



Linfield College

Year Seven Self-Evaluation Report

Submitted to the Northwest Commission on Colleges and Universities

February 15, 2019

Linfield College Year-Seven Self-Evaluation Report

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Linfield Reaccreditation Team Members

Accreditation Steering Committee (ASC)

- Jackson B. Miller, Dean of Faculty, ASC Chair
- Susan Agre-Kippenhan, Provost and Vice President for Academic Affairs, Standard 5 co-chair
- Jennifer Ballard, Director of Institutional Research
- Laura Brener, Director of Online and Continuing Education, Standard 2 co-chair
- Kainoa Cuttitta, Student Member, President of Associated Students of Linfield College
- Dave Dillon, Linfield College Trustee
- Charlotte Goddard, Associate Registrar, Standard 3 co-chair
- Michael Hampton, Director of Career Development, Standard 5 co-chair
- Susan Hopp, Vice President for Student Affairs and Athletics/Dean of Students, Standard 5 co-chair
- Michael W. Huntsberger, Associate Professor of Journalism and Media Studies, Standard 4 co-chair
- Shaik L. Ismail, Director of International Programs and Associate Professor of Political Science, Standard 1 co-chair
- Chris Keaveney, Professor of Japanese, Standard 3 co-chair
- D. Jeff Mackay, Associate Dean of Students and Director of Residence Life, Standard 4 co-chair
- Tom Mertes, Competitive Scholarship Advisor
- Jennifer Nordstrom, Professor of Mathematics, Standard 1 co-chair
- Asa Richerson, Student Member, Vice President of Programming of Associated Students of Linfield College
- Melissa Robinson, Associate Dean of Nursing and Associate Professor of Nursing, Standard 4 co-chair
- Susan Barnes Whyte, Library Director and Associate Professor of Journalism and Media Studies, Standard 2 co-chair

Standard One Leaders

- Shaik L. Ismail, Director of International Programs and Associate Professor of Political Science
- Jennifer Nordstrom, Professor of Mathematics
 - With assistance from:
 - Joni Claypool, Director of Community Engagement and Service
 - Marie Schmidt, International Programs Coordinator
 - Kathleen Spring, Collections Management Librarian & DigitalCommons Coordinator

Standard Two Leaders

- Laura Brener, Director of Online and Continuing Education
- Susan Barnes Whyte, Library Director and Associate Professor of Journalism and Media Studies

With assistance from:

Keri Burke, Director of Financial Aid
Greg Copeland, Director of Budget and Financial Analysis
Ellen Crabtree, Director of Academic Advising
Charlotte Goddard, Associate Registrar
Susan Hopp, Vice President for Student Affairs and Athletics/Dean of Students
Allison Horn, Director of Facilities and Auxiliary Services
D. Jeff MacKay, Associate Dean of Students and Director of Residential Life
Todd McCollum, Director of Enrollment Services, School of Nursing
John McKeegan, Vice President for Institutional Advancement and General Council
Heidi Nelson, Director of Human Resources
Janet Peterson, Interim Director of Academic Advising, Professor of Health, Human Performance, and Athletics
Melissa Robinson, Associate Dean of Nursing, Associate Professor of Nursing
Lee Sarver, Controller, Director of Financial Services
Rebecca Skreen, Administrative Assistant, Online and Continuing Education
Kathleen Spring, Collections Management Librarian & Digital Commons Coordinator
Eric Stenehjelm, Director of Environmental Health and Safety
Virginia Tomlinson, Chief Technology Officer
Jane Wilde, Senior Instructional Designer
Lisa Knodle-Bragiel, Director of Admission

Standard Three Leaders

- Charlotte Goddard, Associate Registrar
- Chris Keaveney, Professor of Japanese

With assistance from:

Brenda DeVore Marshall, Professor of Theatre and Communication Arts
Allison Horn, Director of Facilities and Auxiliary Services
D. Jeff Mackay, Associate Dean of Students and Director of Residential Life
Dennis Marks, Director of College Public Safety
Jackson B. Miller, Dean of Faculty
Taylor Loewen, Director of Portland Campus Operations
Virginia Tomlinson, Chief Technology Officer

Standard Four Leaders

- Michael W. Huntsberger, Associate Professor of Journalism and Media Studies
- D. Jeff Mackay, Associate Dean of Students and Director of Residence Life
- Melissa Robinson, Associate Dean of Nursing and Associate Professor of Nursing

With assistance from:

Jennifer Ballard, Director of Institutional Research

Standard Five Leaders

- Susan Agre-Kippenhan, Provost and Vice President for Academic Affairs
- Michael Hampton, Director of Career Development
- Susan Hopp, Vice President for Student Affairs and Athletics/Dean of Students
- Jackson B. Miller, Dean of Faculty

Special Recognition for Work on Self-Evaluation Report and Supporting Evidence

- Rachel Kimball, Academic Affairs Administrative Assistant
- Amy Scholer, Academic Affairs Administrative Assistant
- Meridith Symons, Academic Affairs Executive Assistant

GLOSSARY OF ACRONYMS

- AA – Administrator Assembly (exempt/salaried staff)
- AAUP – American Association of University Professors
- ALC – Administrator Leadership Council
- APHG – Admission, Progression, Honors, and Graduation Committee (School of Nursing)
- ASLC – Associated Students of Linfield College
- BOT – Board of Trustees
- BWG – Budget Working Group
- CAC – College Accreditation Committee
- CC – Curriculum Committee
- CCA – Curriculum Cost Analysis
- CEP – Comprehensive Enrollment Planning
- CFO – Chief Financial Officer
- COI – Conflict of Interest
- CPBC – College Planning and Budgeting Council
- EMS – Educational Media Services
- EOC – Emergency Operations Center
- EOP – Emergency Operations Plan
- FCTWG – Faculty Core Theme Working Group
- FEC – Faculty Executive Council
- FPBC – Faculty Planning and Budget Committee
- FTE – Full-Time Equivalent
- FTLLs – Faculty Teaching and Learning Lunches
- HERI – Higher Education Research Institute
- IPEDS – Integrated Postsecondary Education Data System
- ITS – Integrated Technology Services
- KPIs – Key Performance Indicators
- LC – Linfield Curriculum
- LCs – Linfield Curriculum Courses/Thematic Areas
- LCAT – Linfield College Activities Team
- LEA – Linfield Employees Association (non-exempt/hourly staff)
- LGSSON – Linfield Good Samaritan School of Nursing
- NSSE – National Survey of Student Engagement
- NWCCU – Northwest Commission on Colleges and Universities
- OCE – Online and Continuing Education Program
- PLACE – Program for Liberal Arts and Civic Engagement
- PSOL – Priorities Survey for Online Learners
- SFCRG – Student Faculty Collaborative Research Grant
- SLOs – Student Learning Outcomes
- SPUR – Strategic Plan Update and Review
- SSI – Student Satisfaction Inventory
- TAC – Technology Advisory Committee

LINFIELD COLLEGE INSTITUTIONAL OVERVIEW

Linfield College is a four-year, non-profit, coeducational, comprehensive college that focuses on empowering students to become independent, responsible, and creative global citizens. The Linfield Curriculum, the general education core, consists of coursework in the liberal arts that encourages students to develop essential career and life skills for a lifetime of growth and discovery. Linfield aspires to graduate students who are highly effective in asking important questions, researching complex issues, and communicating new knowledge. Over 160 years after its founding, Linfield is focused on a mission of “connecting learning, life, and community.” The Core Themes, objectives, and indicators described in this self-study report demonstrate the transformational impact of the Linfield educational experience on students.

Linfield’s historic main campus, which serves 1,536 students, is in McMinnville, Oregon. The McMinnville Campus, situated on 189 acres with 76 buildings, is the home to most of the College’s academic departments, co-curricular programs, and other offices. A second campus, currently located in Northwest Portland at the Legacy Good Samaritan Medical Center, serves 344 students in the School of Nursing. A third program, Linfield College Online and Continuing Education (OCE), serves 280 students who are pursuing degree programs and certificates primarily online. Linfield recently completed the purchase of a 20-acre, 10-building campus in Northeast Portland which will become the permanent home for Linfield’s School of Nursing in 2020. This new campus space should allow Linfield to expand academic programs and services in the greater Portland metro area in the years ahead.

At the center of all of Linfield’s programming are four Core Themes: 1) culture of engagement and excellence, 2) integrated teaching and learning, 3) global and multicultural understanding, and 4) experiential learning. The College has a dynamic teaching and learning environment that immerses students in meaningful curricular as well as co-curricular experiences. Linfield offers 51 majors, 46 minors and 18 certificates, emphasizing strong support for individual students with a favorable student-faculty ratio of 10 to 1. Classes are designed to inspire collaboration, discussion, and hands-on learning. The Linfield Curriculum emphasizes intersections across disciplines with the goal of providing all students with a meaningful, integrated learning environment.

Our current Strategic Plan asks us to “examine and develop curricular and co-curricular offerings that are responsive and reflective of diversity and inclusion.” As the most ethnically diverse liberal arts college in the Pacific Northwest (Three years in a row: Best ethnic diversity among liberal arts colleges in the Pacific Northwest *U.S. News & World Report, 2017-19*), Linfield strives to create an inclusive community that honors academic freedom, celebrates diverse cultures, fosters a climate of mutual respect, and affirms the value of all people. Linfield has seen a rapid shift in our student demographics over the past five years. Total enrollment at the College during the 2017-2018 academic year was 2,159 students from 24 different states and 23 nations. 58% of enrolled students are part of the New Majority (students of color, first generation, transfer, or Pell-eligible students).

A Linfield education transforms students into scholars, leaders, and globally engaged citizens. The strong emphasis on experiential learning as well as global and multicultural understanding creates an educationally rich environment. Linfield offers study abroad programs at 28 sites in 15 countries, a one-month January Term for intensive study, and opportunities for research, internships, and community service projects in a variety of disciplines. Half of all graduates study outside the U.S. The cost of airfare for a student's first study abroad experience is covered by the College to ensure that all students have access to transformative opportunities to study, research, and engage in community service projects abroad. January Term, a four-week period between the fall and spring semesters, allows students to explore a particular subject in depth. During January Term, students participate in domestic or international off-campus courses, take on-campus courses, or gain hands-on experience in professional settings.

In addition to formal course meeting times, learning beyond the classroom is also strongly encouraged at Linfield. The College has recently developed a number of innovative interdisciplinary degrees and programs, including new majors with significant experiential learning components in Global Cultural Studies, Sport Management, Wine Education, and Law, Rights, and Justice. The pioneering Program for Liberal Arts and Civic Engagement (PLACE) was also established with the goal of supporting faculty, staff, and students in interdisciplinary work. It is a multifaceted program that connects the Linfield student experience with civic discourse and real-world applications. PLACE programming includes both curricular and co-curricular elements that are organized around a specific theme proposed by faculty. The PLACE theme for the 2018-2019 academic year is "Revolutions."

Faculty and staff are deeply invested in and committed to approaches to learning, teaching, and mentoring that encourage students to achieve their highest potential. Linfield has 154 full time faculty, 89% holding a Ph.D. or equivalent terminal degree. Students are afforded frequent opportunities to collaborate with faculty and staff. In addition to their participation in a long-standing endowment-supported collaborative research program, students often present with faculty at regional and national conferences, work with faculty and staff on creative projects, and co-author published research. Over the past five years faculty have been recognized for their professional excellence, and supported in this collaborative work with students, through significant grants from The National Science Foundation, The Andrew W. Mellon Foundation, The E. L. Weigand Foundation, The Hearst Foundations, and the M.J. Murdock Charitable Trust. Recent collaborative research projects have investigated unique topics such as fossils, noble metals, James Baldwin, celiac disease, and media bias.

Linfield aims to instill in students a life-long passion for academic inquiry by providing an environment where students, faculty, and staff can engage in dialogues that arise when people work together to investigate questions which pique their curiosity. Linfield is proud of the education that we have provided for generations of students over the past 160 years. We look forward to a future of guiding our increasingly diverse learners in their efforts to connect learning, life, and community.

BASIC INSTITUTIONAL DATA FORM

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator. This form should be inserted into the appendix of the self-evaluation report (see the guidelines).

Institutional Information

Name of Institution: Linfield College

Mailing Address: 900 SE Baker Street
Address 2: _____
City: McMinnville
State/Province: Oregon
Zip/Postal Code: 97128
Main Phone Number: 503.883.2200
Country: United States

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Miles
Last Name: Davis
Position (President, etc.): President
Phone: 503.883.2234
Fax: 503.883.2630
Email: miles.davis@linfield.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Ms.
First Name: Susan
Last Name: Agre-Kippenhan
Position (President, etc.): Provost/VPAA
Phone: 503.883.2270
Fax: 503.883.2635
Email: susanak@linfield.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Ms.
First Name: Mary Ann
Last Name: Rodriguez
Position (President, etc.): VP Finance and Admin.
Phone: 503.883.2458
Fax: 503.883.2630
Email: mrodrigu1@linfield.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

- Comprehensive
 Specialized
 Health-Centered

- Religious-Based
 Native/Tribal
 Other (specify): _____

Degree Levels *(Choose all that apply)*

- Associate
 Baccalaureate
 Master

- Doctorate
 If part of a multi-institution system,
name of system: _____

Calendar Plan *(Choose one that applies)*

- Semester
 Quarter
 4-1-4

- Trimester
 Other (specify): _____

Institutional Control *(Choose all that apply)*

- City County State Federal Tribal

- Public OR Private/Independent
 Non-Profit OR For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: 1794 (most recent year) FTE Student Enrollments

Classification	Current Year: <u>2018-19</u>	One Year Prior: <u>2017-18</u>	Two Years Prior: <u>2016-17</u>
Undergraduate	1794	1970	2083
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	1794	1970	2083

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: 1679 (most recent year) Student Headcount Enrollments

Classification	Current Year: <u>2018-19</u>	One Year Prior: <u>2017-18</u>	Two Years Prior: <u>2016-17</u>
Undergraduate	1679	1853	1960
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	1679	1853	1960

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number: **151** Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor	54	1	0	0	0	6	0	49
Associate Professor	45	1	0	0	0	7	1	38
Assistant Professor	52	1	0	0	0	22	0	31
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor	\$90,188	20.1
Associate Professor	\$72,544	13.1
Assistant Professor	\$63,308	5.3
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total). Please attach the following as separate documents submitted with the Basic Institutional Data Form

- [Statement of Cash Flows](#)
- [Balance Sheet – collapsed to show main accounts only; no details](#)
- [Operating Budget](#)
- Capital Budget (Linfield does not maintain a capital budget)
- Projections of Non-Tuition Revenue (Linfield does not maintain projections of non-tuition revenue)

New Degree / Certificate Programs

Substantive Changes

Substantive changes including degree or certificate programs planned for 2019 - 2020 (YYYY-YYYY) approved by the institution's governing body. If NONE, so indicate. (Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

** This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
New major	Bachelor's	Law, rights, and justice	Political science

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered.
 (Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the **total number** of academic credit courses offered at the site.
- **Student Headcount** – report the **total number (unduplicated headcount)** of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the **total number (unduplicated headcount)** of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State/Province, Zip/Postal Code	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None						

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate.
 (Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

** This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)	Co-Sponsoring Organization (if applicable)
Online	Same as McMinnville Campus	Bachelor's degree	Accounting	30	Yes	none
Online	Same as McMinnville Campus	Bachelor's degree	Business information systems	7	Yes	none
Online	Same as McMinnville Campus	Bachelor's degree	Computer information systems	0	Yes	none
Online	Same as McMinnville Campus	Bachelor's degree	Global studies	4	Yes	none
Online	Same as McMinnville Campus	Bachelor's degree	History	0	Yes	none
Online	Same as McMinnville Campus	Bachelor's degree	International business	2	Yes	none
Online	Same as McMinnville Campus	Bachelor's degree	Management	16	Yes	none
Online	Same as McMinnville Campus	Bachelor's degree	Marketing	5	Yes	none
Online	Same as McMinnville Campus	Bachelor's degree	Project management	1	Yes	none
Online	Same as McMinnville Campus	Bachelor's degree	Nursing (RN to BSN)	164	Yes	none

Programs and Academic Courses Offered at Sites Outside the United States

Report information for sites outside the United States where degree programs and academic credit coursework is offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary. Please feel free to use the hyperlinked Excel spreadsheet to supplement the Basic Information Data Form and submit them together.)

- **Degree Programs** – list the *names* of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the *total number* of academic credit courses offered at the site.
- **Student Headcount** – report the *total number (unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the *total number (unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.
- **Programs and Academic Credit Offered at Sites outside the United States**

Please see [supplement](#).

PREFACE

Institutional Changes since Last Report

Linfield College last submitted a report to the NWCCU in September 2014. Since the time of that [2014 Mid-Cycle Report](#), the College has seen significant changes in demographics, enrollment patterns, and student interests. While Linfield retains a deep commitment to its mission and a personalized approach to student learning, we acknowledge that significant and continuous adjustments must be implemented to address a dynamic environment in higher education.

Strategic Plan Update

The individualized model of education that is common to many traditional small liberal arts colleges (characterized by features such as small class sizes, low student-faculty ratio, and few contingent or adjunct faculty) means that small colleges like Linfield can lack flexibility to address changing student interest. With demographic shifts and increasing negativity about the value of higher education, disruptive trends have had a profound impact on our sector and our institution. In our efforts to respond to this dynamic environment, we continue to find that our Strategic Plan is a living and effective guide. As detailed in Standard 1.A, at the mid-point of our Strategic Plan (2015-16), we undertook a [Strategic Plan Update and Review \(SPUR\)](#) which extended it to 2020. This update kept the focus on the original three overarching goals: Strengthen Academic Programs; Enhance Linfield's Regional, National, and Global Connections; and Grow and Strategically Align Linfield's Resources. Linfield is also in the quiet phase of a comprehensive fundraising campaign that is consistent with our updated Strategic Plan. This campaign supports capital investment in the sciences, scholarships for students, and support for faculty.

Core Theme Objectives

The Strategic Plan update reaffirmed the validity of our Mission and Core Themes. The 2014 Mid-Cycle Report noted that Linfield needed a more focused and meaningful set of core theme objectives and indicators. Towards that end, eight core theme objectives (two for each Core Theme) were defined, indicators and benchmarks were identified, and data was collected. The planning, rationale, and analysis are described in more detail in Standards 1, 3, and 4.

Changes in Enrollment

A pattern of overall enrollment decline became evident five years ago. Linfield has taken significant steps to address this issue. Most notably, data clearly indicate a dip in [enrollment FTE](#) on the McMinnville Campus from 1600 (at the time of our mid-cycle) to 1294 at the time of this self-study. The College has addressed the resulting budget gaps by using funds set aside for contingencies, reorganizing for efficiencies, scaling down offices in light of lower student numbers, and eliminating and holding vacant various positions. In the past two years, the Board

of Trustees has approved the use of quasi endowment funds to meet the shortfall. During these past five years, we have also made changes in our admission processes, increased support services for students, and made other changes in policies in an effort to attract and retain students.

Efforts to Align with Student Demand

In the face of the enrollment decline, Linfield recognized the obligation to address more fundamental considerations needed to align college offerings with student demand. Specifically, we implemented several new processes to assess and operationalize institutional restructuring. We began in 2017-18 with two assessment activities: comprehensive enrollment planning (CEP) and a curriculum cost analysis (CCA). In 2018 we also added two new structures, an Academic Innovation Council and a College Cabinet, to empower governance in ways that help us to effectively position Linfield to undertake planning, evaluation, and implementation on an ongoing basis. These activities, which are discussed further in Standard 3 and Standard 5, have yielded significant results.

Increased Focus on Fundraising

Since the time of our last report, the College has made significant investments in the infrastructure for advancement, including formally approving a multi-million-dollar budget for the quiet phase of a comprehensive campaign. Linfield has also worked purposefully to enhance institutional advancement, resulting in leadership changes, additions to staffing, and more explicit and intentional practices and measures. Through greater engagement with donors based on these new processes, Linfield is currently realizing significant increases in unrestricted and total annual giving. The College is confident that the public phase of the comprehensive campaign will be announced within the next academic year.

Personnel Changes

Linfield welcomed a new president, Dr. Miles K. Davis, in July 2018. Dr. Davis joined the College from his former position as the Dean of Shenandoah University's Harry F. Byrd, Jr. School of Business. President Davis brings experience with organizational change as well as entrepreneurship. He is focused on positioning the College to proactively increase resources, seek new connections and community partnerships, and reduce barriers for students to attend Linfield. The Vice President of Enrollment left the College in August 2018, leaving the Admission and Financial Aid offices reporting directly to President Davis on a short-term basis. In other key leadership changes, the former Vice President for Academic Affairs and Dean of the Faculty, Susan Agre-Kippenhan has been named Provost and Vice President for Academic Affairs, and long-time faculty member Jackson Miller has assumed the Dean of Faculty position. Gerardo Ochoa, former Assistant Dean of Diversity and Community Partnerships, has been promoted to Special Assistant to the President and Director of Community Relations. In 2016, John McKeegan moved from his former position as the Vice President and General Counsel to Vice President for Advancement. Changes in other key positions include Director of Communications

and Marketing, Dean of the Linfield Good Samaritan School of Nursing, Director of Human Resources and a new Director of Learning Support Services.

Response to NWCCU Mid-Cycle Evaluation

As noted in the Mid-Cycle Evaluation Peer Report, Linfield College was one of the first institutions to transition to the Mid-Cycle format in 2014. While the mid-cycle report does not include formal recommendations, it noted that Linfield “has many components of assessment in place” but lacked an institutional level assessment plan. In the informal exit conversation with evaluators, we had the opportunity for further conversation as they identified the benefits of articulating a systematic plan and making it a resource for the Linfield community. As a result, the College created an [Assessment Subcommittee](#) of the College Planning and Budgeting Council (CPBC) to provide leadership in the design, implementation, and oversight of institutional level assessment. In addition, the subcommittee provided an institutional home as a resource for progress and information. It has supplied regular updates to the CPBC. Their review of department and program assessment plans has been a valuable augmentation to our efforts to assess student learning outcomes and to spread a culture of continuous improvement across the College.

