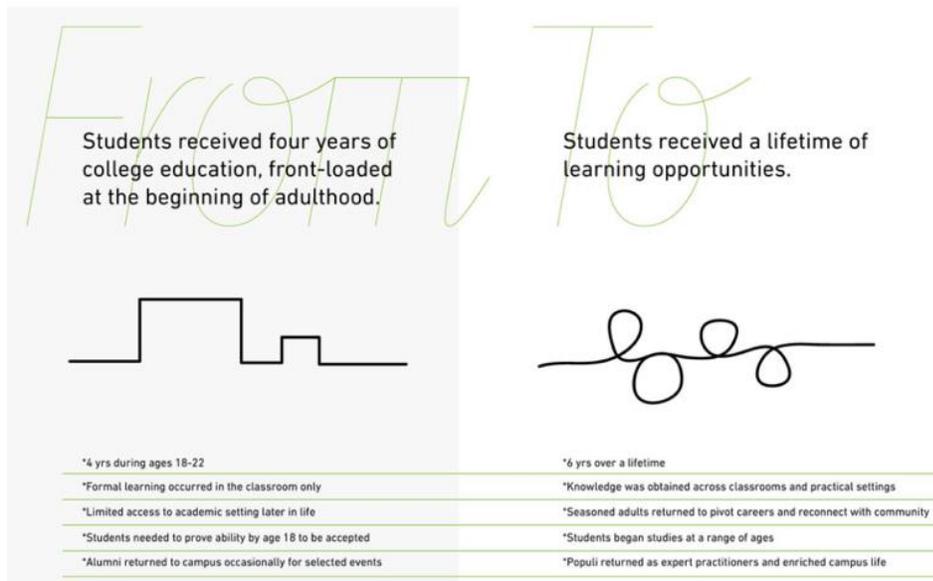
However, the following, more modest, approach could solidify the commitment to life-long learning and an exceptional step toward accommodating the reality of career shifts and the continued need for re-education that alumni of all institutions face. It might also be a good way to offer added value in face of the 4-year applied BAs that will be offered through Oregon Community Colleges.

### 1. THE LINFIELD OPEN LOOP MODEL:

- Bachelor’s degree
- Two years (24-32 credits) over a lifetime: alumni can return to take courses at Linfield either (on campus or online) as needed for career shifts/or according to personal interest either free of cost or heavily discounted.

*This would be added bonus in the Linfield College enrollment package. By drawing alumni back to the campus/our courses, we would also enhance the learning experience of our traditional students by integrating inter-generational learning. Moreover, we would make the campus more accessible to other non-traditional students who may not be Linfield alumni.*

### 2. STANFORD’S OPEN LOOP MODEL:



### SOURCES OF INTEREST:

1. <http://www.stanford2025.com/open-loop-university/>
2. Open Loop Education: Codifying the Lifelong Learning Partnership Between Students and Institutions: [https://evollution.com/revenue-streams/market\\_opportunities/open-loop-education-codifying-the-lifelong-learning-partnership-between-students-and-institutions/](https://evollution.com/revenue-streams/market_opportunities/open-loop-education-codifying-the-lifelong-learning-partnership-between-students-and-institutions/)

3. The Future of On-Campus Higher Education?

<https://www.insidehighered.com/blogs/stratedgy/future-campus-higher-education>

4. 4 crazy ideas from Stanford about the future of college:

<https://www.vox.com/2015/2/28/8126777/future-college-stanford>

## Appendix G: Other Areas of Importance

This final appendix highlights some of the other broad categories of ideas of high importance, but fall beyond the capacity of this committee to go into detail at this time. Please see brief descriptions and corresponding recommendations below.