CHAPTER 1

MISSION AND CORE THEMES



Chapter One: Mission and Core Themes

Executive Summary of Eligibility Requirements 2 and 3

2. Authority: The institution is authorized to operate and award degrees as a higher education institution by the appropriate governmental organization, agency, or governing board as required by the jurisdiction in which it operates.

The Oregon Territory chartered Linfield College under the name of The Baptist College of McMinnville. In 1898, it was renamed McMinnville College by the Board of Trustees. Its current title was affirmed in 1922.

Linfield College is a four-year, non-profit, coeducational, comprehensive liberal arts institution historically and currently affiliated with American Baptist Churches. All college operations are governed by administration and faculty, with ultimate responsibility resting with the Board of Trustees. The college is committed to the teaching of undergraduates in an atmosphere of academic freedom that fosters intellectual rigor, creativity, and a sense of personal and social responsibility.

3. Mission and Core Themes: The institution's Mission and Core Themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization and are appropriate to a degree-granting institution of higher education. The institution's purpose is to serve the educational interests of its students and its principal programs lead to recognized degrees. The institution devotes all, or substantially all, of its resources to support its educational Mission and Core Themes.

[Linfield's Mission Statement](#) was approved by the Board of Trustees on May 4, 2002 and was reaffirmed in our 2011-2012 Strategic Plan and in its subsequent review and extensions in 2016-2017.

Linfield's Mission Statement:

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

Linfield College advances a vision of learning, life, and community that:

- Promotes intellectual challenge and creativity,
- Values both theoretical and practical knowledge,
- Engages thoughtful dialogue in a climate of mutual respect,
- Honors the rich texture of diverse cultures and varied ways of understanding,
- Piques curiosity for a lifetime of inquiry,

- And inspires the courage to live by moral and spiritual principle and to defend freedom of conscience.

Concise Statement: Linfield: Connecting Learning, Life, and Community

The [Linfield Core Themes](#) are fundamental institutional values that embody our mission of “connecting learning, life, and community.” All four of the Linfield Core Themes are infused throughout the curriculum as well as co-curricular, extra-curricular, and institutional programming.

Core Theme 1: Culture of Engagement and Excellence

Linfield cultivates a community engaged in the pursuit of excellence within its educational programs, across the institution, and in the broader community. Students, faculty, and staff develop expertise as they investigate the breadth and depth of their chosen disciplines and professional fields, examine multiple perspectives, apply best practices, and defend informed judgments based on creative and critical thinking.

Core Theme 2: Integrated Teaching and Learning

Linfield promotes integrated teaching and learning within and across its academic programs. Students systematically discover and practice making connections within their disciplinary studies and across the various components of their undergraduate experience.

Core Theme 3: Global and Multicultural Understanding

Linfield fosters global and multicultural understanding of human differences and similarities. Students, faculty, and staff use both theoretical and experiential lenses to participate in an increasingly interdependent, diverse world.

Core Theme 4: Experiential Learning

Linfield facilitates experiential learning. Students apply theory and knowledge to lived experience in order to test and refine their understanding of a subject, clarify career goals, and discover the value of serving others.

Standard 1.A Mission

1.A.1 The institution has a widely published mission statement – approved by its governing board – that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

Linfield’s Mission and Core Themes, in concert with the Strategic Plan, guide all College priorities and decision-making. The Core Themes serve as our guiding principles. The Strategic Plan addresses those principles through an action-oriented approach that reflects broad institutional interests and the necessary steps towards achieving them, including allocation of resources to ensure sustainability. Taken together, Linfield has a comprehensive approach to mission fulfillment.

As a starting place for the planning process, the College deliberated upon the Mission and Core Themes. We reaffirmed their relevance as principles and their utility to set priorities. Building on this foundation, the [2012-2020 Strategic Plan](#) determines the direction most critical to the College for the immediate future. The plan’s interconnectivity and meaning are evident when the key points are viewed together.

Linfield defines the broad learning outcomes for students through its mission statement. The Linfield College Board of Trustees (BOT) adopted the current mission statement in May 2002, following its affirmation by all employee groups. The mission statement appears in both the [Linfield Course Catalog](#) and the [Faculty Handbook](#). In addition, the statement appears on the College as well as in numerous materials and publications distributed throughout the institution.

The current mission statement has articulated the institution’s vision for the education of our undergraduates for nearly two decades. Following its adoption, the BOT directed key constituencies of the College to align the Mission Statement with development and adoption of the institution’s Strategic Agenda, 2000-2005. The mission statement continues to guide the College planning agenda and process through subsequent Strategic Plans, currently updated and revised through 2020.

In the fall of 2015, then President Thomas Hellie formed the Strategic Plan Update and Review (SPUR) Committee. SPUR was tasked with reviewing progress on Linfield’s 2012-2018 Strategic Plan to help determine what, if anything, needed to change in order to extend its lifespan from 2018 to 2020. This allowed the College to defer the next planning process until after the seven-year accreditation project was completed. The committee’s principal goal was to complete a proposed “refinement and extension” addendum to the Plan to be presented to the Board of Trustees. Its recommendations reflected valuable input received from the campus community.

Conducted over a relatively short period of time, SPUR was an intense and inclusive assessment of what changed in the environment in which Linfield operated and a gathering of input from

various stakeholders within the College regarding the vitality and applicability of the plan. The table below illustrates the timeline followed by the SPUR Committee.

Campus-wide Strategic Plan Surveys:	Fall 2015 and June 2016
SPUR Committee Analysis:	Summer 2016
Stakeholder Feedback Summaries:	due prior to Friday, November 11, 2016
Listening Tours:	November 14-18, 2016
Develop Addendum:	November 2016 - February 2017
Presentation to Board of Trustees:	February 2017

The SPUR Committee included wide representation from different employee groups across the institution. The complete list of SPUR Committee Members was as follows:

- Dave Baca, Trustee, SPUR Co-Chair
- Susan Agre-Kippenhan, Vice President for Academic Affairs/Dean of Faculty, SPUR Co-Chair
- Tom Hellie, President, Ex Officio
- Patrick Cottrell, Associate Professor of Political Science, Faculty Trustee, Social and Behavioral Sciences Division Representative
- Melissa Robinson, Associate Professor of Nursing, Nursing Division Representative
- Albert Kim, Assistant Professor of Music, Arts and Humanities Division Representative
- John McKeegan, Vice President and General Counsel
- Gerardo Ochoa, Assistant Dean for Diversity and Community Partnerships
- Catherine Reinke, Associate Professor of Biology, Natural Sciences and Mathematics Division Representative
- Sharon Wagner, Professor of Business, Social and Behavioral Sciences Division Representative

The Linfield College Board of Trustees unanimously endorsed the revision and update (referred to as “addendum”) to the plan at their February 2017 meeting. The addendum was then incorporated into the existing plan. The SPUR committee also created a [Promising Ideas Narrative](#) listing as many of the interesting and creative ideas that the committee thought ought to be considered, and if deemed appropriate, implemented.

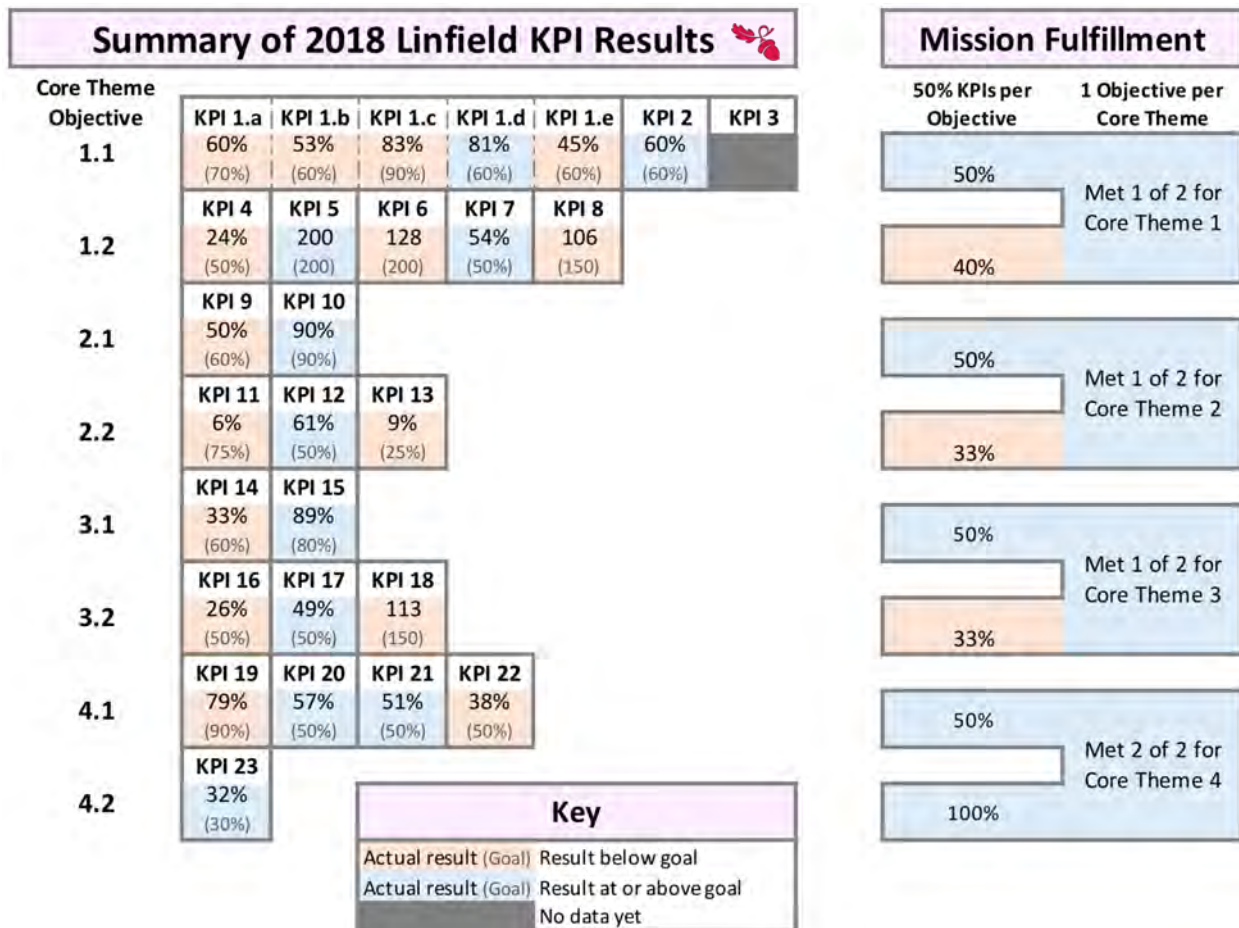
1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

Linfield College has a comprehensive approach to assessing mission fulfillment. The College is committed to regular and systematic assessment of the Core Themes, from the academic unit/program level to the institutional level. Mission fulfillment for Linfield is expressed as the achievement of the Core Themes’ objectives (eight objectives total; two for each of the Core Themes) which are tied to the 23 Key Performance Indicators (KPIs) and an accompanying set of benchmarks (see Standard 1.B for a detailed description of objectives and KPIs, and Standard 4

for detailed information about benchmarks and a more detailed discussion about most recent data). The assessment of the extent of mission fulfillment rests with the College Planning and Budgeting Council (CPBC), but responsibilities for collecting data and interpreting results is dispersed among various stakeholders of the College.

Success in mission fulfillment is defined by KPI results that are at or above the benchmarks. Specifically, a Core Theme objective is considered “successful” if 50% or more of the KPIs associated with the objective are at or above the benchmarks. While we aspire to achieve success on all eight of the Core Theme objectives, Linfield considers an acceptable threshold of mission fulfillment to be success on at least 50% of the Core Theme objectives with a minimum of one successful objective for each of the four Core Themes.

Based on these thresholds, Linfield is fulfilling its mission. According to the most recent data, Linfield has achieved success on five of the eight Core Theme objectives (1.1, 2.1, 3.1, 4.1, 4.2). For the other three Core Theme objectives (1.2, 2.2, 3.2), we have not yet achieved success (50% or more of the associated KPIs are not currently at or above the benchmarks). The table below provides a snapshot of the current data, and a more detailed analysis of the significance of these results is provided in Standard 4.



The vast majority of the data used to evaluate success on the KPIs has been collected and evaluated over several years, but 2018 marked the first time that this data was compiled under the framework of the newly identified Core Theme objectives. It is also important to note that, for several of the KPIs, benchmarks are purposefully set higher than historical averages. These higher benchmarks, while aspirational in nature, provide a future target that is designed to push Linfield to adopt innovative strategies to support students, faculty, and staff in pursuit of these higher levels of achievement.

Standard 1.B Core Themes

1.B.1 The institution identifies Core Themes that individually manifest essential elements of its mission and collectively encompass its mission.

Core Themes Approval Process

[Core Themes](#) were developed through the College's governance system to operationalize Linfield's [mission](#) in accordance with the NWCCU standards. In the fall of 2010, the College Planning and Budgeting Council (CPBC) appointed a subcommittee, the College Accreditation Committee (CAC), to lead the development of the Core Themes. This committee worked in concert with and included some members of the Faculty Core Theme Working Group (FCTWG) appointed by the Faculty Planning and Budget Committee (FPBC).

The CPBC, the Faculty Assembly, the Administrator Assembly and the Linfield Employee Association endorsed the four current Core Themes in December 2010. The Associated Students of Linfield College endorsed the Core Themes in February 2011. The Linfield College Board of Trustees formally adopted the themes on February 26, 2011.

Three of the Core Themes, Integrated Teaching and Learning, Global and Multicultural Understanding, and Experiential Learning, emerged from the College's three Foundational Education Principles, which were adopted by the Board of Trustees in May 2007 as part of the *Linfield College Strategic Plan 2007-2012*. During the 2011 spring semester, the CAC and the FCTWG developed overarching objectives for each core theme which were then vetted through all constituencies noted above before being presented to the community in open forums and at formal meetings of each group.

1.B.2 The institution establishes objectives for each of its Core Themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its Core Themes.

The Linfield Core Themes are fundamental institutional values that embody our mission of "connecting learning, life, and community." All four of the Linfield Core Themes are infused throughout the curriculum as well as co-curricular, extra-curricular, and institutional programming.

Core Theme 1

Linfield's Core Theme 1, "Culture of Engagement and Excellence," has two distinct objectives:

- **Objective 1.1:** Students accomplish educational goals.
- **Objective 1.2:** Students, faculty, and staff engage in professional development and scholarly activities.

Each of these objectives has associated KPIs which are described in the sections below. Overall, the goal of Core Theme 1 is to ensure that Linfield cultivates a community engaged in the pursuit of excellence within its educational programs, across the institution, and in the broader community.

OBJECTIVE 1.1: STUDENTS ACCOMPLISH EDUCATIONAL GOALS

Linfield's primary mission is the education of undergraduate students. The College is committed to providing a quality, cohesive program of study for each student. Linfield offers programs in 51 majors and 46 minors across the McMinnville Campus, the Portland Campus, and through the Online and Continuing Education program. A robust general education program, the Linfield Curriculum (LC), allows students to create a program of study unique to their interests while meshing professional disciplines such as nursing and business with the more traditional liberal arts.

To assess our success in ensuring that students accomplish their educational goals, Linfield uses the following KPIs for Objective 1.1:

- *Key Performance Indicator 1: Graduation Rates*
 - percentage of first-year McMinnville Campus students who complete a degree within 4 years
 - percentage of transfer students who complete a degree within 3 years
 - percentage of Linfield Good Samaritan School of Nursing (LGSSON) students who complete a degree within 2 years
 - percentage of RN to BSN students who complete a degree within 2 years
 - percentage of OCE students who complete a degree within 4 years
- *Key Performance Indicator 2: Evaluation of Student Learning in the Linfield Curriculum*
 - percentage of students at "satisfactory" or "exemplary" levels in work submitted as evidence of student learning in the Linfield Curriculum
- *Key Performance Indicator 3: Evaluation of Student Learning within Majors and Programs*
 - percentage of students who "meet" or "exceed" learning goals within majors, programs, and learning opportunities outside of the classroom

KPI 1: Graduation Rates

Degree completion is the primary educational goal for most students and therefore serves as a critical indicator of student success. Distinctive student populations at Linfield have varied anticipated timeframes for degree completion. This KPI is therefore subdivided to capture these differences. Longitudinal data is also considered as a means of assessing the extent to which degree requirements and other policies might affect student graduation rates.

While Linfield has a strong residential program, which allows traditional age college students to integrate life and learning, we have also been working to open pathways for transfer students, returning students, and distance learners to complete a bachelor's degree in a timely manner. We strive to make a Linfield education accessible to students from a variety of backgrounds, such as first-generation college students, Pell Grant recipients, and underrepresented minorities. As first-year students, transfer students, and nursing students often take significantly different educational paths, we have chosen different benchmarks for these populations. The benchmarks are set higher than current graduation rates since we aspire to better serve each of these groups of students. The timeframes are also set to appropriately match the expectations of each program.

The data collected in support of KPI 1, particularly the information that focuses on improving the accessibility of a Linfield degree, also furthers [Strategic Plan, Goal 1, I](#).

KPI 2: Evaluation of Student Learning in the Linfield Curriculum

Linfield has a robust general education assessment program. We have evaluated Linfield Curriculum student learning outcomes for the past eight years. Students are required to submit samples of work for each of the courses fulfilling their LCs prior to graduation, and these submissions also include a brief reflection describing (from the student's perspective) how the work meets one or more of the LC learning outcomes. As the core of the liberal arts experience at Linfield, the examination of the achievement of student learning outcomes in the LCs further reinforces the College's [Strategic Plan, Goal 1, A](#).

Designated faculty teams meet each June to review a randomized sample of evidence of student learning from LC courses. The faculty evaluation groups present formal reports to the Faculty Assembly regarding the results. These reports often include recommended revisions to student learning outcomes for the associated LC areas. The current benchmarks were adopted in conjunction with assessment process. For each thematic area within the LCs, we have two full cycles of assessment data (eight years of data in total since each area is evaluated every four years). This data has contributed to ongoing reflection and revision of the curriculum in order to better achieve the goal.

KPI 3: Evaluation of Student Learning within Majors and Programs

While there is a long tradition of assessment of student learning outcomes in Linfield Curriculum courses, many of which play integral roles in the completion of majors and minors in their corresponding academic fields, we are not as far along in assessing the student learning outcomes that are specific to our programs and majors. All departments have defined student

learning outcomes for their programs of study that are published in the corresponding sections describing each major, minor, and certificate in the [Linfield Course Catalog](#). Most departments and programs continue to engage in relevant assessments of student learning in their disciplines. In past years, the documentation of these efforts was inconsistent apart from work done in support of grants and external program reviews.

Currently, we are in the third year of a standardization [process for assessment of discipline and program specific student learning outcomes](#) through the Assessment Subcommittee of the College Planning and Budgeting Council. This process simultaneously allows flexibility to capitalize on the ongoing assessment work while also providing consistent as well as coherent reporting and data collection across programs. The program consists of a four-year assessment cycle with [standard assessment reports](#) at the end of each year. Several [departments and programs](#) are currently in the third year of this process, but no department has yet completed a full cycle.

OBJECTIVE 1.2: STUDENTS, FACULTY, AND STAFF ENGAGE IN PROFESSIONAL DEVELOPMENT AND SCHOLARLY ACTIVITIES

Professional development and scholarly activities are central to Linfield's "culture of engagement and excellence." In addition to the centrality of these activities to Core Theme 1, professional development and scholarly activities also reinforce [Strategic Plan Goal 1, B](#).

To assess our success in ensuring that students, faculty, and staff engage in professional development and scholarly activities, Linfield uses the following KPIs for Objective 1.2:

- *Key Performance Indicator 4: Collaborative Research and Creative Activity*
 - Percentage of graduating students who participate in collaborative research or a creative project with faculty
- *Key Performance Indicator 5: Student Scholarship*
 - Number of students who disseminate scholarly research at the Student Symposium or external professional conferences annually
- *Key Performance Indicator 6: External Grants & Scholarships*
 - Number of faculty and students who submitted applications for new external grants to support their scholarly activities in the last three years
- *Key Performance Indicator 7: Faculty and Staff Scholarship*
 - Percentage of faculty and staff who distributed original scholarly, creative and professional work through public presentations and publications in the last three years
- *Key Performance Indicator 8: Faculty and Staff Professional Development*
 - Number of faculty and staff who participate in professional development workshops held at Linfield annually

KPI 4: Collaborative Research and Creative Activity

Linfield strives to connect the professional activities of faculty with the educational growth of our students. As such, we value undergraduate research and creative projects, supporting faculty in connecting their professional activities with the work of students. We believe that collaborative research and creative activities with faculty mentors allow students to make deeper connections to work in their chosen disciplines.

KPI 5: Student Scholarship

Linfield challenges students to communicate their research findings to a wider scholarly community, aiming to provide a wide variety of these opportunities for our students. The College has a dedicated endowment fund to support student research as well as an annual Linfield College Student Symposium which showcases work done by students (including performances, creative works, research in the social and behavioral sciences, and research in the natural sciences). Additionally, Linfield provides “student professional travel” funding that enables students to present work at regional or national professional conferences each year.

KPI 6: External Grants and Scholarships

Writing proposals for external grants and competitive scholarships engages students and faculty in a process of thinking carefully and writing persuasively about future projects. For faculty, grant applications also often demand a degree of collaborative thinking as well as consideration of issues related to broader institutional support of their research projects. Applications for external grants and scholarships enhance the quality of and reflection upon the scholarly and creative projects across the College. The data for this KPI includes grants for program support as well as grants for research support.

KPI 7: Faculty and Staff Scholarship

Linfield encourages the dissemination of the original scholarly, creative and professional work of Linfield faculty and staff to external communities. Both faculty and staff engage in research programs as well as professional activities including the publication and dissemination of original work, professional development workshops, and engagement with local and national professional organizations. We have been successful in securing large grants to support the Mission of the College (as an example, several grants from the National Science Foundation).

KPI 8: Faculty and Staff Professional Development

The College supports opportunities for faculty and staff to focus on topics that enhance their job performance. Linfield offers several workshops annually as part of our Faculty and Staff Professional Development Series as well as professional development workshops focused on technology through OCE. In addition, Faculty Teaching and Learning Lunches (FTLLs) are offered monthly for faculty through the Office of Academic Affairs. Finally, Linfield offers several internal grant opportunities to support faculty and staff development, such as the Diversity Grants program, PLACE, the Faculty Development Fund, and the Dean’s Travel Fund.

Core Theme 2

Linfield's Core Theme 2, "Integrated Teaching and Learning," has two distinct objectives:

- **Objective 2.1:** Students transfer learning gained in one situation to a new situation.
- **Objective 2.2:** Faculty provide opportunities for students to make connections across different skills, abilities, theories, and methodologies.

Each of these objectives has associated KPIs described below. Overall, the goal of Core Theme 2 is to ensure that Linfield allows students to systematically discover and practice making connections within their disciplinary studies and across their undergraduate experience by promoting integrated teaching and learning.

OBJECTIVE 2.1: STUDENTS TRANSFER LEARNING GAINED IN ONE SITUATION TO A NEW SITUATION

A central aspect of a Linfield education is the coursework and other educational experiences that make up the [Linfield Curriculum](#). It is structured to give students a broad, cross-disciplinary, integrated education. At the heart of this approach is a focus on enhancing the ability to transfer learning from one situation to another. Students are required to take at least one course in each of the six Modes of Inquiry, a First Year Inquiry Seminar, two Diversity Studies courses, and an upper division course outside of their major. Each course is structured to meet specific Linfield Curriculum learning outcomes. The focus of this array of courses is on inquiry broadly, rather than being tied specifically to certain departments or disciplines.

To assess our success in ensuring that students transfer learning gained in one situation to a new situation, Linfield uses the following KPIs for Objective 2.1:

- *Key Performance Indicator 9: Transfer of Concepts Across Disciplines*
 - Student achievement of specific Linfield Curriculum learning outcomes
- *Key Performance Indicator 10: Transfer of Concepts from Prior Experiences*
 - Percentage of students who connect ideas from courses to prior experiences and knowledge

KPI 9: Transfer of Concepts across Disciplines

As detailed in the discussion of KPI 2, the modes of inquiry are assessed every four years by faculty from multiple disciplines. KPI 9 takes a closer look at two specific learning outcomes that focus on the transfer of concepts from one situation to another. Specifically, student achievement on Individuals, Systems, and Societies Learning Outcome #2 ("Analyze individuals, systems, and/or societies through multiple frames of reference") and Natural World Learning Outcome #3 ("Demonstrate how scientific results can be extended to more general situations in contemporary society") are considered.

KPI 10: Transfer of Concepts from Prior Experiences

Since connecting ideas is a central part of our institutional mission, we expect a large percentage of our students to recognize opportunities to do so throughout their time at Linfield. Thus, we use their responses to the annual National Survey of Student Engagement (NSSE), that is administered every three years to first-year students on the McMinnville Campus, as well as to all seniors, as a measure of their proficiency at connecting “ideas from courses to prior experiences and knowledge.”

OBJECTIVE 2.2: FACULTY PROVIDE OPPORTUNITIES FOR STUDENTS TO MAKE CONNECTIONS ACROSS DIFFERENT SKILLS, ABILITIES, THEORIES, AND METHODOLOGIES

To assess our success in ensuring that faculty provide opportunities for students to make connections across different skills, abilities, theories, and methodologies, Linfield uses the following KPIs for Objective 2.2:

- *Key Performance Indicator 11: Upper Division Linfield Curriculum*
 - Student achievement of Upper Division Linfield Curriculum learning outcomes
- *Key Performance Indicator 12: Team-Taught Course Completion*
 - Percentage of graduates who complete at least one team-taught course
- *Key Performance Indicator 13: Interdisciplinary Degrees*
 - Percentage of graduates who completed an interdisciplinary major, minor, or certificate over the last three years

KPI 11: Upper Division Linfield Curriculum

In order to further develop cross-disciplinary as well as interdisciplinary experiences, Linfield requires all students to complete an upper-division Mode of Inquiry course outside of their primary major. This requirement builds upon the introductory Mode of Inquiry course and provides students an opportunity to develop a multidisciplinary perspective at a more advanced level.

KPI 12: Team-Taught Course Completion

Linfield aims to provide opportunities for direct exposure to at least two distinct scholarly perspectives within one course. As a basic indicator of this type of exposure, team-taught courses provide an indication of our success in offering students the integrated knowledge that is shared in classes featuring two or more instructors. Over the years, several innovative interdisciplinary, team-taught courses have been developed for students. January Term abroad courses, which are usually team-taught, represent a cross-curricular approach to a broad spectrum of themes and topics and typically employ multi-disciplinary analyses. In addition to a prevalence of team-taught courses during January Term, team teaching also happens in offerings such as the Interdisciplinary Science and Mathematics Seminar, the Gender Studies Senior Capstone, and in courses connected to the PLACE theme (which emphasizes connections across different Modes of Inquiry and forges purposeful connections between speakers, courses, and the arts). Courses in the Nursing program are also frequently team taught to provide students with varied perspectives and promote integrated approaches. By bringing faculty from different disciplines to teach together, team-taught courses provide curriculum enrichment.

KPI 13: Interdisciplinary Degrees

Linfield has seen significant growth in the number of interdisciplinary majors over the past few years. Four of our five most recent new majors/minors require significant coursework in two or more disciplines. As interdisciplinary degrees foster cross-disciplinary connections, completion of programs of study in these majors, minors, and certificates are a solid indicator of our institutional success in promoting student learning in an integrated teaching and learning environment.

Core Theme 3

Linfield's Core Theme 3, "Global and Multicultural Understanding," has two distinct objectives:

- **Objective 3.1:** Students identify connections between the worldviews, experiences, and power structures of multiple cultural groups.
- **Objective 3.2:** Students, faculty, and staff develop the knowledge and skills to create shared understandings with individuals from different cultures.

Each of these objectives has KPIs described below. Overall, the goal of Core Theme 3 is to ensure students, faculty, and staff are offered the opportunity to increase their knowledge of human differences as well as similarities. And, in addition, the skills necessary to participate successfully in an increasingly diverse world. The accomplishment of the objectives set forth in Core Theme 3 further reinforce the [Linfield's Strategic Plan, Goal 1, C](#).

OBJECTIVE 3.1: STUDENTS IDENTIFY CONNECTIONS BETWEEN WORLDVIEWS, EXPERIENCES, AND POWER STRUCTURES OF MULTIPLE GROUPS

We strongly believe that if Linfield's commitment to global and multicultural understanding is to be effective, it should take place during the entire Linfield student experience. Thus, Linfield offers a comprehensive set of experiences which include semester, yearlong and/or January Term abroad as well as diversity studies on the home campus. The goal is to awaken in students their appreciation of cultural as well as individual differences produced by such factors as gender, race, ethnicity, national origin, and sexual orientation among those living in the United States as well as those living in other cultures around the world.

To assess our success in ensuring that students identify connections between worldviews, experiences, and power structures of multiple groups, Linfield uses the following KPIs for Objective 3.1:

- *Key Performance Indicator 14: Diversity Studies Courses*
 - student achievement of Linfield Curriculum learning outcomes in "Diversity Studies" courses
- *Key Performance Indicator 15: Student Multicultural Understanding*
 - percentage of students who self-report increased multicultural understanding

KPI 14: Diversity Studies Courses

Through the process of examining the U.S. as a pluralistic society, Linfield students prepare for their participation with an increasingly diverse citizenry. Through challenging our students to

examine the differences in cultures beyond our national borders, we prepare them to navigate in a world that is becoming more technologically and culturally interconnected. Diversity Studies (courses that are designated as promoting “US Pluralisms” or “Global Pluralisms”) are embedded in our general education curriculum.

KPI 15: Student Multicultural Understanding

We expect students to have a deep level of engagement with individuals from diverse backgrounds. Demographic trends alone indicate that the diversity of Linfield’s student body will increase in the years ahead. By using self-report data from the NSSE survey, this KPI attempts to capture the level of student engagement with individuals from diverse racial, socio-economic, or religious communities.

OBJECTIVE 3.2: STUDENTS, FACULTY, AND STAFF DEVELOP THE KNOWLEDGE AND SKILLS TO CREATE SHARED UNDERSTANDINGS WITH INDIVIDUALS FROM DIFFERENT CULTURES

Linfield is committed to advancing its mission of connecting learning, life, and community that honors the rich texture of diverse cultures and varied ways of understanding individuals from different cultures. The College takes pride in providing opportunities for students to develop a global perspective in a variety of ways, including the study of foreign languages, meaningful encounters with other cultures beyond the classroom and, in their post-Linfield lives, the ability to navigate a world that is more diverse as well as increasingly interconnected. This commitment to international education reinforces the College’s [Strategic Plan Goal 2, A](#).

To assess our success in ensuring that students, faculty, and staff develop the knowledge and skills to create shared understandings with individuals from different cultures, Linfield uses the following KPIs for Objective 3.2:

- *Key Performance Indicator 16: Student Immersion in Diverse Environments*
 - percentage of students who study abroad or engage with diverse communities locally
- *Key Performance Indicator 17: International Experiences for Faculty*
 - percentage of faculty who teach, conduct research, or present research abroad
- *Key Performance Indicator 18: Faculty and Staff Diversity Training*
 - percentage of faculty and staff who lead or participate in at least one (internal or external) professional development workshop focused on diversity annually

KPI 16: Student Immersion in Diverse Environments

Connecting with global and local communities is central to the Mission of the College. The Institute of International Education’s *Open Doors* annual report frequently places Linfield in the top 40 of baccalaureate institutions in study abroad participation, reporting that more than 50% of McMinnville Campus students study abroad, at least once, before they graduate. As a demonstration of Linfield’s commitment to international education, the College pays the round-trip airfare of the student’s first experience abroad. To ensure access to these opportunities, students studying in Linfield-administered semester or year-abroad programs pay the same tuition as the on-campus rate and may apply all of their financial aid awards toward the study.

Since the last comprehensive accreditation self-study and evaluation in 2008, Linfield has more than doubled the number of study abroad sites available to our students, allowing greater numbers of students from a variety of under-represented disciplines (such as the sciences) to engage in international study. All January Term international courses are available to the entire student body, regardless of the student's major or discipline. Most have few or no prerequisites, allowing for wide participation across both the McMinnville and Portland campuses.

Finally, Linfield also believes that an effective global and multicultural education experience should integrate knowledge and skills gained abroad with the engagement with diverse communities on the home campus and in the local community. In addition to opportunities for community service and internship experiences that immerse students in diverse environments, the College encourages students to highlight multicultural experiences in career planning, resume building, and professional pathways development.

KPI 17: International Experiences for Faculty

Linfield expects faculty to contribute to the institutional mission of fostering global connections. The College places importance on engaging with various international perspectives and sharing those experiences with the broader college community. As previously noted, faculty have opportunities to lead courses abroad during January Term. In addition, faculty also frequently present research at international conferences, travel to international locations for other college activities, and partner with international colleagues on research projects.

KPI 18: Faculty and Staff Diversity Training

It is critical for faculty along with staff to develop their awareness and skills in interacting with individuals from diverse communities. Both faculty and staff are encouraged to attend several professional development workshops that are focused on diversity and inclusion each year. The College has actively engaged in promoting, advancing, and confirming our commitment to diversity and inclusion. We believe that a diverse and vibrant Linfield contributes to academic excellence as well as critical thinking. Recent workshops have focused on working with students from diverse backgrounds, including first generation students; gender diversity in childhood; creating a culture of care for LGBTQ+ students; managing unconscious bias in the work environment (especially in interviewing new job applicants); and the implications of having DACA students on campus, among others.

Core Theme 4

Linfield's Core Theme 4, "Experiential Learning," has two distinct objectives:

- **Objective 4.1:** Students participate in experiential learning.
- **Objective 4.2:** Students have opportunities to reflect on the aims and accomplishments of experiential learning.

Each of these objectives has KPIs described below. Overall, the goal of Core Theme 4 is to ensure that students can apply theory and knowledge to lived experience in order to test and refine their understanding of a subject, clarify career goals, and discover the value of serving others.

OBJECTIVE 4.1 STUDENTS PARTICIPATE IN EXPERIENTIAL LEARNING

One of the hallmarks of Linfield's educational goals is to offer students opportunities to supplement their course work with experiential learning, thereby reinforcing the College's mission of connecting learning, life, and community. There are other out of classroom experiences (some carrying course credits) that are designed to foster social responsibility and good citizenship in meeting real needs in our local communities and abroad. The service that connects our students with society around us also promotes [Goal 2, B of the Strategic Plan](#).

To assess our success in ensuring that students participate in experiential learning, Linfield uses the following KPIs for Objective 4.1:

- *Key Performance Indicator 19: Experiential Learning Participation*
 - percentage of graduating students who self-report that they were "very satisfied" or "satisfied" with their participation in experiential learning activities
- *Key Performance Indicator 20: Community Service and Volunteer Work*
 - percentage of graduating students who describe their level of participation in community service or volunteer work as "frequently" or "sometimes"
- *Key Performance Indicator 21: Leadership Activities*
 - percentage of graduating students who hold a formal leadership role in a student organization or group
- *Key Performance Indicator 22: Internships*
 - percentage of graduating students who complete an internship

KPI 19: Experiential Learning Participation

Experiential Learning is core to Linfield's institutional mission. By using self-report data from our Graduating Senior Survey, this KPI attempts to capture data that covers the wide range of hands-on learning activities. Experiential Learning at Linfield includes out of classroom involvement as well as experiences that are directly connected to the student's academic program such as peer instruction, clinicals in health care facilities, collaborative learning, patient care simulation, and work in laboratory settings.

KPI 20: Community Service and Volunteer Work

We expect students to contribute to the institutional goal of serving the broader community, often taking the form of community service projects and volunteer work. Service-learning opportunities (on campus, locally, regionally, nationally, and at various locations abroad) allow our students to explore the environment beyond their classroom. The communities in which they serve, then, become part of an expanded classroom experience.

Eight majors and programs at the College have a one-credit community service course that offers opportunities for students to engage with the local community in their respective disciplines and areas of study. Outside of the classroom, our recorded co-curricular average for student volunteer hours is an average 9,750 per year over the last five years. Linfield has been consistently selected to be included in the [U.S. President's Higher Education Community Service Honor Roll](#) (the most recent recognition was in 2015-16, the last year that the Higher Education Community Service Honor Roll was awarded).

KPI 21: Leadership Activities

We believe that leadership experiences develop career and life skills. Linfield offers a myriad of opportunities for students to participate in leadership roles. This KPI draws on data from the NSSE to analyze student participation in leadership roles on campus. Leadership learning opportunities are also integral to our other programs, including our residence life programs. Through trainings and programming, resident assistants are afforded opportunities to develop their leadership skills. The Residence Life office is currently using assessment tools to gauge the success of these endeavors as detailed in the [Year 1 CPBC assessment report](#).

KPI 22: Internships

Linfield is committed to preparing students for employment upon graduation. Thus, the College places a high priority on completing internships prior to commencement. There are two categories of Internships: 1) those that offer on-the-job application of what students have been learning in their disciplines; 2) others, such as job-shadow experiences, that provide career exploration opportunities to integrate a liberal arts education into the job market.

OBJECTIVE 4.2: STUDENTS HAVE OPPORTUNITIES TO REFLECT ON THE AIMS AND ACCOMPLISHMENTS OF EXPERIENTIAL LEARNING

In addition to engaging with the various communities in experiential education assignments, both in the US and internationally, student-participants are also offered opportunities to reflect on their experiences by writing blogs, journals, short papers, and essays. Some of these written reflections are required as part of a course, a study abroad experience, or a leadership activity on campus. Written reflections on experiential learning activities serve to cement insights and promote deeper thinking.

To assess our success in ensuring students have opportunities to reflect on the aims and accomplishments of experiential learning, Linfield uses the following KPI for Objective 4.2:

- *Key Performance Indicator 23: Experiential Learning Reflections*
 - percentage of students who write reflections on experiential learning activities annually

KPI 23: Experiential Learning Reflections

Self-reflection on experiential learning allows students to analyze their successes and failures. Credit bearing courses, documented service-learning projects, selected student leadership opportunities, and selected work-study positions all require written reflections as a component of the experiential learning process. This KPI aims to aggregate some of these reflections to provide a sense of the broad scope of experiential learning by Linfield students.

Students who participate in study abroad activities provide one specific example of reflective writing on experiential learning activities. Each year, some of these student reflections (e.g., Field Notes from Abroad, Postcards from Abroad, and Letters from Returnees) are captured at [DigitalCommons@Linfield](#), the College's open access institutional repository. During the academic year 2016-2017, Linfield students abroad posted 119 separate blogs chronicling their experiences, including reflections on the challenges they faced studying in another culture. The College has tracked [readership distribution around the world](#) of these blogs since July 2010 when the first blogs were made available at Linfield's DigitalCommons@Linfield.

CHAPTER 2

RESOURCES AND CAPACITY



Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements 4 through 21

4. Operational Focus and Independence: The institution's programs and services are predominantly concerned with higher education. The institution has sufficient organizational and operational independence to be held accountable and responsible for meeting the Commission's Standards and Eligibility Requirements.

[Linfield College](#) is a private four-year college that provides integrated education in the liberal arts and sciences and in selected professional disciplines. The historic main campus in McMinnville, Oregon is the home of most of the College's academic departments and administrative offices. Linfield operates a second campus in Portland, Oregon which serves as the home of the [Linfield-Good Samaritan School of Nursing](#) (LGSSON). A third program, [Online and Continuing Education](#), is headquartered on the McMinnville Campus, has advisors in McMinnville and Portland, and is primarily online. All Linfield academic programs and services focus predominantly on higher education. Linfield is solely responsible for the operation and delivery of its academic offerings.

5. Nondiscrimination: The institution is governed and administered with respect for the individual in a nondiscriminatory manner while responding to the educational needs and legitimate claims of the constituencies it serves as determined by its charter, its mission, and its Core Themes.

Linfield does not discriminate on the basis of race, color, religion, gender, national origin, age, disability, sexual orientation, gender identity, marital status, veteran status, or membership in any other protected classification in its educational programs, admission, activities, or employment policies. The College complies with nondiscrimination regulations as required by Title IX of the Education Amendments of 1973, Title VII of the Civil Rights Act of 1954, the Age Discrimination in Employment Act, the Americans With Disabilities Act of 1990, and their implementing regulations.

Linfield's Mission Statement calls on the campus community to engage in "thoughtful dialogue in a climate of mutual respect and honor the rich texture of diverse cultures and varied ways of understanding." The College is committed to creating a diverse campus environment, and we actively seek students, faculty, and staff who wish to be part of our efforts. In the past three years, [US News and World Report](#) has ranked Linfield tied for first place among liberal arts colleges in the Northwest for "Best Ethnic Diversity." Since 2015-2016 academic year, over 30% of all students have identified as U.S. students of color. The 2018-2019 first-year class is composed of 34% U.S. students of color. Currently, 32.3% of our students (in McMinnville, Portland, and OCE) are U.S. students of color. Please refer to the [Linfield Profile of Students](#) for additional information about the composition of the Linfield student body.

6. Institutional Integrity: The institution establishes and adheres to ethical standards in all of its operations and relationships.

Linfield has high ethical standards as addressed in the [Linfield College Policy Handbook](#) for employees; the [Student Policy Guide](#); [Handbook of Administrators](#) as well as the [Faculty Handbook](#). The responsibility for overseeing and enforcing ethical standards is distributed across several offices and positions, including the Office of Human Resources, the Dean of Students, [Title IX Deputies](#), the Board of Trustees (BOT), and the General Counsel.

A basic principle of Linfield is to ensure our finances are handled in a safe, secure and ethical manner. The College prides itself on making decisions and utilizing financial resources ethically, and we view honest and open communication as essential. To foster communication related to financial resource matters, an email is distributed on an annual basis to the Linfield Community as a reminder of the Linfield reporting system. The system – called EthicsPoint – allows employees and students to report financial issues or concerns in an anonymous and confidential manner. By logging onto www.ethicspoint.com, employees and students can file a report, offer a suggestion, or voice a concern.

7. Governing Board: The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's Mission and Core Themes are being achieved. The governing board has at least five voting members, a majority of whom have no contractual or employment relationship or personal financial interest with the institution.

Linfield is a non-profit [501(c)(3)] organization, and the [Board of Trustees](#) holds final authority and responsibility for the institution. The BOT is comprised of thirty-six members including the President (ex-officio), a student, and a Faculty Trustee. Administrative authority and responsibility for operations are delegated by the BOT to the president and through the president to other administrators. The BOT meets three times a year: February, May, and November.

8. Chief Executive Officer: The institution employs a chief executive officer who is appointed by the governing board and whose full-time responsibility is to the institution. Neither the chief executive officer nor an executive officer of the institution chairs the institution's governing board.

Dr. Miles K. Davis is the full-time president of Linfield College. As such, he provides overall leadership and management of the College, including supervision of administrative officers. The president serves as a major force in developing external relationships and financial support for the institution, maintains an overview of the institution's effectiveness in fulfilling its educational mission, and provides leadership and direction in planning for the future. The president also formulates and recommends the annual operating budget, serves as liaison between the BOT and the broader campus community, and recommends faculty and administrative appointments and promotions to the BOT. David C. Baca is the Chair of the BOT.

He does not serve as one of Linfield's executive officers or have any other type of employment relationship with the College.

9. Administration: In addition to a chief executive officer, the institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and achievement of its Core Themes.

Vice Presidents

The Vice Presidents review and discuss institutional issues and matters of interest to the various divisions of the College. The principle administrative officers of Linfield are:

- Provost and Vice President for Academic Affairs
- Vice President for Finance and Administration
- Vice President for Institutional Advancement
- Vice President for Student Affairs and Dean of Students
- Vice President of Enrollment Management (vacant)

The most recent [Linfield Organizational Chart](#) provides detailed information about the specific areas of responsibility for each of the Vice Presidents.

Campus Standing Committees

Campus committees are involved with campus-wide issues. Their membership includes administrators along with representatives of other campus constituencies.