### Honors Program

Right now, nearly all our cross apps offer an honors experience, so, in effect, by not hosting an honors program we're ceding the field to our competitors. In such a competitive market, we simply can't afford to let this oversight continue. The Linfield Honors Program in Citizenship and Social Change would be our way to compete, and do so in a distinctive, marketable manner. The Linfield Honors Program would attract students who are not currently considering Linfield College, as the program would offer exceptional students who are interested in citizenship and social change with a unique opportunity to find a robust intellectual community on our campus. In addition to Linfield's own market research of May 2018, which found "about 2/3 [of respondents] may have interest in honors," we have strong experiential and anecdotal evidence that suggests many high achieving students essentially equate admission to schools with strong reputations (Stanford, Kenyon, etc.) and admission to honors program at schools with less well known reputations. Though we believe our students receive an incredible education here at Linfield, we know our academic reputation doesn't rival that of Stanford or Kenyon, or even our closer competitors Reed and Lewis and Clark. Thus, we believe Linfield is missing out on a number of students--and that those students are missing out on Linfield! This program is designed to change that by speaking to these high-achieving students. Furthermore, the program, with its focus on citizenship and social change, as well as the integrative seminars, would be unique in the honors landscape. We see an honors program as vital for Linfield moving forward. Cohorts of 20 honors students per year would, once the program is at capacity in four years, result in yearly revenues of nearly \$3 million.

We recommend the honors program developed over the past two years by Linfield faculty (please see the program framing language below; the full proposal is available on request) be moved through the appropriate faculty committees in 2019-2020 so that the first cohort might be brought in fall of 2021.

*The Linfield College Honors Program in Citizenship and Social Change is not your typical honors program. Yes, you'll find academic challenge and intellectual rigor. Yes, you'll work closely with professors who are leaders in their fields. And, yes, you'll learn in small, seminar style classrooms. But at Linfield, that's just the beginning!*

*The Linfield Honors Program isn't your usual honors program. While we're interested in academic engagement, of course, we're really interested in collaboration, creativity, community, and diversity. We believe we learn best when we learn from one another, and we believe we all benefit from the many different ways we see the world.*

*In the Linfield Honors Program, you'll join a community of peers and professors dedicated to interdisciplinary and experiential learning. In your Honors Inquiry Seminar, you'll engage real questions surrounding an issue or field of study--maybe *The Borderlands* or *Great Social Policy Debates of Our Time*--and add your voice to the continuing conversation. In your Honors Integrative Seminars, you'll get your hands dirty studying dune ecology and stories of succession on the Oregon Coast with Dr. John Syring and Professor Joe Wilkins in *Northwest Ecology and Environmental Writing*. Or you'll read foundational religious texts, visit archives, and consider issues of identity, culture, and story with Dr. Jamie Friedman and Dr. Jenn Williams in *Dialogue**

*Across Differences: World Monotheisms. In your final two years of study, you'll transition into the LEADS minor, where you'll continue to develop your potential to change the world!*

*Beyond the classroom, you'll put your skills to work in a variety of real world opportunities. From studying abroad, to serving as a PLACE or Writing Fellow, to on- and off-campus internships, to teaching assistantships, to student-faculty collaborative research, all Linfield Honors Program students are challenged to engage their local and global communities.*

## **Summer Programming**

Goal: To have summer sessions that will provide a variety of educational experiences to a diverse set of audiences, using a variety of pedagogical formats.

Among the possibilities discussed are:

1. Courses for traditional and non-traditional students during the summer
2. Pre-college format and camps for middle school and high school students
3. Hybrid learning opportunities that span semesters
4. Intensive field-based hybrid learning courses.

### **1. June Term**

- a. This would follow the spring semester immediately, and replicate the January Term model.
- b. Focus on courses already in the curriculum in June for current students.
- c. Focus on revenue-generating alumni experiences. Among these would be travel courses within Oregon, to the McMinnville area for wine and other experiences, and abroad.

Examples: Alumni trips to Oregon wine country, study abroad, Shakespeare travel to Ashland, courses like CHEM 300 - The Art and Science of Brewing.

2. **Three, Two Week "Semesters"** that would run from the end of June through mid-August (for no credit or 1-2 credits for current students if appropriate)
  - a. Pre-college camps for various target populations (middle school, high school, seniors.)
  - b. Immersion field courses for industry members of various fields. (wine industry, sport management, etc.)
  - c. Instructors could also designate the format according to days they wanted class to meet, or it could be hybrid – i.e. the first week of each "semester" could be online prep, with a field-based immersion the second week.

Suggested first Linfield camp tracks:

1. Wine and Education – Viticulture, Enology, and other wine related courses
2. PLACE Summer Camps on Leadership, Problem-Solving, and Innovation
3. Summer Education and Exploration – Science and Writing Camps

Examples: Viticulture Bootcamp, Writing Workshops on environmental issues, Latinx Poetry Experience, Paleontology Camp, Science Camps, Place Innovation Camp

Some issues associated with these models will need to be worked out. These include (not an exhaustive list) the following:

1. Summer Director, or Co-Directors for coordinating of camps.

2. Load and Pay - Load or overload for June Term, versus instructor fees for camps and field immersions.
3. Room and Board Costs – determined by either traditional student credit, or by non-credit costs.
4. Denoting the format through OCE for some for traditional, hybrid learning, or field-based
5. Student assistants/camp counselors

### **Enhancing the Academic-Athletics Connection**

A large number of Linfield students choose to come here in part because of athletics. We could be doing more to enhance this comparative advantage beyond improving facilities (see related item below). Ideas include:

Finding ways to support, or draw more attention to the Faculty Athletic Mentor (FAM) program as it aids in enrollment and retention efforts (ex. serving as a resource to help with advising, academic issues, etc.).

Employing more of a “team” concept and finding ways to integrate faculty into the recruiting process of student athletes. For instance, better coordination between athletics, admissions, and academic departments in terms of phone calls, tours, and class visits could help make the difference in helping students see the total package we offer at Linfield.

Establishing best practices for class dates and times that will appeal to the student-athlete and can help serve as recruiting tool.

### **Sustainability Initiative**

[https://docs.google.com/document/d/1dR\\_hG\\_5IGwBd2PyssxLLCKfZHnoG86fWORufrrMcvQ/edit](https://docs.google.com/document/d/1dR_hG_5IGwBd2PyssxLLCKfZHnoG86fWORufrrMcvQ/edit)

### **Facilities Upgrades**

Students and staff who participated in “listening hours” frequently requested upgrades to Linfield facilities, particularly on the residential McMinnville campus.

Many comments focused on **Dillin Dining Hall**, including requests for greater inclusivity of dietary restrictions, wider variability of food options, and longer operating hours. A specific request was made to certify Dillin as allergen free (Vision Committee members have significant documentation of this process).

Another major theme underscored the need for critical **upgrades to athletic facilities, including a new fitness center**. Coaches believe that a failure to act soon will hurt Linfield’s future ability to recruit student-athletes (which currently make up roughly half of all new student deposits received for next year). And many have pointed out that for an institution that purports to promote health and wellness, having a subterranean cardio room in a converted racquetball court is unacceptable. A new fitness center could also have a “community health” focus and be integrated/enhanced with the efforts of local partners to improve outreach and potential for outdoor education.

The committee recommends prioritizing both of these areas in future investments given their centrality to the student experience at Linfield.

Other comments asserted a need for residence hall repairs and improvement of science lab spaces.

## **Business Program Expansion and Development**

The Business Department sees the potential for curricular and teaching partnerships across departments in the years ahead. In addition to our existing interdisciplinary curricula in international business and sport management, we have proposed an entrepreneurship minor, which would allow students to from any major to connect entrepreneurship to their field of study, and we are part of the team developing an interdisciplinary leadership minor.

There are some exciting possibilities for graduate program development in business as well. In the near term, the department is exploring a master of accountancy degree, and a graduate certificate in health administration/health care leadership (in conjunction with Nursing). The department also sees potential for graduate programs in Hospitality/Tourism/Wine Studies (in conjunction with Wine Studies), Sport Management, Non-Profit Administration, and Data Analytics for Business.

## **Supporting “High Risk” Students**

Use all of the data Linfield has on its students and create an algorithm to identify those students who are at high risk of dropping out BEFORE they drop out. In fact, they should be identified upon their admission and automatically enrolled into a special program specifically designed to help them succeed. And that does not mean remedial courses. They need to be encouraged and feel like they are important pieces of the Linfield community. College prep classes should only be one piece of a larger program emphasizing their shared experiences, complete with mentors (including alumni, students, and faculty), tutors, etc.