- **Safety Committee.** The Safety Committee is responsible for making recommendations to management on improvements for working conditions that affect the safety and health of Linfield employees. It is charged with the responsibility of defining problems, identifying hazards, and suggesting corrective action. In addition, the committee helps identify employee safety training needs, establishes accident investigation procedures, and reviews accident reports.
- **College Planning and Budgeting Council (CPBC).** CPBC is an institutional constituency body whose members are committed to a process whereby they represent the voices of their constituency groups while deliberating at the institutional level. The CPBC is responsible for the planning, evaluation, and integration of the budgeting process and assessment cycles to ensure effective use of human, financial, and physical resources which promote the fulfillment of Linfield College's Mission and Strategic Plan. The Council honors both the common and unique contributions to the institutional mission and Strategic Plan of the McMinnville Campus, Portland Campus, and Online Continuing Education.
- **Campus Compensation, Benefits and Retirement Committee.** The Campus Compensation, Benefits and Retirement Committee reviews and makes recommendations on benefit issues affecting all employees.

- **Emergency Preparedness Committee.** The Emergency Preparedness Committee develops and maintains a document that explains procedures the College will follow in response to critical events.

10. Faculty: Consistent with its Mission and Core Themes, the institution employs and regularly evaluates the performance of appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs wherever offered and however delivered.

As of the 2017-2018 academic year, Linfield (McMinnville, Portland, and OCE) employed 162 faculty members and 78 adjuncts who were supported by an exempt staff of 179 FTE and non-exempt (hourly) staff of 102 FTE. Refer to the [Linfield Employee Profile](#) for additional details about the faculty population. The Faculty Assembly, a body that includes all full-time faculty and selected administrators, has been integral in developing and deploying the College’s Mission and Core Themes.

The terms of employment, assessment of teaching, evaluation of performance, and development of faculty are all outlined in the [Faculty Handbook](#). Evaluation of Faculty is based on teaching effectiveness and professional achievement within the field(s) in addition to service to Linfield, their profession, and the community. Evaluation of faculty librarians is based on professional effectiveness and professional achievement along with service to Linfield, their profession, and the community.

11. Educational Program: The institution provides one or more educational programs which include appropriate content and rigor consistent with its Mission and Core Themes. The educational program(s) culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degree(s) with degree designation consistent with program content in recognized fields of study.

Linfield offers three undergraduate degrees. Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees are available on the McMinnville Campus and through Online and Continuing Education. The Bachelor of Science in Nursing (B.S.N.) degree is available on the Portland Campus and to students in the online R.N. to B.S.N. program. The academic program is available on a year-round calendar with 15-week fall and spring semesters, a four-week January term, and a nine to eleven-week summer term. A typical semester course load for a student is 12-16 credits.

The program of study for students includes courses in four categories: general education, major study in an area of interest, electives providing variety and stimulation, and para-curricular courses with a practical activity-centered orientation. To obtain a bachelor’s degree, students must meet the following requirements (detailed description of these criteria are published in the [Course Catalog](#)):

- Total Credits (125 credits)

- Cumulative Grade Point Average (2.000, 2.000 in major unless otherwise specified by individual departments)
- Residency (a potential requirement for some on-campus students)
- Paracurriculum/Experiential Learning
- The Linfield Curriculum (General Education Requirements)
- Major

Linfield has averaged [704.2 graduates](#) per year over the past ten years (including B.S.N.). Last year, the College awarded 667 baccalaureate degrees. Learning outcomes for each major, minor, and certificate program are published in their corresponding sections of the Course Catalog.

12. General Education and Related Instruction: The institution's baccalaureate degree programs and/or academic or transfer associate degree programs require a substantial and coherent component of General Education as a prerequisite to or an essential element of the programs offered. All other associate degree programs (e.g., applied, specialized, or technical) and programs of study of either 30 semester or 45 quarter credits or more for which certificates are granted contain a recognizable core of related instruction or General Education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes. Bachelor and graduate degree programs also require a planned program of major specialization or concentration.

The [Linfield Curriculum](#) (general education requirements) consists of four major components: (1) the Inquiry Seminar; (2) the Modes of Inquiry; (3) Diversity Studies; and (4) a Writing-Intensive Requirement. Courses contributing to the Linfield Curriculum are normally a minimum of 3 semester credits. Any single class transferred from outside institutions must be at least 3 semester credits or 4 quarter credits to fulfill the requirement. To encourage intellectual breadth, no student may count more than two courses from a single department toward completion of the Modes of Inquiry and Diversity Studies components of the Linfield Curriculum.

All [students must complete a major](#). The major programs approved by the Faculty Assembly are called standing majors. Most of these are in a single field and are also called departmental majors (e.g., History, Philosophy, Physics). Others, called multiple-field interdisciplinary majors, combine two or more fields (e.g., International Business). Standing majors, whether single-field or interdisciplinary, eligible for a B.A., B.S., or B.S.N. degree, typically consist of 40 to 60 required credits, including prerequisites and supporting courses. Most single-field majors have a minimum of 30 and a maximum of 40 credits within the field. For a multiple-field major, each of the constituent core fields normally consists of 15-30 required credits. Some majors require the completion of one or more courses that do not count toward the maxima indicated above.

13. Library and Information Resources: Consistent with its Mission and Core Themes, the institution maintains and/or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's programs and services wherever offered and however delivered.

Jereld R. Nicholson Library on the McMinnville Campus and the Portland Campus library serve the research information needs of the Linfield community by providing the library resources and services necessary for teaching, learning, and scholarly achievement. First-year students learn library skills as part of the Linfield Curriculum Requirement. Independent library research is an integral part of many courses at Linfield; students in these courses learn to use appropriate library resources through extensive classroom and in-library instruction by librarians. Librarians also provide personal reference and research assistance for students using the College library collections, the Internet, and the resources available through nationwide interlibrary lending networks.

Librarians partner with Linfield faculty in teaching information literacy class sessions within courses such as the first-year Inquiry Seminars, the introductory courses to majors, writing intensive courses, and senior seminars. This teaching-focused mission is designed to ensure that Linfield students graduate with the ability to search for, find, critically evaluate, and responsibly use information in all formats. In addition to their work in the classroom, Linfield librarians also offer individual deep research consultations for faculty and students.

The library resources at Linfield (McMinnville Campus, Portland Campus and within OCE) are commensurate with the size and mission of the College. The libraries provide a vast array of resources for students and faculty, most resources are online and therefore always available. Nicholson Library also supports classroom technology and college events with its Educational Media Services. The resources of the libraries are buttressed with our membership in the Orbis Cascade Alliance, a consortium of 38 academic institutions in Idaho, Oregon, and Washington. For additional details, including library mission, strategic plan, and usage statistics, refer to [Nicholson Library Information](#).

14. Physical and Technological Infrastructure: The institution provides the physical and technological infrastructure necessary to achieve its Mission and Core Themes.

Linfield's [physical infrastructure](#) consists of a 189-acre McMinnville Campus with 32 residential buildings (including 9 off-campus); 31 athletic facilities, academic buildings and administrative buildings; 16 other buildings; and 3 shared-use buildings (Pioneer, Potter, and Memorial Halls) for a total of 76 buildings. The Portland Campus, which consists of one academic/administrative building and one shared-used building, is located on a property that is leased from Legacy Good Samaritan Hospital in Northwest Portland. Linfield recently completed the purchase of a 20-acre, 11 building campus in Northeast Portland. This new property is currently being leased to the University of Western States and will serve the first cohort of Linfield students beginning in the summer of 2020.

The technological infrastructure is maintained by [Information Technology Services](#) (ITS). ITS has a staff of 18 employees and serves the McMinnville and Portland campuses. ITS is compliant with H.R 4137, the Higher Education Opportunity Act. Linfield maintains computer labs that are available for use by anyone with a valid Linfield ID card. Renshaw Hall has a dedicated computer lab. Several departments including Art, Business, Chemistry, Education, Journalism and Media Studies, Mathematics, Music, Physics, and Psychology provide specialized computer facilities for their students. Other departments have "mini-labs."

ITS works closely with the [Technology Advisory Council](#) (TAC), a sub-committee of the College Planning and Budgeting Council (CPBC), that develops, writes, evaluates, and updates the Linfield College Information Technology Services (ITS) Plan. TAC evaluates, reviews, and advises in planning for acquisitions, maintenance, and use of current and future technology throughout the College. The council submits policy recommendations to the CPBC. The council recommends training activities that assist all college faculty and staff in the use of technology.

[Educational Media Services](#) (EMS) is another significant branch of Linfield's technological infrastructure. EMS is a department within the library on the McMinnville Campus that provides support to campus classrooms as well as meeting rooms. Additionally, it offers check out of select equipment to faculty, staff, and students. EMS supports a media lab in the library with multimedia software for students and faculty. It has a staff of four employees.

15. Academic Freedom: The institution maintains an atmosphere in which intellectual freedom and independence exist. Faculty and students are free to examine and test all knowledge appropriate to their discipline or area of major study as judged by the academic/educational community in general.

Linfield's [Faculty Handbook](#) specifies the College's adherence to the 2018 Revision of the American Association of University Professors (AAUP) "Recommended Institutional Regulations on Academic Freedom and Tenure." The [Mission Statement](#) of the College also includes a commitment to "promotes intellectual challenge and creativity," "engages thoughtful dialogue in a climate of mutual respect," "honors the rich texture of diverse cultures and varied ways of understanding," and "inspires the courage to live by moral and spiritual principle and to defend freedom of conscience."

Principles of academic freedom apply equally to students. Anti-harassment protection and academic freedom policies are clearly outlined in the [Student Policy Guide](#), where there is an explicit statement of Linfield's commitment to academic freedom and freedom of inquiry. Additionally, Linfield's general education curriculum is built on the principles of freedom of thought and expression. Grounded in the multidisciplinary spirit of the liberal arts, the [Linfield Curriculum](#) stresses wide exposure to the ways that educated individuals engage ideas, articulate choices, and assert opinions. The Linfield Curriculum encourages students to cultivate intellectual and personal flexibility, pursue independent action, and engage in responsible decision-making.

16. Admissions: The institution publishes its student admission policy which specifies the characteristics and qualifications appropriate for its programs, and it adheres to that policy in its admissions procedures and practices.

The [admission policy](#) of the College is published annually in the College Catalog. Additional details about materials required for submission by prospective students can be found on the [Linfield Admission](#) website. The most recent admissions data for the first-year and incoming transfer students is as follows:

- 2018 first-year Students
 - Average weighted GPA: 3.48-3.95 (mid-50 percent)
 - Average redesigned SAT: 1010-1190 (mid-50 percent, Evidence Based Reading and Writing and Math)
 - Average ACT: 20-25 (mid-50 percent)
- 2018 Transfer Students
 - Average GPA: 3.3-3.4 (mid-50 percent)

17. Public Information: The institution publishes in a catalog and/or on a website current and accurate information regarding: its Mission and Core Themes; admission requirements and procedures; grading policy; information on academic programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

The [Linfield 2018-2019 Course Catalog](#) is available online.

Student policies can be found in the [Student Policy Guide](#).

18. Financial Resources: The institution demonstrates financial stability with sufficient cash flow and, as appropriate, reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and long-term financial sustainability.

The most recent financial reports reflect the status of Linfield at the conclusion of the 2017-2018 academic year (with books closing June 30, 2018). The College has had a balanced budget for the last 44 years and the endowment reached an all-time high of [\\$124.5](#) million, an increase of 9.4% over last year. The College's bond rating is currently [Baa1](#). Its debt covenant ratio (39%) is well above the required minimum average (22%). Linfield's total assets have risen by \$7.3 million (realized/unrealized gains) over the last year consistent with rising asset levels over the last five years.

Like most other Northwest liberal arts colleges, Linfield has experienced a reduction in full-time enrollment which impinges directly on its budgetary sustainability. In the last year, fall

enrollment headcount (Fall 2017 compared to Fall 2018) fell by 180 across the three campuses (160 alone on the McMinnville Campus) or by 10.4%. These dips are most likely attributable to [enrollment declines throughout the nation](#), including the Northwest, as well as Oregon's current tuition grants for high school graduates attending Oregon community colleges and a robust economy that correlates with lower OCE enrollment.

As described in more detail in the discussion of Standards 3 and 5, the College has engaged in institutional assessment activities including Comprehensive Enrollment Planning and a Curriculum Cost Analysis. These activities extend into the day-to-day work of the College as we fold the outcomes into standing committees, the Academic Innovation Council, and the College Cabinet to meet this systemic challenge. The BOT has approved budgets to provide additional support for the implementation of strategies to increase enrollments in the coming years.

19. Financial Accountability: For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

Linfield is annually audited by BKD, LLC. This financial statement is delivered to the BOT. The statement is [published annually](#).

20. Disclosure: The institution accurately discloses to the Commission all information the Commission may require to carry out its evaluation and accreditation functions.

Linfield is a dues-paying member of NWCCU. The College has a long and consistent relationship with NWCCU. Linfield is committed to fully disclosing all information and documentation germane to the accreditation process. Moreover, Linfield staff consistently serve NWCCU as peer evaluators, regularly attend NWCCU conferences and workshops, and maintain close contact with NWCCU officers and staff.

21. Relationship with the Accreditation Commission: The institution accepts the Standards and related policies of the Commission and agrees to comply with these Standards and policies as currently stated or as modified in accordance with Commission policy. Further, the institution agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

Linfield fully endorses and complies with the standards, policies, and procedures of NWCCU. It is committed to fulfilling the high standards that NWCCU has set. Linfield looks forward to making any improvements that NWCCU's findings suggest might be appropriate.

Standard 2.A Governance

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

According to the [Articles of Incorporation of Linfield College](#) and the [Bylaws of Linfield College](#), Linfield is a non-profit corporation chartered by the State of Oregon. It is empowered by the State to offer instruction, grant degrees, and adopt bylaws for the governance of the College, its trustees, officers, professors, and students.

According to the [Faculty Handbook](#) and the College bylaws, all college operations are governed by administration and faculty, with ultimate responsibility resting with the Board of Trustees. The Board is to be composed of no less than three and not more than forty members with the President of Linfield serving as an ex-officio member. The President has responsibility for carrying out the educational, financial, and disciplinary policies of the College as directed by the Board of Trustees. All recommendations for appointments and promotion of members of the Faculty are made to the Board of Trustees by the President.

The Faculty Assembly is a deliberative and legislative body empowered by the Board of Trustees. With the concurrence of the President, subject to approval by the Board, the Faculty Assembly:

- Prescribes requirements for admission and graduation; rules and methods of conduct for the educational work of the College; and maintenance of a suitable environment for learning and professional activities.
- Recommends to the Board all candidates for degrees and all prizes, scholarships, and fellowships.
- Establishes policies for the regulation of student publications, athletics, and other student organizations.
- Offers advice regarding policies governing the conduct of students in extra-curricular activities.
- Further advises and cooperates with the officers of the administration responsible for investigating cases of student misconduct and disciplining students for such violations.

The Linfield Employees Association (LEA) represents all permanent, non-exempt employees of Linfield in employee-employer relations with the College and provides the membership with an opportunity to meet on a regular basis and discuss college business as it relates to the association.

The Administrator Leadership Council (ALC) represents the College administrators in an advisory capacity to other college leadership bodies, coordinates and facilitates administrative gatherings, informs the administrators of issues that are of concern to them including, but not

limited to: Diversity, College Budget, Employee Benefits, Safety, Professional Development and Networking Opportunities. To carry out this mission the ALC:

- Serves as the administrators' representative to the President's Cabinet (now the College Cabinet), the Faculty Assembly, the Linfield Employees Association, and the student body.
- Plans and conducts administrator meetings and maintains accurate records of the proceedings.
- Serves as a repository of records and history (minutes, committee make-up, and records, etc.) regarding issues and concerns of the group.
- Maintains an ongoing system of communication to keep administrators informed.
- Identifies and monitors issues at Linfield that are of concern to administrators.

The Administrator Assembly consists of all Linfield administrators (exempt employees). The assembly normally meets monthly during the academic year or as requested by the ALC. The assembly conducts some of its affairs directly at meetings, delegates others to ALC, and conducts still further business through specialized committees.

The students of Linfield College also have certain delegated powers for the maintenance of student affairs. The Associated Students of Linfield College (ASLC), through its officers and Senate, is responsible for

- student self-government
- student publications
- operation of student campus centers

In addition to the above stakeholder groups, the CPBC is an institutional body whose members represent the voices of their individual constituencies at the College-wide level. The CPBC is responsible for the planning, evaluation and integration of the budgeting process. By gathering and disseminating accurate information, the CPBC is accountable to the Linfield community to function in an open and transparent manner which reflects Linfield's commitment to shared decision making. The CPBC assists in the optimization of Linfield's resources by recommending allocations or reallocations to support student learning, implementation of the Strategic Plan, and maintain accreditation.

Linfield's new president, Dr. Miles K. Davis, initiated modifications to the shared governance structures. The result was the creation of two new deliberative bodies: The College Cabinet and the Academic Innovation Council.

The purpose of the College Cabinet is to provide effective, responsive, and informed institutional leadership and serve as a venue for shared strategic thinking and collaboration. The Cabinet will surface issues that require or would benefit from cross-unit discussion and collaboration and will work to ensure that Linfield makes timely progress towards its strategic goals and initiatives. The Cabinet will also provide a penultimate review of recommendations to

the President and Provost on matters of broad institutional significance. Cabinet members are responsible for ensuring effective, reciprocal communication with their constituents.

The College Cabinet is composed of the:

- President
- Provost/Vice President for Academic Affairs
- Vice President for Finance and Administration
- Vice President for Enrollment Management
- Vice President for Student Affairs and Athletics/Dean of Students
- Vice President for Institutional Advancement
- Dean of Faculty
- Dean of the School of Nursing
- Faculty Executive Council Chair
- President of the Linfield Employees Association
- President of the Administrators Assembly
- Special Assistant to the President/Director of Community Relations
- Director of Institutional Research
- Athletics Director
- Director of Admission
- Director of Communications and Marketing
- Chief Technology Officer
- ASLC President/Representative

In addition to the College Cabinet, a new Academic Innovation Council was also initiated in November of 2018. The Council invites, generates, and explores new academic and partnership opportunities. It evaluates ideas for potential to increase enrollment and revenue with a focus on distinction and relevancy. The work of the Council is informed by external and internal data, information, and research. The Council's recommendations are referred when actionable.

The Academic Innovation Council is composed of the:

- Provost
- Dean of Faculty
- Dean of Nursing
- Faculty Executive Council Chair
- Curriculum Committee Representative
- Student Policies Committee Representative
- Vice President for Student Affairs
- Director of Online and Continuing Education
- Director of the Library
- Director of International Programs
- Director of PLACE
- Director of Career Development

- Director of Community Relations
- Director of Admission
- Director of Communications and Marketing
- College Registrar

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

Linfield does not have a multi-unit governance system.

2.A.3 The institution monitors its compliance with the Commission’s Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

The Provost/Vice President for Academic Affairs serves as the Accreditation Liaison Officer and actively engages with the NWCCU for information which is shared with employees and students at Linfield. The College has several employees who regularly participate as peer evaluators for the Commission’s accreditation activities. In addition, the institution also sends attendees to NWCCU events and participates in accreditation review workshops.

The College has no unionized employees, staff, or faculty.

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

According to the [Linfield College Bylaws](#), the Board of Trustees must consist of between three and forty members. Currently, the [Board](#) is composed of 36 members, including one faculty member and one student. The BOT has the power to appoint and dismiss the President of the College; manage the affairs and business of the College; and fulfill other aspects of its mandate as set out in the Bylaws. No member of the BOT is compensated for their service to the Board nor do any members of the BOT, other than the President of the College, have contractual, employment, or financial interests in the institution.

The Board is composed of seven standing committees:

- Executive Committee
- Committee on Trustees
- Financial Affairs

- Institutional Advancement
- Academic Affairs
- Student Affairs and Enrollment
- Audit

The responsibilities of each committee are outlined in [Linfield College Bylaws](#).

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

As outlined in the [Linfield College Bylaws](#), the Executive Committee is composed of the President, Chair of the Board, Vice Chair(s) of the Board and Secretary (if the Secretary is a Trustee,) and four or more members of the BOT who are elected by the BOT. This committee is responsible for managing the affairs and business of the College in accordance with the Articles of Incorporation, Linfield College Bylaws and the directives of the Board. When the full board is not in session, the Executive Committee is responsible for discharging duties as assigned by the BOT.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

According to the [Linfield College Bylaws](#), the BOT is required to meet three times a year. During these meetings, the Executive Committee of the Board and the other individual standing committees discuss matters including finance, academic affairs, investments, property, audits, compensation, enrollment and student affairs.

Strategic data regarding the College, in the form of key indicators, is reviewed by the BOT each November. This information, presented in comparison with data from the previous five years, allows it to see trends and changes.

The BOT regularly engages in self-governance. The Committee on Trustees evaluates the performance of each trustee whose term is ending to make decisions about re-nomination. In addition, an annual self-assessment is completed by each trustee.

A Board Work Plan is developed each year to allow the it to focus on strategic issues. This plan is also evaluated on an annual basis.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

According to the bylaws, the BOT selects and regularly evaluates the President of the College. The President is responsible for administering policies regarding the operation of the College.

At each April meeting of the Executive Committee, the President presents to the BOT a status report on his administrative goals for the year and his self-assessment of each of the areas of evaluation previously established by the Trustees. Following discussion with the President, the Executive Committee discusses their evaluation of the self-assessment and provides other input. This is used to develop the review letter which is reviewed and approved at the May meeting of the Executive Committee and of the full Board. These evaluations can be found in the [Compendium of Annual Reports](#).

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

The College BOT engages in an annual evaluation of its performance. In addition, on an annual basis, individual members complete a self-assessment of how their work supports the College. These assessments are collected for analysis and made available to the Linfield community.

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

Staffed by qualified administrators, Linfield has an effective system of leadership. Administrators have an appropriate level of responsibility and accountability. They are charged with planning, organizing, and managing the institution.

Until November of 2018, the President's direct reports comprised the President's Cabinet. Beginning in November, a new College Cabinet was formed as part of the President Davis's restructuring. Details regarding the two new structures are described in section 2.A.1.