## **Future of OCE**

Regardless of what strategic direction that Linfield goes, we need to be careful in our consideration of the strategic direction of OCE. Most of the ideas/focal points in this document could be integrated with online offerings and we need to ensure that we factor these considerations into future discussions.

## **Research Hub**

Staff and faculty in listening hours suggested highlighting the collaborative, and often integrative, research done here at Linfield. Some of our most memorable, meaningful, and enriching experiences come through collaborative projects in research, scholarship, and creativity on campus. More can be done to highlight this distinctive part of the Linfield experience in terms of marketing and communication as well as increasing awareness on campus. For example, all SFCRG recipients currently present in the symposium day. Could all participants who used student travel funds do so as well? Could these efforts be somehow highlighted as part of the public performance? Additionally, the formation of a stronger community around SFCRG might be useful for retention as well as enrollment - currently, some participants gather weekly to give presentations, play a sport or activity, or both, though not all participants are aware of this and not all those who are aware are able to be a part given time and location constraints.

Additionally, many people in the Linfield community remain unaware of what kinds of scholarship are being done outside of their own departments or divisions. Our resources for research and research ethics also operate fairly independently (IRB-CHRP, IACUC, and our new CITI membership), and some have very little presence on campus - not even a web presence. Creating a research hub can better centralize and communicate out knowledge about what resources are available at Linfield and what kinds of endeavors in which members of the community can engage. Linfield has until now been staffed with

1FTE of Foundation Relations, which has turned into half-time foundation relations and half time sponsored research, resulting in little support available for coordination of research activities across campus. This position is also sadly now vacant. Though a full time director of foundational relations remains needed in Institutional Advancement, an additional full time director of sponsored research may be able to not only support and facilitate external grants (NSF, Murdock, Oregon Humanities, etc.) but to also take on additional duties involving highlighting student and faculty work, promoting opportunities, and coordinating existing grants as well as taking on administrative support and oversight for our pre-existing scholarly support programs (SFCRG, FDG). Discussions of these possibilities are ongoing, and aim to highlight the strength of Linfield's offerings as well as increase awareness among students, staff, and faculty as to the opportunities for support and engagement more broadly (grants, etc.).

## Appendix H: Problem Statement

John Dewey once wrote, “a problem well-defined is half-solved.” Here are some of the broad external and internal challenges Linfield faces as it attempts to conceive and execute a vision for the future.

External challenges:

- A string of years with lower enrollments due to a number of current, possibly short-term factors, including demographic shifts (e.g. a temporary decline in high school graduates), fewer international students, rising student debt, and so forth.
- Prospective students and their parents often do not know or understand the value and/or practicality of a liberal arts education.
- Recent legislation in Oregon granting four year pre-professional degrees (applied baccalaureate or targeted four-year degree programs) through community colleges.
- How to rethink marketing to appeal to a new generation of students and their parents.
- How to balance responses to perceived “market demand” with the need for “market creation” (i.e. attracting students we aren’t currently getting).
- How to integrate future trends (e.g. increased automation and technology) into our current thinking and planning.
- How to broaden and deepen our donor base, alumni connections, and recruiting map.

Internal challenges:

- A long-standing humility complex that downplays our achievements..
- High degree of immobilizing anxiety as we decide how to confront the current budget shortfall.
- How to address and balance the different strategic development issues facing Nursing (e.g. staffing, compensation, and technology), OCE, and the residential liberal arts campus in McMinnville.
- How to leverage better the interdisciplinary, liberal arts foundation of our Nursing, Business, Education, HHPA, and OCE programs in our marketing.
- How to harness the potential of “one Linfield,” balancing the imperative of broad “buy in” and legitimate governance with the need to capitalize on our relative size to be nimble as an institution.

Despite these challenges, we also have real opportunities to:

- Leverage the resources earmarked for strategic growth in creative and efficient ways.
- Optimize our program offerings in ways that will attract students both to areas of existing strength and tap into potential new markets.
- Capitalize on the new Portland campus and potential for creative partnerships with the McMinnville campus and OCE.
- Articulate a “Linfield promise” or distinctive program to all students in ways that will reinvigorate or replace the Linfield Curriculum and captivate the next generation of students while staying true to institutional values.