The President's direct reports include the Provost/Vice President for Academic Affairs, Vice President for Student Affairs & Athletics/Dean of Students, Vice President for Enrollment Management and Retention, Vice President for Institutional Advancement and General Counsel, Vice President for Finance & Administration, Special Assistant to the President/Director of Community Relations and Director of Communications and Marketing.

Miles Davis President of the College

B.A. Duquesne University

M.A. Bowie State University

Ph.D. The George Washington University

[Susan Agre-Kippenhan](#) Vice President for Academic Affairs /Provost
B.A. Skidmore College
M.F.A. The School of the Art Institute of Chicago

[Mary Ann Rodriguez](#) Vice President for Finance and Administration
B.S. California State University, Long Beach
M.B.A California State University, Dominguez Hills

[Susan Hopp](#) Vice President for Student Affairs/Athletics
B.A. Stetson University
M.S. Indiana University

[John McKeegan](#) Vice President for Institutional Advancement & General Counsel
B.A. Bucknell University
J.D. University of Notre Dame

[Gerardo Ochoa](#) Special Assistant to the President/Director of Community Relations
B.A. University of Oregon
Ed.M. Harvard University

[Scott Nelson](#) Director of Communications and Marketing
B.A. Linfield College
M.B.A. University of Maryland

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

[Dr. Miles K. Davis](#) was appointed as the full time President of Linfield College by the Board of Trustees in July of 2018. While the president is an ex-officio member of the Board, he may not serve as the chair of the Board.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The [Organizational Chart](#) identifies the senior administrative leaders of the College and their areas of responsibility. The President's direct reports include the following positions:

- Provost/Vice President for Academic Affairs
- Vice President for Finance and Administration
- Vice President for Advancement and General Counsel
- Vice President for Enrollment Management and Retention (vacant)

- Vice President for Student Affairs and Athletics/Dean of Students
- Special Assistant to the President/Director of Community Relations
- Director of Communications and Marketing

Reporting to Vice Presidents are deans, associate deans, and directors who manage the daily affairs of their individual units.

In addition to the direct reports, the new College Cabinet is composed of individuals representing all major areas of the College and campus stakeholders. For specific details regarding its' membership see standard 2.A.1.

Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

Academic policies related to teaching, service, scholarship, research, and artistic creation are clearly communicated in a variety of publications.

The [Faculty Handbook](#) includes comprehensive information about policies related to teaching, service, scholarship, research, and artistic creation. Individual faculty members are expected to: carry out their teaching assignments; engage professionally within their field; and provide service to Linfield, their profession, and the community. The Handbook also delineates college policies on academic freedom, filling new and vacant positions, tenure and promotion, and many other aspects of the faculty role.

The [Course Catalog](#) includes many details for students that relate to their rights and responsibilities at Linfield. Additional information is available from the [Student Policy Guide](#), [Online Student Guide](#) and [Linfield-Good Samaritan School of Nursing Student Manual](#).

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

All policies regarding library and information resources are published and accessible to all stakeholders.

- [Circulation Policies](#)
- [Copyright Policy](#)
- [DigitalCommons@Linfield Terms of Use](#)
- [EMS Event Form](#)
- [Archives Use of Materials](#)
- [EMS Equipment Use](#)

- [Inter-library Loans](#)

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

The institutional policy regarding the transfer of credit, as stated in the [Course Catalog](#), was proposed by the Curriculum Committee and approved by the Faculty Assembly. Data-driven updates to the policy follow the same approval process.

Policies regarding the transfer of credit are published in the Course Catalog and explained on the [Linfield Registrar's website](#). Courses that have been reviewed by the faculty are stored in the Transfer Evaluation System (TES) database and are publicly available on the Linfield Registrar's website.

The review of external coursework follows a process with a significant level of faculty involvement and purview. When an official transcript from an external, regionally-accredited institution is received, trained staff conduct an initial review regarding transferability of coursework. Using CollegeSource TES, courses with the potential for a direct course equivalency are sent to the appropriate department chair for review; courses for which there is no good direct equivalency are sent to one or more of a core group of (four) faculty from across divisions and academic content areas to be reviewed for possible Linfield Curriculum (LC) designation. Faculty feedback and notes are stored in TES for future reference. Using this system allows for institutional consistency with regards to the awarding of transfer credit. The [Transfer Credit Process Flowchart](#) is included with the self-study documentation. Academic Advising staff and Faculty Advisors receive training to ensure their competency with respect to the policy so that they can best support incoming and current students.

The same process is followed for Advanced Placement (AP), International Baccalaureate (IB), and other programs that can result in advanced standing credits.

Military coursework that is listed on a Joint Services Transcript with American Council on Education recommendations is evaluated for Credit for Prior Learning credit.

Specific information regarding the [transfer of general education, semester vs. quarter credits, transfer grids](#), and the [Transfer Course Equivalency Database Advising Tool](#) is available on the Registrar's webpage.

The Registrar's webpage also includes similar resources are available for students seeking to transfer from a community college as well as transfer grids for students from one of the community colleges with which we have a co-admission agreement, [Transfer Course Guides](#), and an explanation of [Linfield's Co-Admission Partnerships](#).

Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

Policies and procedures regarding students' rights and responsibilities are clearly stated in the [Student Policy Guide](#), [Online Student Guide](#), the [School of Nursing Student Manual](#) and on various web pages on the College website. These documents, updated for accuracy on an annual basis, include information for students about academic honesty, appeals, and grievances.

The [Student Code of Conduct](#) states that the relationship of the College with the student is, "... a set of rights and obligations, reflecting both the purposes of the College and those of the students in attendance. Such a contract commits the College to insure (sic) maximum availability to each student of its specific educational and environmental resources." The Student Policy Guide includes an [Academic Integrity Policy](#) and an [Academic Grievance Policy](#). The Policy Guide also outlines the [Student Conduct and Appeal Process](#).

The office of Learning Support Services (LSS) strives to ensure that that all students with disabilities receive equal educational opportunities. The LSS staff provides services to students enrolled in face-to-face courses and online courses. In addition, all syllabi are required to include information for students with a disability who feel they may require academic accommodations.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs—including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

The Office of Admission serves the institution in meeting enrollment goals as determined by the president and senior officers of the College. Admission develops an annual strategic admission market and recruitment plan which includes programs, events, off-campus outreach, and communications directed at identifying, recruiting, and enrolling prospective students.

Linfield's admission policies are established in partnership with the Student Policies Committee and are outlined in the [Course Catalog](#). These policies task Admission to make decisions based on the student application, essay, teacher/counselor recommendations, transcript, and SAT/ACT scores. High school students who are above the tenth percentile; or who have at least a 3.0 or greater with SAT scores not lower than 450 on either portion of the SAT may be automatically admitted by the admission staff. Transfer students who have achieved a 2.5 or greater GPA may also be automatically admitted. All other applicants' admission status will be

determined by the Director of Admission and/or the Student Policies Committee if the Director of Admission deems necessary. Because other factors and characteristics are important, Admission also considers the “depth and quality of an applicant’s involvement in community and school activities.”

The re-admission policy and process is outlined in the [College Catalog](#).

The review and development of admission and continuation standards for School of Nursing programs is primarily under the purview of the [Admission, Progression, Honors and Graduation Committee](#) (APHG). Periodic review of student performance is undertaken to identify factors that suggest student success as well as risk. These assessments, considered along with reviews of published studies, are used to develop or adjust admission standards that will attract the desired class, show a high rate of retention, program completion, and for pre-licensure programs, high NCLEX pass rates. Admission requirement recommendations made by the APHG are forwarded on to the School of Nursing for approval or further discussion as necessary, then on to the College committees and the Faculty Assembly.

Prerequisite courses are those determined to be foundational for Nursing programs. They carry required minimum academic standards and are weighted towards those indicative of success in nursing. Admission requirements are listed in the [Course Catalog](#) with further detail provided on the College website:

- [Pre-Licensure programs](#)
- [McMinnville Pre-Nursing students](#)
- [RN to BSN program](#)

Student selection varies by program. For Pre-Licensure programs, preference is given to current Linfield Pre-Nursing students who meet the admission criteria. In addition to academic performance, students transferring from other institutions are evaluated on experience in health-related activities, volunteer experiences, and references. For the RN to BSN program, applicants must hold an unencumbered nursing license and meet the academic requirements.

To maintain enrollment in the nursing program, nursing students must maintain academic standards for satisfactory progress and standing as outlined in the [Course Catalog](#) and the [Linfield-Good Samaritan School of Nursing Student Manual](#). Students who do not meet these standards will be dismissed from the program but have the right to appeal the dismissal or reapply at a later date.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

The [Associated Students of Linfield College \(ASLC\)](#) is incorporated into a 501(c)(3) nonprofit organization and collects and spends student fees for the purpose of supporting co-curricular activities on campus.

The Office of College Activities works very closely with ASLC to ensure that College policies are followed. The Office of College Activities requires that all clubs and organizations that are recognized by ASLC follow the [ASLC Bylaws](#) that are updated annually. The handbook outlines all policies and procedures required to be recognized by ASLC as a student organization (or club) and how to organize, publicize, and fund activities and events. ASLC is audited every year by an independent accountant, [Bernards and Associates](#).

The Linfield College Good Samaritan School of Nursing also has a recognized student government charged with programming, expenditures, and [student club/organization recognition](#).

The student newspaper, *The Linfield Review* (print and online versions); the student radio station, KSLC; and the literary magazine, *CAMAS*, are advised by faculty in the associated majors: Journalism and Media Studies and Creative Writing. [The Student Media Policy](#) describes their operation, relationship to the College and responsibilities as media organizations.

Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

The College maintains and publishes its Human Resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and faculty.

- [Common Chapter](#) holds the policies that are common to all employees, administrators and faculty of Linfield College.
- [Linfield Employee Handbook](#) is an agreement between the College and the Linfield Employees Association which is made up of the non-exempt employees.
- [Handbook of Administrators](#) governs the policies for the administrator assembly which consists of all Linfield administrators who are the exempt employees.
- [Faculty Handbook](#) –mandates policies concerning all faculty members.

The College reserves the right to update or change any of the policies or procedures as deemed appropriate by the BOT, or as mandated by changes in state or federal laws. The Common

Chapter and the Handbooks are not intended to create any contractual obligations. Linfield College reserves the right to delete or modify the policies in the Common Chapter and Handbooks by action taken by the Board of Trustees. With respect to those provisions of the bylaws delegating responsibility to the faculty and administration, the board will ensure an opportunity for discussion among all affected stakeholders prior to adopting any changes.

Every employee receives an offer letter for employment or a faculty contract. These documents specify the position title and classification, date of hire, location, supervisor, pay and work schedule. All exempt and non-exempt employees are provided a copy of their job description at the time of job offer. The offer of employment is contingent upon passing a required background check.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

The College's Office of Human Resources protects the security and confidentiality of employee records. The [Common Chapter](#) maintains policies for employee personnel files security and established procedures for access.

Linfield has established a Data and Information Governance Team that has a focus on best practices for managing data as a Linfield resource to be used to facilitate student success and advance Linfield's mission. The team creates new policies and clarifies existing policies and practices related to data ownership, quality, security, access, and availability.

The Data Governance Team established the [Record Retention and Disposal Policy](#). It serves as the guideline for College records, both paper and electronic. The policy guides the handling of college records through their life cycle from creation and storage in the Linfield College archives, other permanent retention, temporary retention, or deletion and destruction.

[Linfield's Acceptable Use Policy](#) outlines the acceptable use of the College's information technology resources and security. These rules are in place to protect the employees, students, and the College from illegal or damaging actions by individuals, either knowingly or unknowingly. It is the responsibility of every user to know these guidelines, and to conduct their activities accordingly.

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

The College's printed and electronic publications clearly and accurately represent the institution. Publications are reviewed and revised, if necessary, on an ongoing basis. The [Course Catalog](#), for example, is updated annually by the Office of Academic Affairs.

Currently, most marketing material on the website or in print is the responsibility of the [Office of Communications and Marketing](#). This office oversees publications for fundraising, events, public relations, and institutional marketing.

All materials for public endeavors are designed, written, produced, or approved in-house. This relies on outreach and collaboration with other programs and offices throughout the College including the Office of Institutional Advancement, Office of Admission, Online and Continuing Education, and the Office of Academic Affairs.

The Office of Admission oversees the development of publications used for student recruitment. Data and statistics are revised annually while the design and other text (including lists of majors, study abroad locations, etc.) are reviewed at least every two years.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

Linfield is committed to performing all of its activities based on the highest ethical standards. The College provides employees with positive and safe working environments, engages in shared governance, supports the free exchange of ideas, and practices fiscal integrity.

[The Anti-Harassment and Sexual Harassment Policy](#) strives to maintain a work and academic environment free from harassment for its employees, students, visitors, and vendors. Discriminatory harassment, including sexual harassment, is a violation of state and federal law. Any and all complaints or allegations of harassment, including sexual harassment, are investigated promptly.

A basic principle of Linfield College is to ensure finances are handled in a safe, secure and ethical manner. [EthicsPoint](#) is a system that Linfield has in place to foster communication related to financial resource matters. It allows employees and students to report financial issues or concerns in an anonymous and confidential manner. By logging onto www.ethicspoint.com employees and students can file a report, offer a suggestion, or voice a concern. Online instructions on how to use the system are readily available. EthicsPoint can be accessed through the Linfield website at [Linfield Personnel Policies and Procedures](#) and then clicking on the EthicsPoint logo, or by calling 800-677-0129.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

The annual conflict of interest (COI) disclosure and review process begins each fall and is finalized in time for it to be reviewed by the CFO and Board of Trustees Audit Committee at their February meeting, and then submitted with the IRS 990 tax report.

The process covers all College employees and BOT members who meet a stipulation outlined below:

- Employees with signing authority to purchase on behalf of Linfield College
- Employees holding a Linfield credit card
- Faculty who are Principal Investigators on external grants
- Employees who have an income threshold of \$100,000 with credit card and/or signing authority
- Key Employees who have a prior year IRS 990 filing with an income threshold of \$100,000 or more

During the last week of September, the Assistant Controller, the Administrative Assistant to VP of Finance/Admin & CFO, and the VP of Finance/Admin & CFO meet to review the process. By the middle of October, all employees in the COI population and all Trustees are invited by email to respond to the COI questionnaire. All responses are required to be remitted for review by the end of November. By the middle of January, the Controller, the Assistant Controller, Administrative Assistant to VP of Finance/Admin & CFO and the VP of Finance/Admin & CFO meet to review the affirmative responses and determine any need for mitigation. By the end of January, mitigation is addressed with the appropriate department head. COI results are prepared to be included in the form 990 review meeting with the Audit Committee in early to mid-February.

In addition to the annual COI disclosure, other policies are in place for:

- [Conflict of Interest Policy for Members of the Board of Trustees](#)
- [Board of Trustees and Officers Questionnaire](#)
- [Conflict of Interest Master List for 2016](#)
- What You Need to Know About FCOI – [Financial Conflict of Interest](#)
- [Federally funded research](#) and [Awards From Federal Agencies](#)
- [Procurement for Federal Grants](#)
- [Financial Aid office staff](#)

Individuals also have the opportunity to levy complaints, concerns, or suggestions at www.ethicspoint.com.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

Linfield's comprehensive [Copyright Policy](#) is shared with employees and students. In addition, Linfield's compliance with the [Higher Education Opportunity Act Peer-to Peer File Sharing Requirements](#) is on the College website. Students are informed about academic integrity in the [Course Catalog](#) as well as on all course [syllabi](#).

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

Linfield regularly reviews and updates college publications, including, but not limited to the Course Catalog and Factbook to ensure that its accreditation status is accurately represented. The Linfield website includes information about Linfield's accreditation status with the Northwest Commission on Colleges and Universities. Specialized accreditation is granted to some of the College's specific programs including Nursing accreditation and oversight by the Oregon State Board of Nursing and the Commission on Collegiate Nursing Education. The Education Department operates the Linfield Pre-Kindergarten program which is accredited by the National Association for the Education of Young Children, the music program is accredited by the National Association of Schools of Music, the athletic training program is accredited by the Commission on Accreditation of Athletic Training Education and the Chemistry program is certified by the American Chemical Society. Programs offered online through Online and Continuing Education are authorized by the Washington Student Achievement Council.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

Contractual agreements with external entities and most departmental purchasing is decentralized. However, a [Contract Master form](#) is maintained for use or adaptation as needed with external entities. All purchase orders and contracts must be approved and signed by a college employee who has Budgetary and Accounts Payable purchase signing authority equal to or greater than the contract amount for the department being charged. Specific details are delineated in the [Procurement-Accounts Payable Process](#).

All significant contracts are reviewed and affirmed by in-house General Counsel and the Vice President for Finance & Administration/CFO. Copies are then sent to the Controller's Office and tracked electronically in a shared folder.

Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

Linfield's commitment to academic freedom begins with its Mission Statement which includes a commitment to "promotes intellectual challenge and creativity," "engages thoughtful dialogue in a climate of mutual respect," "honors the rich texture of diverse cultures and varied ways of understanding," and "inspires the courage to live by moral and spiritual principle and to defend freedom of conscience."

Linfield's [Faculty Handbook](#) reinforces the College's adherence to AAUP 2013 "Recommended Institutional Regulations on Academic Freedom and Tenure". According to the Handbook, "Academic freedom and freedom of inquiry are values to which Linfield subscribes and which it protects by prescribing boundaries on the extent to which college officials may regulate discourse, speech, and the articulation of conscientiously held beliefs." Linfield strives to maintain academic freedom by creating an atmosphere of trust and mutual confidence. Behaviors such as dishonesty, harassment, exploitation, or the use or threat of force are incompatible with academic freedom.

[The Student Policy Guide](#) also supports academic freedom. It outlines a specific policy on Anti-Harassment Protection and Academic Freedom:

"It is the policy of Linfield College to maintain a work and academic environment free from harassment for its employees, students, visitors, and vendors. Discriminatory harassment, including sexual harassment, is a violation of state and federal law. No form of discriminatory harassment, including sexual harassment, will be tolerated by Linfield College. Any and all complaints or allegations of harassment will be investigated promptly. Appropriate, corrective action will be implemented based upon the result of the investigation in the event harassment in violation of this policy is found to have taken place. As a college that prides itself on fostering academic freedom, including freedom of speech and freedom of conscience, Linfield especially recognizes these values insofar as the classroom and learning environment is concerned."

2.A.28 Within the context of its mission, Core Themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or

religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

The Linfield College [Mission Statement](#) illustrates that academic freedom and freedom of inquiry are values to which Linfield subscribes. The College protects these values by limiting the extent to which College officials may regulate discourse. According to the [Faculty Handbook](#), “So long as an opinion is delivered in a civil manner that invites and respects argument to the contrary, academic freedom is protected. Maintaining academic freedom requires an atmosphere of trust that dishonesty, intimidation, harassment, exploitation, and the use or threat of force are incompatible with the preservation of this freedom.”

The Faculty Handbook addresses the responsibilities of faculty to present scholarship fairly, accurately, and objectively and specifies the Linfield’s adherence to AAUP 2013 “Recommended Institutional Regulations on Academic Freedom and Tenure.” The Mission Statement of the College includes a commitment to “promotes intellectual challenge and creativity,” “engages thoughtful dialogue in a climate of mutual respect,” “honors the rich texture of diverse cultures and varied ways of understanding,” and “inspires the courage to live by moral and spiritual principle and to defend freedom of conscience.”

Moreover, Linfield’s general education curriculum is built on the principles of freedom of thought and expression. It is specifically grounded in the multidisciplinary spirit of the liberal arts. The [Linfield Curriculum](#) stresses wide exposure to the ways that educated individuals, be they scientists, artists, entrepreneurs, teachers, or ethicists, engage ideas, articulate choices, and assert opinions. It encourages students to cultivate intellectual and personal flexibility, pursue independent action, and engage in responsible decision-making. The Linfield Curriculum emphasizes communication and facilitates self-discovery in personal, cultural, and academic contexts. It affirms the need to understand people and societies both nationally and internationally. In short, the Linfield Curriculum encourages inquiry, analysis, and imagination, habits of mind that provide the foundation for reasoned action, wonder, and continued learning in all aspects of life.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

Linfield holds a high standard for academic integrity which includes adherence to a strict interpretation of intellectual property and copyright. Detailed information regarding the Linfield’s [Copyright Policy](#) is available on the College website.

The Faculty Handbook clearly explains that “academic freedom and freedom of inquiry are values to which Linfield College subscribes and which it protects by prescribing boundaries on the extent to which college officials may regulate discourse, speech, and the articulation of conscientiously held beliefs.” Opinions are to be delivered in a civil manner that invite and

respect argument to the contrary. In order to maintain academic freedom an atmosphere of trust and mutual confidence is to be established.

All members of the College are entitled to use speech to convey disagreement, agreement, inquiry, or commentary in keeping with the principles underlying constitutionally protected free expression. Anti-harassment policies are not intended to limit the free exchange of opinions or the vigorous debate over ideas, except when harassment and intimidation preclude the very possibility for maintaining an atmosphere of academic freedom. In particular, speech that is related to or uttered in connection with academic affairs or the expression of non-anonymous opinions in classrooms, open forums, papers, newspapers, or pamphlets will not constitute discriminatory harassment unless it is so severe or pervasive as to interfere unreasonably with an individual's work or academic performance or unreasonably create an intimidating, hostile, or offensive work or academic environment.

Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

The BOT exercises oversight of Linfield's financial resources, but the day-to-day management of financial resources is carried out primarily by the Vice President for Finance and Administration/CFO, the Director of Budget and Financial Analysis, the Controller/Director of Financial Services, the Assistant Controller and their staff. The other Vice Presidents, Department Chairs, and Directors also have oversight over their units' budgets.

The President, BOT Audit Committee, Investment Committee, and Financial Affairs Committee each play key roles in reviewing operations and major policies. The members of these committees are given regular reports, review major policy updates, and discuss concerns with the President, CFO and Controller during the February, May, and November Board meetings. The Board also gives directives and approves policies or other actions through resolutions that are passed during their meetings.