## Appendix III: General Education Programs at Different Colleges and Universities

From 10 June 2020 meeting:

*Share GE examples from other programs that we feel are good models for us going forward and we will compare them and discuss the whys and wherefores? Share in breakout groups:*

- a. List key features of models that were attractive.*
- b. Which features translate to/for Linfield? Can we be distinctive with it?*
- c. What core competencies were identified?*
- d. Was there a 4-year plan? What about transfer students?*
- e. What was the balance between common experience and individuation?*

Specific Colleges & Universities discussed during this meeting (and in other meeting/documents):

### **Goucher College; Baltimore, MD**

<https://www.goucher.edu/learn/curriculum/student-learning-goals-and-outcomes/program-goals-and-outcomes/general-education-requirements>

*Community-based learning program, service learning throughout  
Common requirements and outcomes for all students*

### **William & Mary College; Williamsburg, VA**

<https://www.wm.edu/as/undergraduate/coll/index.php>

*The College Curriculum, designated courses that integrate knowledge across disciplines;  
a year-by-year designation of course types in different domains that must be taken  
within three designated areas*

### **Brown University; Providence, RI**

<https://www.brown.edu/academics/undergraduate/open-curriculum>

*The Open Curriculum, a flexible and personalized course of study where students choose  
the courses they take.*

### **Bard College; Annandale-on-Hudson, NY**

<https://www.bard.edu/academics/curriculum/>

*A structured first year with more flexibility later in the curriculum focusing on critical  
thinking and culminating in a senior project.*

### **Kalamazoo College; Kalamazoo, MI**

<https://www.kzoo.edu/k-plan/>

*K-Plan; an individualized student plan that includes an open curriculum, study abroad,  
learning through experience, and an independent senior project.*

### **Colorado College; Colorado Springs, CO**

<https://www.coloradocollege.edu/other/generaleducation/requirements.html>

*Utilizes a block schedule that builds in flexibility; students have different block requirements across different disciplines.*

**Allegheny College; Meadville, PA**

<https://allegheny.edu/education/>

*Series of year-by-year seminar/senior project courses that form the backbone of their liberal arts education; also require a minor outside of a student's major field*

**Carlton College; Northfield, MN**

<https://apps.carleton.edu/academics/liberalarts/requirements/>

*Every student has to sign up for experiential learning; suggested tracks or students could design their own.*

**Ripon College; Ripon, WI**

<https://www.ripon.edu/catalyst/>

*The Catalyst Curriculum; series of five classes that are aimed to develop skills but simple enough that students can have multiple majors/minors, internships/research, and other experiential learning opportunities.*

Some additional websites consulted by members of the committee in looking at innovative liberal arts general education programs across the country:

<https://www.insidehighered.com/news/2018/01/29/colleges-share-how-they-made-their-general-education-programs-more-laundry-list>

<https://www.bestdegreeprograms.org/top-schools/innovative-small-colleges/>

<https://www.collegexpress.com/lists/list/colleges-with-innovative-academic-programs/238/>

<https://www.collegeconsensus.com/rankings/most-innovative-colleges/>

<https://www.cwu.edu/general-education/sites/cts.cwu.edu.general-education/files/2020-21%20GE%20Framework.pdf>

<https://www.csuchico.edu/aap/assets/documents/ge-planning-sheet.pdf>

## **Appendix IV: Initial and Informal Student Feedback for GERC**

Submitted by GERC students members, Jenna Hessel and Pedro Graterol

Informal student outreach has shown:

- Students do not have a comprehensive understanding of the Linfield Curriculum, its requirements, outcomes, or expectations.
- Students state that, during their First Year Colloquium, the Linfield Curriculum was not explained properly and that the abundance of acronyms make it harder to navigate.
- As a result, students perceive many aspects of the Linfield Curriculum to be merely boxes to check.
- Students state that they do not like the fact that there are multiple offerings for some of the Modes of Inquiry but not for others. Often they cite the example of the QR requirement, in which students often argue that they felt pressured to take an introductory statistics courses because all other offerings were too advanced or outside of their discipline.
- Student state that the complexity of the LC makes it difficult to double major or to study abroad, which they argue is an important experience of a Linfield education just like the Linfield Curriculum.
- Students do not understand the value of LC exemplars. Thus, exemplars are an ineffective assessment tool because students do not believe they need to place any effort into the completion of such artifacts. Rather, the artifacts they chose and their justification for using them in an exemplar, is an afterthought. Further, they assert that the system to turn in examples is very confusing and that represents a hurdle for their completion, in addition to the lack of motivation caused by the lack of awareness of value.

Future Research:

- As GERC's work continues, further student outreach is necessary. An official, comprehensive student survey that examines student's perceptions of and experiences with the Linfield Curriculum would provide quantitative evidence that the current LC system is not in alignment with best practices.
- Additional research should target prospective and/or new students and what skills and competencies they will require in a new Linfield Curriculum, especially as Linfield expands into a University and integrates graduate studies programs. Will the needs of future Linfield Students shift from the needs and desires of existing students.

## **Appendix V: Research and Articles on T-Shaped Persons**

### **A 3D “T-shaped” Design Education Framework**

[https://link.springer.com/chapter/10.1007/978-3-319-09909-5\\_7](https://link.springer.com/chapter/10.1007/978-3-319-09909-5_7)

### **Structure and Dynamics of a “T-Shaped” Knowledge: From Individuals to Cooperating Communities of Practice**

<https://pubsonline.informs.org/doi/abs/10.1287/serv.1120.0014>

### **Service economy, knowledge, and the need for T-shaped innovators**

<https://link.springer.com/article/10.1007/s11280-014-0305-1>

### **T-Shaped Innovators: Identifying the Right Talent to Support Service Innovation**

<https://www.tandfonline.com/doi/abs/10.5437/08956308X5805007?journalCode=urtm20>

## Appendix VI: Higher Education Resources

The American Association of Colleges and Universities (AACU) hosts yearly conferences dedicated to creative curriculum transformation. The method of the GERC's process is reflected in the AACU's description of its 2020 Summer institute.

General education and assessment change is, at heart, pedagogical innovation. The 2020 Institute continues to promote "design thinking," an intentional, creative approach to problem solving well suited to complex, dynamic environments like college and university campuses. Pragmatic and solution-focused, design thinking employs both divergent and convergent thinking, moving from brainstorming and "outside the box" idea generation to a focus on creating strategies best suited to the unique dynamics and needs of your campus.

<https://www.aacu.org/summerinstitutes/igea/2020/curriculum>

Another source of pedagogical innovation that informed our thinking is Liberal Education and America's Promise (LEAP)

LEAP responds to contemporary demands for more college-educated workers and more engaged and informed citizens. Today, and in the years to come, college graduates need higher levels of learning and knowledge as well as strong intellectual and practical skills to navigate this more demanding environment successfully and responsibly.

Through LEAP, hundreds of campuses are making far-reaching educational changes to help all their students—whatever their chosen field of study—acquire the broad knowledge, higher-order capacities, and real-world experience they need to thrive both in the economy and in a globally engaged democracy.

LEAP promotes

- [Essential Learning Outcomes](#)—as a guiding vision and practical approach to college learning
- [Principles of Excellence](#)—offering both challenging standards and flexible guidance for an era of educational reform and renewal
- [High-Impact Educational Practices](#)—ways of engaging and challenging students—such as first year programs; intensive writing, collaborative assignments, undergraduate research, internships, and major projects that help students achieve essential learning outcomes
- [Authentic Assessments](#)—using students' own work and faculty-validated rubrics, probing whether individual students have developed essential capacities and can apply their learning to complex problems and real-world challenges
- [Students' Signature Work](#)—challenging higher education to prepare *all* students to complete a substantial cross-disciplinary project in a topic significant to the student and society, as part of the expected pathway to a degree.

LEAP leaders also work to engage the public with core questions about what really matters in college and to connect employers and educators as they build new partnerships and make the case for the importance of liberal education in a global economy and in our diverse democracy.

<https://www.aacu.org/leap>