There are many policies and procedures regarding oversight and management of financial resources which are in place. Some are reviewed and approved by the Board of Trustees while others are approved by the President or Vice President for Finance/CFO:

- [Short- and Intermediate-Term Investment Policy](#)
- [Linfield Statement of Endowment Investment and Spending Policy](#)
- [Linfield Guidelines for Evaluation & Monitoring of the Investment Portfolio](#)
- [Corporate Resolution-Certification of Authorization to Transfer](#)
- [Expenditure Signing Authority for Mary Ann Rodriguez](#)

- [Banking Investment Account Authorizations](#)
- [Gift Acceptance Policy](#)
- [Policy on Named, Endowed Distinguished Faculty Positions](#)
- [Surplus Property Policy](#)
- [Transfer and Borrowing Between Funds](#)
- [Travel and Business Expense Policy and Procedures](#)
- [Bond Debt Covenant Calculation](#)
- [Debt Policy](#)

Standard 2.B Human Resources

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Linfield is an equal opportunity employer. Every employee has the right to work in an environment free from all forms of unlawful discrimination. It is the policy of the College that all employment decisions and policies such as hiring selections, terminations, promotion selections, training program selections, etc. for all applicants and employees will be made without regard to any protected classification. The College also adheres to Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act, and the American with Disabilities Act of 1990 and their implementing regulations.

Both the [Common Chapter](#) and the [Faculty Handbook](#) describe the process for hiring exempt, non-exempt, and faculty positions. There are procedures for the hiring manager, Human Resources, as well as the hiring committee to follow. Every position is required to have an updated position job description that details the duties, responsibilities, required qualifications, and reporting relationships of a particular job. They are based on objective information obtained through job analysis, an understanding of the competencies and skills required to accomplish needed tasks, and the needs of the organization.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Both the [Common Chapter](#) and the [Faculty Handbook](#) have a written statement on performance management.

Exempt and nonexempt employees are evaluated annually through the performance management process. The annual performance evaluation process is an important part of the on-going communication between managers and employees. The process is based on an employee's position description and evaluates the competencies and skills needed to successfully perform the job duties. The performance management process should be viewed

as an opportunity to reflect, to listen, and to be heard. The annual review should not be considered the only opportunity to provide feedback. Feedback between employees and their managers should be continuous throughout the year.

Each academic year, staff complete their own self-evaluation which is reviewed by each manager when completing their employees' evaluations. There is a performance rating scale 1-5 (1 being unacceptable and 5 being exceptional). The evaluation consists of performance competencies, strengths, areas of improvement, prior year's goals, and upcoming year's goals. A final score determines the employee's overall rating. If the overall rating score is in the numerical range designated for "needs improvement" or "unacceptable," a written improvement plan is developed.

2.B.3 The institution provides faculty, staff and administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

The College provides opportunities for professional development by offering in-service training, subscriptions to professional journals, and sponsoring staff participation in local, regional and national conferences and relevant continuing education. Staff will have the opportunity to attend a regional or national meeting, provided funds for such meetings are available within Departmental or Divisional Budgets; see [Handbook of Administrators](#).

The College supports a strong faculty development program, providing a variety of means for faculty to maintain their academic rigor, realize their scholarly and creative goals, and improve their teaching effectiveness, see [Faculty Handbook](#).

The College provides development courses to employees, managers, and faculty and includes such topics as diversity and inclusion, harassment prevention, communication and difficult conversations, and performance evaluation.

Both of these policies and requirements can be found in the Administrators' and Faculty Handbooks.

2.B.4 Consistent with its mission, Core Themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

In the 2018-19 academic year, the College has 154 full-time faculty, 85% of whom are either tenured or tenure track and 15% are visiting faculty. The College also hires 85 adjunct faculty. All faculty hired at the College have been selected and reviewed by the faculty to meet the needs and expectations of curriculum and programmatic offerings. Each academic department determines the degree preparation needed for their curriculum. 95% of the McMinnville faculty have terminal degrees in their fields (82% with doctorates); 59% of School of Nursing faculty

have terminal degrees and doctorates. 89% of all Linfield faculty, including adjuncts and faculty teaching in Online and Continuing Education, have terminal degrees. All of the above information is published annually in the institutional [Fact Book](#).

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or creation.

Faculty workload and expectations are articulated in the [Faculty Handbook](#) with institutional expectations for teaching effectiveness (scholarship, research and/or creation), and service for all tenure and tenure-track faculty. As a student-centered institution, the prioritization of teaching excellence articulated in the [Faculty Handbook](#) is consistent and commensurate with our mission: "Of the three evaluation categories, teaching effectiveness and, in the case of librarians, professional effectiveness clearly are the most important. Excellence in professional achievement and/or service will not make up for inadequate performance in the teaching area; advancement at Linfield will depend on excellent teaching."

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

Linfield has a well-articulated and comprehensive system of faculty evaluation both in terms of the cycle of review and the [criteria for review](#). The College makes a serious commitment to mentoring new faculty with a required annual faculty development meeting that includes the faculty, their department chair (or Dean of Nursing) and the Dean of Faculty. These meetings focus on achievement in all areas of performance: teaching effectiveness, professional achievement, and service as well as articulating goal setting and planning for the future. The results are summarized, and all present are given an opportunity to review, suggest edits, and sign the notes. These are included in the faculty's file and as part of their dossier at the time of tenure and or promotion. In years two and four, the meeting includes a member of the Promotion and Tenure subcommittee. In year two, a member of the faculty development subcommittee attends. Additional meetings occur in the fall prior to application for tenure and promotion.

Review of faculty performance is based on the faculty handbook criteria as well as Department Specific Guidelines for Promotion and Tenure. The development of Department Specific Guidelines began in 2014, and these guidelines provide additional details about the expectations for faculty teaching, professional achievement, and service in each academic program. The criteria and process for approving these guidelines are also in the [Faculty](#)

[Handbook](#). Subsequent to tenure and promotion, the process outlines meeting every three years at the associate level and every five years at the full professor rank. Any issues that arise outside of regular meetings are referred to as appropriate to the Dean of Faculty, Provost, Human Resources, or Title IX Coordinator for action as needed.

Standard 2.C Education Resources

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

Linfield offers three undergraduate degrees. Bachelor of Arts (B.A.) and Bachelor of Science (B.S.) degrees are available on the McMinnville Campus and through Online and Continuing Education. The Bachelor of Science in Nursing (B.S.N.) degree is available on the Portland Campus and to students in the online R.N. to B.S.N. program.

The academic program is available on a year-round calendar with 15-week fall and spring semesters, a four to five-week January term, and a 9 to 11-week summer term. A typical semester course load for a student is 12-16 credits.

As detailed in the [Course Catalog](#), a student's program of study includes courses in general education, major study in an area of interest, electives providing variety and stimulation, and para-curricular courses with a practical activity-centered orientation. Linfield College connects the traditional liberal arts with practical education through collaborative, service and experiential learning opportunities.

With 51 unique majors, 46 minors and 18 online certificates, all of [Linfield's programs](#) and courses have identified student learning outcomes with designators consistent with the content of the program in specific fields of study.

See also Eligibility Requirement 11

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

Student Learning Outcomes are published in the [Course Catalog](#) with information about each of the programs and on the [department web pages](#) for each degree and certificate program offered by Linfield College. Course level student learning outcomes are included on course syllabi which are distributed to students at the beginning of each term.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

Linfield awards academic credit and degrees on the basis of documented student achievement. The faculty have the responsibility for assessing student achievement and assigning grades. Grading criteria is included on every syllabus for students.

The awarding of degrees/certificates is the responsibility of the Registrar's Office after a thorough review of the student's academic record certifies that all requirements for a degree have been met. Specific policies regarding the awarding of degrees/certificates are on the Registrar's website.

- [Course Catalog – Degrees and Requirements](#)
- [Course Catalog – Credit for Prior Learning](#)
- [Course Catalog – Other Policies](#)
- [Course Catalog – Second Degree](#)
- [Course Catalog – Honors at Graduation](#)
- [Course Catalog – Graduation](#)
- [Course Catalog – Returning Students](#)
- [Course Catalog – Majors and Minors](#)
- [Nursing Degree Requirements](#)
- [Nursing Curriculum Plans](#)
- [How do I Fulfill My Requirements](#)
- [RN to BSN Curriculum Guide](#)
- [Online and Continuing Education Degree Requirements](#)
- [RN to BSN Academic Advising](#)
- [Nursing Reading a Program Evaluation](#)

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

Before being sent to the Curriculum Committee for consideration, new and revised programs and courses are designed by faculty and reviewed by the entire department and chair of related departments. The Curriculum Committee, composed of a faculty member from each division, reviews the program and relevant syllabi before sending the materials to all academic divisions for consideration. At a subsequent meeting of the Curriculum Committee, division representatives convey their division's input. The Curriculum Committee votes on whether, or not, to send the proposal to the Faculty Assembly for consideration.

This level of review helps to ensure that programs have a coherent structure with the necessary course breadth, depth, sequencing, and appropriate synthesis of learning that leads to student achievement of desired learning outcomes.

Admission and graduation requirements are clearly defined and widely published in the [Faculty Handbook](#) and the [Course Catalog](#).

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

See 2.C.4 (above) for a discussion on the faculty's role in curriculum design and approval.

Faculty play a critical role in the selection of new faculty. As documented in the [Faculty Handbook](#), once a search is authorized by the President, the Dean of the Faculty forms a search committee. The committee is composed of all members of the department (if this number is five or fewer, otherwise at least a simple majority); two additional members from outside the department; two students; and the Dean of Faculty at his or her discretion. The functions of the committee are to (a) participate in planning the search, including reviewing position responsibilities to establish selection criteria; (b) review applications for the position; and (c) recommend to the administration an individual to fill the position. The committee will not recommend the appointment of anyone over the objection of the department involved, nor will the administration appoint an individual over the objection of the committee.

For a vacancy in the Nursing faculty, the above process is followed with one exception: the departmental faculty membership of the search committee consists of at least a simple majority of all members of the nursing specialty corresponding to the vacant position and course coordinators appointed by the Dean of Nursing, who chairs the committee. The Dean of Nursing selects the "outside" members of the committee.

Faculty who teach in our online and continuing education program are also hired with faculty oversight. Full-time faculty in Nursing comprise the majority of faculty in the online R.N to B.S.N. program and some full-time faculty from the McMinnville Campus offering courses in OCE as well. When hiring an adjunct faculty member, the Director of OCE collaborates with the department liaison. Both review the applications and conduct interviews with the finalists. The final decision is made by the department liaison.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

The library staff and faculty librarians work diligently with faculty to integrate information literacy and technology into the learning process.

The [Linfield Libraries Plan 2013-19](#) demonstrates the centrality of teaching and learning for the library and for the College. [The library class pages](#) demonstrate the breadth of the classes faculty librarians teach. Faculty librarians working individually with many classes, starting with the writing/research intensive First Year Inquiry Seminars. This integration of information literacy has continued for 21 years after the creation of the INQS classes. The Portland Campus Library Director also teaches a range of classes as evidenced in the [Portland Campus Library Annual Report](#).

Over the past decade, the Educational Media Services department of Nicholson Library provided a great deal of training for faculty. This started to ebb with the departure and then eventual non-replacement of the Director of Teaching and Learning (June 2016) and that of the Multimedia Support Specialist (July 2018). The EMS staff will continue to train faculty on classroom equipment and on the use of specific tools, but this is no longer the units' primary responsibility. Online and Continuing Education now provides training for faculty throughout the College.

Please see the narrative in Standard 2.E for further explanation and documentation.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Linfield offers students in Online and Continuing Education the opportunity to earn credit for prior learning (CPL). Policies and procedures are outlined in the [Course Catalog](#) and the [Faculty Handbook](#). No more than 31 credits may be awarded for degree seeking students and no more than 4 credits for certificate students. Credit is awarded upon the recommendation of qualified teaching faculty only for documented student achievement that is equivalent to the expectations of Linfield's regular course offerings. Credit granted for prior experiential learning is identified as such on student's transcripts and does not duplicate other credit awarded to the student. No assurances are made regarding the number of credits to be awarded prior to the completion of the review process.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable

in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

All credits completed at regionally accredited colleges and universities are evaluated on a course-by-course basis. Transfer coursework must be graded C (2.0) or higher (no credit is granted courses for which a grade of C- or lower was earned). Linfield uses the semester system so courses taken at institutions on the quarter system will transfer as 2/3 of the transcribed credit.

Generally, full credit is awarded for coursework comparable to courses listed in the Course Catalog that is completed at regionally accredited four-year colleges and universities. Up to 72 semester credits (108 quarter credits) of coursework completed at regionally accredited two-year colleges can be transferred to Linfield College. These courses must be college level, academic in nature, and comparable to courses in the Linfield College Course Catalog. Professional and technical courses might not transfer.

Students who earn an associate degree designed for transfer such as the AAOT (Oregon Associate of Arts Oregon Transfer), AA-DTA or AS-DTA (Washington Direct Transfer Agreement), or IGETC (California Intersegmental General Education Transfer Curriculum) will have completed many of the Linfield Curriculum (LC) requirements. A full transcript evaluation will be completed for transfer applicants for degree planning and enrollment purposes. Students who possess a baccalaureate degree (earned at Linfield or another regionally accredited institution) may earn a second degree from Linfield by earning at least 30 additional credits in residence, including 15 credits in a second major in a field of study different from the first degree. They must meet all course, credit, and GPA requirements for the major as listed in the course catalog.

- [Course Catalog – Transfer Credit](#)
- [Course Catalog – Transfer Credit and the Linfield Curriculum](#)
- [Course Catalog – Semester vs. Quarter Credit](#)
- [Course Catalog – Nursing Transfer Guides](#)
- [Nursing Transfer Grid](#)
- [Advisor Resource: Utilizing the Transfer Equivalency Report \(TRER\) and Program Evaluation](#)
- [Transfer Credit Evaluation Process](#)
- [Transfer Grids](#)
- [Transfer Equivalencies](#)
- [Nursing Pre-Requisites](#)
- [Nursing Transfer Guides](#)

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

The purpose of the general education core, the [Linfield Curriculum](#) (LC), is to foster the development of fully educated persons by providing a coherent experience spanning the arts and humanities, natural sciences, and social and behavioral sciences. The LC seeks to enable students to communicate effectively; appreciate literary, artistic, and historical works; be conversant with various philosophical and religious conceptions of humanity; understand the role of diversity both globally and nationally; analyze how human beings behave individually and socially; understand, formulate, and critique quantitative arguments; and comprehend the methods and accomplishments of modern science.

The Modes of Inquiry offer six conceptual frames of reference central to the pursuit and construction of modern knowledge: Creative Studies; Individuals, Systems, and Societies; Natural World; Quantitative Reasoning; Ultimate Questions; and Vital Past. While resembling the traditional distributional arrangements of general education, these categories also transcend them by asking students and faculty to focus on the distinctive cross-disciplinary questions underlying each Mode of Inquiry.

Each student must complete at least ten approved courses, one Inquiry Seminar, one in each of the Six Modes of Inquiry, two Diversity Studies courses, and one Upper-Division course. This Upper-Division course must be at the 300 level or above. It may be taken from any of the Modes of Inquiry but it must be a course from outside the student's major department. To satisfy the requirement for each Mode of Inquiry and the Upper Division course, a student must demonstrate meeting the learning objectives of that mode by choosing an assignment, or collection of assignments, to post in an online repository. The choice of these exemplars must be supported with a paragraph description.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

Each of the Linfield Curriculum requirements have identifiable and assessable learning outcomes. These are published in the [Course Catalog](#) and the [Faculty Handbook](#) and on the syllabi of courses which satisfy a Linfield Curriculum requirement.

Inquiry Seminar (INQS)

The Inquiry Seminar introduces first-or second-year students. to the practices of inquiry, which form the foundation for the intellectual communities of the academy and the larger society. A collaborative investigation of a compelling subject, the Inquiry Seminar builds upon and deepens the relationship between thinking and communication, both oral and written. Inquiry Seminars are taught by faculty from many fields and offer a wide range of topics varying from semester to semester.

Learning Outcomes

1. Students frame key questions important to their own inquiry and to the understanding of a particular area of knowledge about which there is room for interpretation, ambiguity, and/or debate.
2. Students discuss, draft, compose, and reconsider answers to such questions in ways appropriate to the field and compelling to an intended audience.
3. Students engage and incorporate the voices of others to support their own learning and argumentation. In doing so, they will conduct research using library resources cited according to the ethical expectations of their academic community.
4. Students self-consciously and self-critically reflect on their own ways of thinking.

Creative Studies (CS)

Courses with this designation are dedicated to the study of theory and practice in music, theatre, literature, and the visual and plastic arts. They ask students to inquire into the ambiguities, contradictions and tensions fundamental to art-making and its aesthetic effects.

Learning Outcomes

1. Demonstrate an understanding of the media, genre, craft and presentation of art.
2. Articulate an understanding of the complexity of defining and interpreting art.
3. Examine the contexts and influences of art.
4. Practice the improvisational and technical processes of art.

Courses with CS designation address the first learning outcome. In addition, they address at least one of the remaining three.

Individuals, Systems, and Societies (IS)

Courses in this area examine how members of societies organize themselves to satisfy individual and collective goals. They foster an understanding of the complexity and interconnectedness of individuals, systems, and societies across local, national, and/or global contexts. They also encourage students to think critically about themselves and their relationships to other individuals, institutions, and/or social systems.

Learning Outcomes

1. Understand individual, systemic, and/or social processes.
2. Analyze individuals, systems, and/or societies through multiple frames of reference.

3. Think critically about the ways that society affects individual behavior and/or individual behavior affects society.
4. Articulate how key theoretical principles can be used to explain individual and social processes, inform public policy and/or develop practical approaches to human problems across local, regional, and/or global contexts.

Courses with IS designation address the first learning outcome. In addition, they address at least one of the remaining three.

Natural World (NW)

Courses in this area explore science as a way of knowing about the natural world, highlighting the process of scientific inquiry and the interplay between theoretical and experimental analysis. They focus on fundamental principles that illuminate the study of our surroundings, including matter, energy, and living things. Emphasis is placed on students making connections between science and their daily lives.

Learning Outcomes

1. An understanding of the theoretical and/or experimental background of a particular topic or model, sufficient to form a hypothesis.
2. An ability to critically analyze scientific results discussing strengths and weaknesses.
3. How scientific results can be extended to more general situations in contemporary society.

Courses with NW designation address all of the above learning outcomes.

Quantitative Reasoning (QR)

Courses in this category explore contextual problems involving quantitative relationships by means of numerical, symbolic, and visual representations. These courses foster critical analysis of the uses and constraints of quantitative information and its representations.

Learning Outcomes

1. Frame contextual questions using mathematical representation.
2. Apply models to deduce consequences or make predictions.
3. Communicate quantitative arguments using clear prose.
4. Critique quantitative arguments with respect to assumptions, constraints, and logical coherence.

Courses with QR designation address all of the above learning outcomes.

Ultimate Questions (UQ)

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.

Learning Outcomes

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.
5. 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.

Vital Past (VP)

Courses in this mode of inquiry explore the human past and offer an opportunity to reflect on the continuities, change, and diversity in human experience across time. They investigate social, cultural, political, and other dimensions of human historical experience.

Learning Outcomes

1. Identify, analyze, and contextualize primary sources.
2. Identify and critique secondary, scholarly arguments about the past.
3. Develop and defend an analytical or interpretive argument about the past.
4. Recognize that differences separate people past and present, though all people share a common humanity

Courses with VP designation address all of the above learning outcomes.

Global Pluralisms (GP)

Courses with this designation focus students' attention beyond their own national boundaries. The use of analytical frameworks challenges students to address and understand the social, political, ethical, cultural, and/or policy discourses of other countries from a global perspective. These courses also include a consideration of multicultural perspectives within other countries.

Learning Outcomes

1. Develop an understanding of a people outside the US from a disciplinary or interdisciplinary perspective.
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.
3. Examine the impact of global interdependence on the lives of individuals.

Courses with GP designation address at least one of the above learning outcomes.

U.S. Pluralisms (US)

Courses with this designation explore the diverse experiences among those living in the United States. Students pursue inquiry into the varied dimensions of human diversity such as age, ability, ethnicity, gender, language, politics, race, religion, sexual orientation, identity, and/or social class. These courses examine how the dominant traditions of U.S. culture have marginalized the voices of those who have typically fallen outside those traditions, using

analytical frameworks, or discussion that addresses the social, economic, political, ethical, cultural, aesthetic, philosophical, and/ or policy discourses among those groups.

Learning Outcomes

1. 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, religion, gender identity/sexual orientation, and/or social class.
2. Develop and defend an analytical or interpretative argument that addresses specific injustices produced by the marginalization of some groups within the diverse fabric of U.S. society.

Courses with US designation must address both learning outcomes.

Writing-Intensive Course(s) in the Major (MWI)

In addition to the Inquiry Seminar, all students must complete the approved upper-division Writing-Intensive class, or sequence of classes, designated for their respective majors by their home departments. This requirement serves to enhance students' mastery of the formats, conventions, and habits of mind appropriate to the major's disciplinary investigations.

The overarching goal of Major Writing Intensive courses is to further develop the student's ability to conduct inquiry within the various majors at the College—recognizing the importance of the writing process to the process of inquiry—and express the results of that inquiry in disciplinarily appropriate writing.

Learning Outcomes:

1. Students frame key questions important to the understanding of their discipline.
2. Students answer such questions in writing appropriate to the conventions of their discipline and compelling to an intended audience.
3. Students develop or further refine an iterative writing process which includes prewriting activities (e.g. discussion, research, literature review) drafting, revising and editing.
4. Students receive significant instruction and feedback helping them in the various steps of this process.

Every four years each LC Working Group spends two days during the summer assessing a sample of the exemplars and supporting statements submitted by students to earn LC credit. The schedule for this rotation is as follows:

- QR and VP Summers 2015, 2019, 2023
- NW and US Summers 2016, 2020, 2024
- GP and UQ Summers 2017, 2021, 2025
- CS and IS Summers 2018, 2022,2026

In preparation for the summer assessment work, each LC Working Group, in consultation with the Curriculum Committee, developed a rubric (or refined an existing one) that defines the appropriate criteria for success for each of the learning outcomes. At the conclusion of the summer assessment work, the LC Working Group writes a report of their findings, including any recommendations on changes to the description or learning outcomes for the designation. The

report is submitted to the Curriculum Committee by the beginning of fall semester. During the fall semester after the summer assessment work, members of the LC Working Group will present their findings to the faculty in an open forum.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

Linfield does not offer applied degree and certificate programs over 39 credits.

2.C.12 – 15 Graduate Programs

Linfield does not offer graduate programs.

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

Linfield College Online and Continuing Education (OCE) offers online degrees, certificates and non-credit professional advancement programs. The for-credit certificates and non-credit Professional Advancement programs, designed to meet the needs of working adults, are compatible with Linfield's mission and goals. A complete list of the programs can be found on the College and the [Course Catalog](#).

Online certificate and degree programs are subject to the same approval process as all other programs at Linfield: academic programs are established and approved by faculty, have a clearly defined purpose, and are consistent with Linfield’s mission and purpose. Specific guidelines regarding certificate programs are detailed in the [Faculty Handbook](#).

Student records are maintained by the College Registrar.

OCE collaborates with each of the academic department liaisons on faculty hiring and evaluation, program development, and course scheduling for degree and certificate programs.

The [Non-Credit Professional Advancement](#) programs are designed to provide students with additional skills to be used in the workplace. Each program is reviewed and approved by the OCE Advisory Group which is composed of:

Faculty Representatives:

- Nursing
- Business
- Social and Behavioral Science
- Arts and Humanities
- Math and Natural Science
- Curriculum Committee

Administrative Representatives:

- Career Development
- Advising
- Admission
- OCE

The records for these programs are maintained by the OCE office.

Standard 2.D Student Support Resources

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Linfield is primarily residential and many of our student support networks are residentially based. Students receive much personalized care, support, and intervention by faculty and staff. We have a very well-trained Resident Assistant (undergraduate students) team with a low ratio of students to residents. The Resident Assistants report to professional Area Directors and together they serve as an effective “early warning,” alert team who identify students needing emotional, psychological, medical, or academic intervention. Referrals are made by all

members of the campus community via an [on-line system](#) and each referral is discussed in a weekly meeting of the Student Success Team, composed of staff from across various offices on campus that provide direct and indirect support for students. The Portland Campus students, faculty, and staff are also part of this student success system.

All academic advising, in the majors and before students declare a major, is personalized; it is both a mentoring and advising relationship valued by both faculty and students. Nursing students receive intensive advising and support once they move to the Portland Campus. OCE students have personalized relationships with their academic advisors who are frequently the consistent face of the College to on-line students.

Faculty serve as advisors to first-year students through the Colloquium program, a 1 credit-bearing course that assists students in adjusting to college and in learning how to be an effective and successful college student. Peer Advisors assist faculty and identify students who are experiencing academic difficulty. This program is administered through the [Office of Academic Advising](#).

The [Learning Support Services](#) (LSS) provides disability services and academic coaching for students in the areas of time management, managing an accommodation, study skills improvement, and coordinates tutoring programs in conjunction with individual academic departments. Online students needing an accommodation also work with Learning Support Services and have online options for tutoring.

A key student support and engagement office is the [Career Development Center](#). A distinctive focus of the Career Development Center is a commitment to moving Linfield students forward towards professional experience and success. With the general goal of providing experiential learning opportunities centered on career and vocational exploration, this office provides students opportunities to enroll in January Term industry focused classes, complete internships and connect with industry partners. The office also provides experiential learning opportunities for peer experts in the form of the student specialists who deliver many of the consultations.

The [Student Health, Wellness, and Counseling Center](#) provides medical and psychological services. It works collaboratively with the above departments to support the medical and psychological needs of students to ensure academic success and achieve treatment goals. The Student Health, Wellness, and Counseling Center is able to provide disability testing to students through the generous gift of an alumni family; this service is also available to students on the Portland Campus.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies, and other disclosures required under federal and state regulations are made available in accordance with those regulations.

Linfield College Public Safety (CPS) provides campus patrols and response to calls 24 hours a day and 365 days a year via foot, bike, and vehicle patrols. Our officers provide basic first aid assistance including a portable AED and an epi-pen kit for allergic reactions. CPS also provides key service, lock and unlock buildings, manages the electronic access control for the College, vehicle jumpstarts as well as other minimal mechanical assistance, and provides safety escorts and rides to ensure campus members are safe.

CPS also contends with private property violations. CPS issues parking and traffic citations, addresses on-campus noise or safety concerns, and identifies trespassing non-campus individuals who cause problems or concerns on campus.

The CPS works with Student Housing, student conduct, Facilities, student interest groups, athletic teams, and others to help ensure that our community members are well served and safe in their activities.

It also works in close cooperation with the McMinnville Police and Fire Departments, who respond regularly to criminal and medical concerns on campus.

Annually, the CPS Office provides crime and fire safety statistics to the federal government. That information and related college policies are also provided in a report to our community. A copy of which is sent to all students and staff prior to October 1st on an annual basis.

This year's report can be located at the following link:

[College Public Safety Website](#)
[Annual Security and Fire Safety Report](#)

2.D.3 Consistent with its mission, Core Themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Linfield's admission policy "grants admission to students who are likely to grow and succeed in a personal and challenging liberal arts environment." At the core of our recruitment and admission, we are looking for students who will benefit, grow, and succeed at Linfield.

The College admission process includes a comprehensive and holistic application review. While decisions are based on demonstrated academic performance through information provided by applicants in The Common Application, essay and other writing samples, counselor and teacher recommendations, high school transcripts (with primary focus on college preparatory curriculum and grades in core subjects) and college entrance exam scores, other factors including the depth and quality of community involvement as well as school activities (leadership, clubs, athletic programs, music, theatre) are taken into consideration. Linfield recently adopted a [test optional admission policy](#).

The admission counseling staff may use a double- and triple-read application evaluation process to ensure they are making the best admission decisions possible, as it is our intent to admit students who will remain and thrive at Linfield.

Our complete admission policies can be found in the [2018-19 Course Catalog](#).

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

Consistent with this requirement from NWCCU as well as the NWCCU substantive change requirements, the College provides a clear teach out plan and communicates to impacted students.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes: Institutional Mission and Core Themes; Entrance requirements and procedures; Grading policy; Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required courses sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; Names, titles, degrees held, and conferring institutions for administrators and full-time faculty; Rules, regulations for conduct, rights, and responsibilities; Tuition, fees, and other program costs; Refund policies and procedures for students who withdraw from enrollment; Opportunities and requirements for financial aid; and Academic calendar.

The College publishes and distributes via the web the [College Catalog](#) and a [Student Policy Guide](#) to all students and faculty.

Both of these publications are updated annually by a variety of offices culminating in Institutional Advancement, Academic Affairs and Student Affairs taking responsibility for the final edits. Offices involved include academic department chairs, key stakeholders such as the Registrar, Admission, Human Resources, and Financial Aid. All of the above items are reviewed: academic programs updates, graduation requirements, grading policies, student life, tuition and fees, refund policies, admission and financial aid, campus culture, student organizations, student affairs resources, residential life, the College mission statement and the rights and responsibilities of students including academic dishonesty, sexual misconduct and grievance policies.

The Student Policy Guide is sent to all students each year.

There is also a [Parent's Guide](#), sent to all parents.

2.D.6 Publications describing educational programs include accurate information on: National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered; Descriptions of unique requirements for employment and advancement in the occupation or profession.

The Linfield course catalog provides information to students on the licensure requirements in both of our programs where it is required for entry into the profession: Education and Nursing. Additional information on each of these is found on the College website and for Nursing students in the [School of Nursing Student Manual](#). Further, the major and minor landing page on the website includes descriptions of [professional pathways](#) in each area of study.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Linfield's [Record Retention and Disposal Policy](#) serves as the guideline for college records both paper and electronic. This policy guides the handling of those records through their life cycle from creation and use to their storage (in the Linfield archives, other permanent retention, temporary retention, or deletion and destruction.)

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Each new and continuing Linfield student applying for financial assistance is individually reviewed and aid awarded on the basis of academic merit as well as financial need. A third-party consultant provides a matrix for use in determining specified amounts for institutional resources. Gifted money is distributed to students in the form of scholarship or aid following criteria established by the donor. Federal and State aid is awarded based on given criteria and specified dollar amounts. All categories of financial aid are published on the College website as well as the College catalog. An annual evaluation of student aid is completed with an outside accounting firm to confirm Linfield is compliant with institutional, Federal, and State regulations and policies.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

Student assistance, in the form of student loans originating through Linfield, falls into three groups:

1. Perkins and Nursing loans awarded by the College Financial Aid (FA) office.
2. Linfield College short-term loans administered by the FA Office.
3. Linfield College regular student A/R accounts. While A/R accounts are not considered loans, if a balance remains for more than 3 months after the student leaves Linfield, the account is transferred to ECSI for scheduling and tracking repayment.

The Financial Aid office, under the Director of Enrollment Services (prior to AY 2019), determines the policies that provide students the loans needed to enroll and continue their education at the College. The Office of Admission works closely with the Financial Aid office during the student's application process. Each year, all students applying for need-based financial aid must submit documents that are reviewed by the Office of Financial Aid to determine their family's current ability to contribute to the student's educational expenses and to provide the best possible financial aid package, which may include federal loans.

Total federal loans (Perkins and Nursing) outstanding totaled \$5.7 and \$5.9 million at June 30, 2018 and June 30, 2017 respectively. Of the \$5.7 million, 92.8% were considering performing, 7.2% non-performing, and 88.4% were considered current. On the McMinnville Campus 72% of students graduate with an average of \$34,244 in debt (federal and private). On the Portland Nursing campus 77% of students graduate with an average of \$37,133 in debt. The College's overall US Department of Education Cohort Default Rates for the last three years available have been 1.9% (FY 2013), 1.9% (FY 2014), and 2.4% (FY 2015).

Perkins loans are no longer offered. For those students in the Nursing program, an entrance interview, accompanied by the signing of a promissory note, is required prior to receiving a Nursing loan. This process is completed online through ECSI. Students and parents are also informed during orientation and in materials distributed by the Admission and Financial Aid offices. Each subsequent semester that the student receives a loan, a notice is sent from ECSI keeping the student informed of the status of the loan, the total amount they have borrowed, and other relevant information.

At graduation or departure, any student with a Nursing loan balance is required to conduct an online exit interview through ECSI. The Student Accounts Loan Coordinator in the [Student Accounts](#) office sends reminders to the students about the requirement. If the exit interview is not completed, ECSI handles the follow up contacts as well as any additional action.

For more information on keeping the student informed of their loan repayment obligations, see the [Financial Aid Counseling and Stafford Loan Borrowing](#) document.

For information on agreements with and procedures by ECSI for handling the ongoing loans, refer to the [ECSI-Linfield College Contract 2003](#) and the [Linfield College ECSI Account Review 2017](#).

For information on loan monitoring and collection procedures, see the following:

- [In House ECSI Monitoring and Collection Procedure](#)
- [Convert Perkins-Nursing Loans to Repayment Status](#)
- [Skip Tracing Procedures](#)
- [Processing Paid in Full Borrowers Procedures](#)
- [Collection Agency Assignment Procedures](#)

Each year the Office of Financial Aid submits reports, including the annual Fiscal Operations Report and Application to Participate (FISAP) report, to the Department of Education. The College employs an outside audit firm to conduct a yearly audit of major federal programs, which includes the federal student loan programs.

2.D.10 The institution designs, maintains and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements are defined, published, and made available to students.

Linfield primarily utilizes a faculty advising model with a few supporting professional advisors across the three campuses. Every student has an advisor who provides guidance and mentorship throughout their Linfield educational experience. On the McMinnville and Portland campuses advising is the responsibility of faculty with the exception of the pre-nursing and RN-BSN students. For the Online and Continuing Education (OCE) program all advising is provided by a professional advisor coordinated through the Academic Advising office and the OCE division.

Faculty provide the bulk of advising at the College. Faculty advising responsibilities are included in the [Faculty Handbook](#). Faculty advisors are provided academic advising training during new faculty orientation as part of the first year of hire. Faculty are not assigned student advisees until their second year with the College. Advising is considered a measure of teaching effectiveness in the promotion and tenure guidelines. On average, faculty are assigned 15-20 advisees. This number varies depending on department, enrollment, and involvement in the first-year program.

The Student Policies Committee (a faculty governance standing committee) collaborates with the Director of Academic Advising to provide guidance and oversight. The Director is a non-voting member of this committee. The Academic Advising office coordinates with admissions, LSS, the Registrar's Office, Student Affairs, and faculty to support retention efforts, student experiencing academic challenges, and students with special needs. This includes coordinating

the academic alert system which provides for early notification of student struggling in specific courses. Advisors are notified and can help the student to be successful in their classes.

First-year students are assigned both a faculty and a student peer advisor. These advisors are provided training specifically to assist new students making the transition to college. In addition to holding one-on-one sessions with advisees, the faculty and peer advisor serve as instructors for a one-credit para-curricular course called "Colloquium" required of all first-year students. This course assists students in the successful transition from high school to college. It provides opportunities for the new student and their faculty and peer advisor to get know each other and work together. The peer advisor plays an important role in first-year advising and gains important leadership experience through the program.

Once students declare a major (which must be completed by the time they earn 45 credits), they are assigned a faculty advisor in their major department. The faculty advisors are experts in their respective areas and work one-on-one with each advisee. Students are required to meet with their faculty advisor each semester before being cleared for registration. Students may choose to change their major and thus their advisor at any time. A student can choose any faculty to be their advisor. However, it is highly recommended that they select a faculty member in their major area of study. In a few cases, students may have two faculty advisors. For example, a student with a double major or a major and a minor.

There are three professional advisors currently working in conjunction with the Academic Advising office. Professional advisors are used for pre-nursing, RN – BSN and OCE students. The professional advisors are trained by the Director of Academic Advising and their respective departments. The RN-BSN advisor is housed on the Portland Campus. The OCE advisor is traditionally housed in the Academic Advising office and works closely with the OCE director.

Pre-nursing students on the McMinnville Campus complete colloquium along with all other students. They are assigned a faculty advisor at this time. Once colloquium is complete, the pre-nursing students may opt to work with the professional advisor in the Academic Advising office. The pre-nursing students may opt to retain their faculty advisor and meet with the pre-nursing advisor. Additionally, pre-nursing students are encouraged to enroll in a pre-nursing seminar class which focuses on advising needs specific to this population.

The Academic Advising office coordinates all advising efforts and includes a director, associate director and two professional advisors. The Director and Associate Director are also professional advisors. The director advises any student, particularly with unique situations. The associate director coordinates the colloquium program and is an OCE professional advisor. The professional advisors are the RN-BSN advisor (housed on the Portland Campus) and the pre-nursing advisor. Additionally, approximately eight trained peer advisors hold office hours for students during the academic year.

Several offices can assist faculty members in their role as academic advisors. For example, the Office of Career Development provides career counseling and assistance with internship

placements. LSS offers tutoring, study skills workshops, and other special services to students. The Academic Advising office and LSS function cooperatively in responding to a variety of student questions and concerns. On the Portland Campus, counseling, tutoring, study-skills, and related services may also be obtained through the Student Services office.

The academic advising requirements are defined in the [Course Catalog](#), which is published online. The academic advising values, vision, and mission are [described on the website](#). All advising guidelines and information are available to students through the website.

2.D.11 Co-curricular activities are consistent with the institution's mission, Core Themes, programs, and services are governed appropriately.

The Associated Students of Linfield College (ASLC) is the governing body of the students. Their charter, as a non-profit entity in the State of Oregon, describes their relationship with the College. The charter delegates to ASLC [governance](#) over many of the traditional co-curricular programs such as Clubs and Organizations, Intramurals, campus publicity, the programming board, the student information center, and the student activities fee. ASLC has fiduciary responsibility over student fees and how they are allocated. It is [audited](#) annually by an external firm. There are also [bylaws for the Activities Council](#) which funds clubs and organizations. ASLC is the recognized voice of the student body. It administers surveys on a regular basis, conducts qualitative assessments, and adjusts their advocacy and program development to meet student needs.

Other offices that serve the core theme of experiential learning by engaging students in leadership activities and out-of-class learning are:

- Community Engagement and Service Office
- Fraternity and Sorority Life Office
- The Multicultural Programs Office and Multicultural Center
- The Chaplain's Office and Religious Life programs
- Health Education and Wellness Programs
- Sustainability Programs
- The Residence Hall Executive Committee and Residence Hall Association
- Career Development
- Athletics and the leadership opportunities offered through the Student Athletic Council

The School of Nursing in Portland has its own PC-ASLC organization and develops co-curricular programs unique to the students who are engaged in the study of Nursing.

These groups all collaborate to actualize Linfield's mission statement by emphasizing "connecting learning, life, and community."

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore) they support the institution's mission, contribute to the intellectual climate of

the campus community, and enhance the quality of the learning environment. Students, faculty, staff and administrators have opportunities for input regarding these services.

[The Guide to Living at Linfield](#) outlines the learning outcomes for Residence Life.

Living and Learning at Linfield

Students have opportunities for input regarding their living and learning communities through the Residence Hall Association (RHA). To assist in the development of the hall community and to ensure that students become actively involved in the governance of their individual living units, each hall selects officers. Leadership positions in RHA include:

- Hall President (Residence Hall Executive Council)
- Wellness Chair
- Green Chair
- Social Chair

As a result of their experience in College housing, residents develop skills in four areas: Living in Community, Effective Communication, Valuing Diversity, and Skills for Success and Wellness.

As a result of living in College Housing, residents are able to:

1. Understand their community's standards and values and consider the impact of their choices on others in a sustainable community.
2. Develop skills for effective interpersonal communication and collaboration.
3. Value the benefits of a community diverse in culture, ethnicity, socio-economics, sexual orientation, religion, and other identities.
4. Develop skills for success and wellness in their personal and academic lives.

Dining Services

Sodexo has been Linfield's dining services partner since 1967, and it is committed to creating healthy environments for our students at Dillin Hall, Starbucks and at catered events. Sodexo's goal is to serve fresh nutritious food prepared from scratch, using authentic ingredients, and created in a socially responsible manner. The Director of Facilities & Auxiliary Services works closely with the Associate Dean of Students/Director of Residence Life to ensure Sodexo's operations on campus are meeting the needs of students.

All students living in residence halls or fraternity housing (who are non-suburb eligible) are required to have a meal plan (unlimited, weekly or block). Students with kitchens, as well as students living off campus, are also encouraged to dine alongside other students, faculty and staff in Dillin Hall. [Friday with Friends Flyer](#)

Providing students with [healthy options](#) is something our dining services partners do every day. Sodexo helps students select nutritious and satisfying meals, snacks and desserts. By highlighting well-balanced menu choices and providing nutritional information and tips, students can make choices that fit their needs.

Sodexo and Linfield work together to offer individual accommodations to residential students facing significant health challenges. Students with special dietary and/or religious needs or concerns are encouraged to contact the General Manager of Dining Services or the College Chaplain to discuss these needs and to make plans on an individual basis.

The dining services program is able to accommodate most dietary and religious requirements. If students feel that their special dietary or religious needs are not being met, however, students may submit an Adjusted Meal Plan request. [Adjusted Meal Plan Request Form](#). The Meal Plan Committee, comprised of representatives from Dining Services, Student Affairs, Student Health Center and Finance & Administration, reviews and considers all requests.

Linfield is also committed to diversity and inclusion and is proud to work alongside similarly committed dining services partners from Sodexo. In March, 2018 Sodexo was inducted into the [DiversityInc Top 50 Hall of Fame](#), which recognizes companies that have ranked #1 on DiversityInc since 2012 and recognizes the longstanding and consistent commitment to diversity and inclusion.

Dining Services encourages input from customers through a variety of means, including a pre-orientation dinner with Residence Life staff, presentations at ASLC meetings, and through other formal and informal channels.

- **Guest Impact Interviews** foster interaction between our dining services management team and guests. Every day, each member of the dining services management team has two or three short conversations with guests in the dining hall. With the purpose of these discussions seeking to find out how Dining Services can improve the experience for students on a daily basis.

Bookstore

Since April 2012, Barnes & Noble College has operated and provided Bookstore services for Linfield. Barnes & Noble provides the products, prices, and services that are the best possible combination of quality, customer service, and value.

The Director of Facilities & Auxiliary Services oversees the bookstores that serve Linfield's three programs: the residential program in McMinnville, the Linfield-Good Samaritan School of Nursing in Portland, and Online and Continuing Education.

- The Bookstore's McMinnville flagship location is open Monday through Saturday during the academic year and on weekdays during the summer months. It is also open additional hours during peak times of the school year and in support of other campus events.
- Established in collaboration with students, faculty, and staff, the Portland Campus Bookstore schedules monthly Pop-Up Shop events that occur on the second Tuesday of

each month. These events are in addition to regular hours/days at the start and end of each semester. [Portland Campus Bookstore Calendar 2018-2019](#)

- The [Bookstore's website](#) is available 24 hours a day, with an outstanding selection of textbook and course materials as well as school spirit clothing, gear, and gifts.

Linfield's bookstores' shared focus supports the College's mission, contributing to student success, and delivering an enhanced experience for the campus and surrounding community.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

The Athletics Department and programs report to the Vice President of Student Affairs and Athletics, a common model in the Northwest Conference. The Director of Admission is ultimately responsible for all admission decisions for students and policies for admission. Degree requirements and financial aid are the same for all students.

As an NCAA Division III institution, Linfield offers an athletics program that provides equal opportunity and access to both genders and follows Title IX and all NCAA, Division III policies. An equity survey was completed in 2019 and evaluations are under way in areas where students and coaches stated improvements could be made.

The athletic budgeting process is consistent with the annual budgeting process for all areas of the College. All fund-raising is conducted following college policy and accounted for via the controller and the office of institutional advancement.

The [Student Athlete-Handbook](#) outlines expectations and policies related to NCAA competition and Linfield. The [Student Athlete Advisory Committee](#) is a representative body of current students who work collaboratively to support student athletes and promote campus engagement and community outreach projects. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for Linfield student athletes are consistent with those for other students.

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Students enrolled in online courses and programs at the College are required to periodically [verify their identity through Ucard](#) following the provided instructions. This ensures that students taking classes online are the students completing the work. The authentication process is required at the start of each term and then again at random intervals during the term. For identity verification, students need a webcam enabled computer and a legal form of picture ID (such as a driver's license or a passport). The [2018-2019 Online Student Guide](#) offers additional details about the identity verification process and other policies and procedures for online students. Students with questions or concerns about the identity verification process, including questions related to privacy, are asked to [contact OCE](#).

Standard 2.E Library and Information Resources

2.E.1 Consistent with its Mission and Core Themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, Core Themes, programs and services, wherever offered and however delivered.

[The mission](#) of the Linfield libraries is to serve as a teaching/learning hub for the College, to partner with faculty in that endeavor, to balance collections between print and electronic, to build on our consortial work, and to pursue digital initiatives while intentionally keeping Linfield students and faculty at the core of our work. The work of the Linfield libraries clearly supports the Core Themes of creating a culture of engagement and excellence, integrating teaching and learning, fostering global and multicultural understanding, and facilitating experiential learning.

The Linfield libraries' resources drive our mission. Staffing at two campuses and for our OCE program includes: 6 faculty librarians, 2 temporary part-time teaching librarians who teach a few classes each semester, 1 full-time archivist, and 10 staff— some staff work part-time or 10 months. We also employ approximately 90 students per semester across all departments.

[Organizational Chart](#)

Linfield faculty librarians work with faculty, academic, and administrative departments to develop the collections of print, digital, visual, and archival resources. Using the principles outlined in the [Collection Development Policy](#), the Collections Management Librarian works to ensure that the resources support the College's curriculum and mission. Access to these multi-format resources is provided via physical and digital means. Faculty librarians meet regularly to assess possible new resources and to review use and cost of extant resources.

The [annual report for Collections Management](#) and the [budget reports](#) demonstrate that the past few years have been challenging in terms of fiscal expenditures on resources. The collection includes 155,351 monograph volumes, 226,873 e-books, 31,430 bound periodical volumes, 2,199 CDs, and 5,434 DVDs. Linfield participates in the Orbis Cascade Alliance E-book Program. This has been in place since 2011-12 and the Alliance E-book Committee consistently re-evaluates content offerings and pricing models to ensure that all 38 institutions benefit.

Further information on collections activities is available in the [annual report for collections management](#).

Unusual to most college libraries, Nicholson Library on the McMinnville Campus, through the Educational Media Services department, supports classroom technology and most campus events. This support means that EMS works diligently with faculty and ITS to manage and replace classroom equipment according to faculty needs as well as offering training to faculty in Blackboard, Kaltura, and other such resources. [Production Lab Annual Report](#), [Gate Count, Events, and Social Media Annual Report](#). Assessment of these services has been monitored through targeted surveys ([Production Lab Report 2011-2012](#) – see top of page 2; [Quick EMS Survey Fall 2016](#)) and in the spring of 2018 through MISO ([MISO Survey](#), [MISO Benchmark Comparison](#)) where McMinnville Campus Faculty reported high levels of satisfaction with technology support in classrooms. As the analysis notes, this support is “an unambiguous point of effective services to the faculty community.”

Circulation stats from 2008-2009 (the last time Linfield had a full accreditation visit) to 2017-2018 detail the steady decline in borrowing at the McMinnville Campus. Since 2013-2014, Portland Campus seems to be holding steady. [Link to General Circulation chart](#). In 2017-2018 at the McMinnville Campus, faculty circulation was 5,907 items, and student circulation was 9,141 items (39% and 61% respectively). At the Portland Campus, faculty circulation consisted of 615 items and student circulation consisted of 1,583 items (28% and 72%). For both campuses combined, 6,522 items were circulated among faculty and 10,724 items were circulated among students (38% and 62%). Interlibrary loan’s trajectory for both libraries notes [a steady increase in loans](#), but mostly a downward trend for borrowing. Perhaps this indicates an increasing reliance upon electronic materials.

Linfield students and faculty have access to 226,873 e-books through the Orbis Cascade Alliance. 215,950 of these e-books are leased to Linfield, and Linfield owns the remaining 10,886 e-books. [Link to E-Book Statistics](#). In 2013 Linfield was among the first group within the Orbis Cascade Alliance to implement the Ex Libris cloud-based Alma/Primo Integrated Library System. The first two years were bumpy as the library adjusted to this new, complex consortia system. [Borrowing and lending on Summit](#), the Alliance-wide system, reveals increasing borrowing and lending by Linfield faculty and students. Search activity for the past two years ([Usage Annual Report 2017-2018](#)) reveals some stability since all 38 members of the consortium have now joined this system. Usage of e-resources fluctuates from year-to-year. Some use varies wildly for particular resources. Faculty librarians always consult with faculty when assessing the possible addition of new e-resources or discontinuation of existing e-resources.

Due to institutional budget challenges, the libraries’ budget has been reduced by approximately \$200,000 since FY 2016. See accompanying spreadsheet for [Budget Changes FY2014-2019](#). The libraries’ budget was flat from FY2014-2016. The library was asked each year after that to reduce the budget by specific dollar amounts. The library was permitted to direct where these cuts happened. The spreadsheet reflects these reductions. The library was able to offset these

reductions with a one-time transfer of funds from endowed funds for FY2018-2019: a total of \$50,000.

[DigitalCommons@Linfield](#), the institutional repository (IR), started in 2010. Growth has been robust under the leadership of the Collections Management Librarian and DigitalCommons Coordinator. The IR includes more than 7,670 items and provides a showcase for faculty and student research and creative work, as well as materials connected with the history and development of the College. Additionally, it houses the unique Oregon Wine History Archive, one of two wine archives in the country. It also adds to the streaming content available from Linfield. DigitalCommons@Linfield clearly supports the Core Themes of creating a culture of engagement and excellence, integrating teaching and learning, fostering global and multicultural understanding, and facilitating experiential learning. [DigitalCommons@Linfield Annual Report 2017-2018](#).

The [Linfield College Archives](#) started in the summer of 2011 due to a planning grant from the federal government, administered through the Orbis Cascade Alliance. The archives provide access to the College's history, regional American Baptist church records, and the Oregon Wine History Archive. The latter collection is unique in its ample collections, digital and in print, and most especially in the streaming interviews with people in the wine industry, past and present. Yearly progress with new accessions, processing, description, digitization, and streaming interviews are detailed in the [Archives Annual Reports](#).

Linfield's resources are further supplemented through membership in the Orbis Cascade Alliance. The Alliance is an academic library consortium composed of 38 public and private colleges, community colleges, and universities in Idaho, Oregon and Washington. Membership benefits include the shared ILS, patron-initiated borrowing, fast and reliable delivery services, electronic resources purchasing, professional development of all library staff, and participation in new library initiatives. The staff of Nicholson library, in particular, have been involved in Alliance committees, task forces, and governance. The Alliance Collection Development Vision Statement ("As an Alliance, we consider the combined collections of member institutions as one collection. While member institutions continue to acquire their own material, the Alliance is committed to cooperative collection development to leverage member institutions' resources to better serve our users") helps ensure that the 38-member libraries collaboratively develop a shared collection that serves the academic needs of the Pacific Northwest while also acknowledging the importance of individual institutional collections. In FY2017-18, membership in the [Alliance saved](#) Linfield \$3,738,764.53.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff and administrators.

The Linfield libraries use a mix of standard surveys like the Measuring Information Services Outcomes (MISO) and the Higher Education Data Sharing (HEDS) surveys, as well as targeted surveys for departments such as the annual EMS survey of faculty. In addition, the teaching

librarians meet regularly to review classes (what worked, what did not), review student assignments and change our approaches to teaching and learning. Due to several retirements, the past seven years have been exhilarating and challenging as new staff are brought on board to learn the landscape of the library and the College.

Teaching librarians meet throughout each semester to talk about teaching methods and best practices. They review student work samples and talk about teaching goals. With the retirement in June 2013 of two long-time teaching librarians and the onboarding of two new teaching librarians, our approach has changed in terms of classroom assessment of the learning experience and our long-term goals for what we would like to see Linfield graduates understand in terms of information literacy. The current learning assessment tool was implemented in Fall 2018. [Information Literacy Frame](#).

The EMS department, when there was a teaching and learning position (ended June 2016) surveyed the faculty each spring. The [last annual survey](#) was in spring 2013. In Fall 2016, there was one additional survey and follow-up conversations with faculty regarding equipment in the classrooms on McMinnville Campus. Assessment of this survey indicates there is still the demand for both Windows and Mac support in the classrooms. Also, EMS made the decision not to remove VHS players, as some faculty continue to use them: [EMS Preliminary Quick Report](#) and [Quick EMS Faculty Survey 2016-2017 report](#). In spring 2018, MISO was administered across the College to faculty, staff and students. See [MISO Report](#) and [MISO Benchmark](#). The survey indicated high satisfaction with technology in the classrooms and a high positive perception of EMS staff. The decision to terminate the teaching and learning position and the subsequent decision to move the multimedia support person to the OCE in July 2018 means EMS is shifting its priorities once again.

The [HEDS Research Practices Survey](#) was administered in 2013-2014 and then again in 2017-2018. Most of what we learned as it regards our teaching is filled with caveats. It has suggested parts of the Association of College and Research Libraries (ACRL) Framework for Information Literacy on which to focus our instruction, and it has identified discrete skills with which our students traditionally struggle, but it has not taken into account the tools we use to search, nor has it truly embraced the ACRL Framework as a model of what it means to be information literate. The clearest and most useful piece of information we received is that those areas in which our students need the most attention are those research skills that have nothing to do with searching for and finding information. Skills like developing a topic, argument, or thesis, and organizing materials into a unified structure have all been self-reported by students as being relatively difficult; and though they report that documenting sources and knowing how and when to cite them are relatively easy, they don't always do well in this regard. It is these skills on which the teaching librarians will focus more of their instructional attention.

The teaching librarians have started to [analyze student assignments](#) (as we work to create a coherent information literacy plan) for Linfield students. The absence of a teaching librarian hampered this progress in 2016-17 and 2017-18. Each time the library changes systems affords the teaching librarians an opportunity to change their practices. Fall 2017 saw an upgrade to

Primo. Although not documented, the conversations flourished on how to teach with the new Primo because this interface leveraged more digital resources than available before.

The Reference and Systems Librarian has done quite a bit of research with students and faculty over the past decade ([Assessment Exhibits](#)). In 2009-2010, she gathered student input from focus groups and web usability testing. All this data was shared and discussed with librarians, and the library web page was redesigned. She administered a survey in spring 2010 with 500 student responses. She continued web usability testing on the fly through Fall 2010. In 2011, this librarian and the director of teaching used ethnographic methods to see how Linfield faculty use technology in their research and teaching. Their primary discovery: faculty and students use the research environment differently. In 2015, with the migration of the Orbis Cascade Alliance consortium to Ex Libris, she again implemented a web usability test. Targeted changes were made to the Libraries' web presence. And again in 2017, with the new improved Primo interface, small improvements have been made through informal conversations/classes with students and faculty.

Staff vacancies afford an opportunity for assessment and reflection. The Libraries hired an external reviewer in the Fall of 2010 when the Technical Services Librarian retired after 30 years of service to the College. This [complete review](#) assisted us as we moved on with a new Collections Management hire. And, in the summer of 2011, the library welcomed a part-time archivist to recommend [best practices](#) and policies for the establishment of an archives with the outcome of hiring the first permanent archivist at the College.

Institutionally, the Libraries work to support the College's Mission, Strategic Plan and Core Themes by developing services and relationships that foster collaboration and effectiveness. The Library Director serves ex officio on the Academic Innovations Council (as of December 2018), on the Technology Advisory Committee, and participates in the Academic Affairs meetings and the Academic department chairs meetings. The Portland Campus Library Director serves on the College Planning and Budgeting Council (CPBC) and on search committees for the School of Nursing. The Collections Management Librarian is ex officio on the Curriculum Committee and serves on the Student Symposium Steering Committee (since symposium entries are submitted via DigitalCommons@Linfield). The Collections Management Librarian and the Library Director also work closely with all new faculty to ensure that the resources available are relevant to their teaching and research demands. The Portland Campus Library Director does the same for the faculty at the School of Nursing. All the teaching librarians develop close collaborative working relationships in teaching with faculty. All this adds up to hearing what faculty need and want.

2.E.3 Consistent with its Mission and Core Themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

The Linfield Libraries' primary mission is to serve as a teaching and learning center for the College. As the Libraries' Mission Statement declares, the staff at the library works "to integrate information literacy in a meaningful way into the Linfield Curriculum and majors so that our students graduate with the habits of mind for effective engagement in this information-dense world." The mission of the libraries aligns with Linfield's mission of "connecting learning, life, and community."

The faculty librarians in McMinnville and Portland partner effectively with faculty starting with the first-year Inquiry Seminars (INQS), a writing- and research-focused class. Librarians frequently teach up to 3 or 5 class research sessions for each INQS section. This partnership continues strongly at the School of Nursing where the Portland Campus Library Director teaches in many classes.

The Portland Campus Library Director works with each nursing student in two intensive sessions as part of their first semester Evidence-Based Nursing (NURS 320) course. She also teaches in other courses in Semester One (NURS 315: Professional Communication) and in the clinical course for Semester Three (NURS 435: Integrated Experiential Learning). Throughout their time in the nursing program, she meets with groups of students working on various group projects, especially those in their final semester (NURS 470: Leadership in Nursing) when students do final poster presentations as a culmination of their work as nursing students. [Teaching Stats; Portland Campus Library Annual Reports.](#)

On the McMinnville Campus, the teaching librarians work closely with faculty in upper division classes. With the retirements of two faculty librarians in June 2013 concomitant with the hiring of many new faculty at the College during the past decade, the collaborative teaching relationships between librarians and faculty continue to evolve. The teaching librarians are currently working together on information literacy goals for a scaffolded approach for Linfield students, an assessment of the information literacy sessions, and incorporation of the ACRL Framework for Information Literacy into classes. This is a work in progress due to staff departures.

- [Library Outcomes for INQS](#)
- [Link to teaching stats – distributed across departments/faculty](#)

The faculty librarians are committed to excellence in their classes. The data on classes and students ebbs and flows depending upon enrollment, sabbaticals, and other factors. Teaching and learning in OCE has been affected by staffing issues during 2016-2017 and 2017-2018 to some degree but is back on track for 2018-2019. In particular, there is now robust participation once again in the OCE online nursing degree program.

- [Link to the teaching charts \(INQS, OCE, Other Mac Instruction, Total Mac Instruction, Portland Library Instruction\)](#)

Lots of learning also happens in the library for student employees, with several library departments that have robust learning outcomes and assessment plans that align intentionally with Linfield's core theme #4: Experiential Learning. In 2013-2014, Nicholson Library, along with

Student Affairs, began exploratory conversations about assessing experiential learning opportunities for student employees in both departments. After much discussion with various groups, including CPBC, this partnership evolved into a campus-approved assessment model for student learning across departments, both assessment for majors and assessment for student experiential learning through internships, work-study positions, and other non-classroom student activities. Four departments at Nicholson Library have been active participants in this [learning assessment](#): Archives, Access Services, Lead Student Workers, and Collections Management. These departments have crafted learning outcomes for their student employees, a data collection plan, and each year have conversations with their student staff regarding what they have learned.

- [Technical Services Student Employee Evaluation](#)
- [First and second year reports from Archives](#)
- [Collections Management](#)
- [Lead Student Workers](#)

Faculty are slowly discovering the Oregon Wine History Archive at Nicholson. The recent establishment of a Wine Studies minor (beginning in 2017-2018) and major (beginning in 2018-2019) has led to an increase in presentations to students in those classes. One Communication Arts class focuses on storytelling in the Oregon wine industry and uses oral history interviews and other archival materials to see how these businesses tell their stories. The Department of Theatre and Communication Arts, Alumni Relations and other non-academic departments frequently make research inquiries with the archives. This will continue at a slow but steady pace.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever and however delivered.

In spring 2018, the Linfield Libraries conducted the *Measuring Information Services Outcomes* ([MISO survey](#)) to gather feedback from students, faculty, and staff at Linfield. MISO provides data that can be compared across peer institutions. The Libraries will administer this survey again in two to four years.

The results for McMinnville Campus are quite positive from both faculty and students. The perception of staff friendliness, knowledge, reliability, and responsiveness is high. There is robust use of online resources off-campus by faculty for teaching and research. Faculty rate high the satisfaction with resources such as subscriptions and those available through the Alliance. The survey also indicated a need for the library to promote copyright/fair use information for faculty. Overall satisfaction with library services and resources is high for faculty.

The School of Nursing Faculty report that working with librarians moderately or greatly contributes to their teaching goals and research. Like the McMinnville faculty, this faculty group

is not as informed on whom to contact for copyright/fair use advice. All Portland faculty agree that the library staff is friendly, knowledgeable, reliable, and responsive.

Students on the McMinnville Campus value the study spaces at Nicholson Library. The survey also indicated high importance for online access to resources and strong satisfaction for that access. In general, students reported high overall satisfaction with the library. Students on the Portland Campus are quite satisfied with library research services and instruction.

The summary findings of the peer comparison group suggest that Linfield faculty need more education on copyright/fair use. These findings also suggest that Linfield faculty do not yet perceive a need to use the archives. With the new major and minor in Wine Studies, the Library expects this perception to change for both faculty and students. The survey also suggests that Linfield faculty, in comparison with other colleges in the peer group, do not perceive that working with librarians assists in achieving their teaching goals as much as the Linfield librarians would think. Linfield's faculty use resources more frequently than faculty in the comparison group. Faculty use of the library search portal also ranks higher than with the peer group. For students, one significant finding was working with librarians to achieve academic goals ranked higher for Linfield students than in the comparison group. For details: [Link to MISO Survey Benchmark Comparison](#)

The Library has also administered HEDS twice (in 2013-14 and again in 2017-18). That discussion is spelled out in section 2.E.2. As also mentioned in Section 2.E.2, the EMS department has done surveys periodically throughout the last decade to gauge service and resource satisfaction.

Each library department produces an [annual report](#). Staff review and discuss these reports. The library staff anticipates trends in resources and services and creates annual and long-term goals each year. The Library also participates in the IPEDS and NCES data collections in order to review national trends in resources and services. There is a lot of collaborative feedback gathered to inform and support Orbis Cascade Alliance work. That is then fed into the consortial pipeline for further discussion and action.

The Libraries pay attention to security. For example, most licensing agreements signed by the Libraries include a statement about how to respond to unauthorized users or breaches. Whenever a license renewal occurs, security is addressed as part of the review of the agreement's terms. The Libraries' major vendors also now incorporate specific security requirements as part of their terms of use to comply with the EU's General Data Protection Regulation (GDPR). For patron privacy, the libraries train students to not share information about any patron. The Libraries delete checkout history for all patrons and destroy paging slips for all patrons. The staff work together to identify high-theft candidates or high-value items for moving to Special Collections.

Standard 2.F Financial Resources

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

Cash Flow

Operating cash flow is monitored monthly and trends are compared with prior years [Short Term Investment Report 2018](#) and the Short-Term Investment Policy. Monthly cash needs are fairly consistent from year to year and semi-annual debt payments are April 1 and November 1. The college has maintained sufficient unrestricted and temporarily restricted net assets balances to support its annual cash operating needs and has not had to borrow for any short-term needs or operations, even though cash flow varies considerably during the year with semester cycles.

Short-term debt has been very minimal and mostly for interest-free loans on vehicles or other equipment lease/purchase arrangements up to five years in length. Long-term debt is all from tax-exempt bonds with consistent annual budgeted debt service amounts of approximately \$2.8 million or less through 2041 and there are no immediate plans for additional borrowing.

Endowment funds received are periodically invested. Once in our “Megapool” investment account at Charles Schwab, they are 100% invested per the terms of the [Linfield Statement of Endowment Investment and Spending Policy](#). The BOT Investment Committee gets a full update from the endowment investment consultant (Sellwood Consulting LLC), the CFO, and the Controller at each meeting. The committee discusses and gives instructions for any rebalance of investments needed in order to stay within policy target parameters and the rebalancing is promptly carried out by the Controller and consultant. Endowment spending projections are given to the Investment Committee and underwater endowments are monitored and reported to the committee.

A similar process with the BOT Investment Committee takes place for the majority of the Colleges Trust and Annuity funds for whom BNY Mellon is the custodian, administrator, and co-investment advisor, along with Sellwood Consulting LLC. However, with the Trust and Annuity funds, the College’s Institutional Advancement office is primarily responsible for the upfront administration and communication with BNY Mellon and the Controller’s office.

Additional information can be found in the following reports:

- [Linfield College Endowment Investment Report](#)
- [Underwater Endowments Trustee Report 6-30-18](#)
- [2019 Endowment spend based on 6.30.18](#)
- [Endowment FY18](#)

- [2018 BNY Mellon Planned Giving Charitable Gift Report](#)
- [Net Asset Summary by Classification](#)

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

The College has developed an Enrollment Projection Model using beginning cohorts for first-year and transfer students and projects their retention into the future based on historical trends. This model budgets enrollment for all classes as well as room and board usage. With tuition, room and board revenues making up 92% of the budgeted revenues, the Enrollment Projection Model drives both the upcoming year’s budgeted revenue but also is the key component of the 5-year budget model that is used to view future effects of decisions made and the impact on vital resources.

Net tuition, room, board, and other student fees as stated above make up approximately 92% of the College’s budgeted revenues for fiscal year 2018-2019. Unrestricted giving and unrestricted endowment income generate 4% which leaves all other revenue sources generating the remaining 4% of the budgeted revenues. There has not been much change from year-to-year in the actual amounts received from these non-tuition revenue sources which allows for a very accurate projection for budgetary purposes.

2.F.3 The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

Internal Financial Reports

The Office of Budget and Financial Analysis prepares regular financial reports for the President’s Cabinet (direct reports), College Cabinet, and the BOT to monitor the financial stability of the College throughout the year. The institution also periodically submits additional reports to Budget Officers and Department Heads that monitor their individual budgets.

The Director of Budget and Financial Analysis is responsible for producing a “Budget Status Report” for each Financial Affairs Committee meeting of the BOT (November, February, and May) and more frequently for the President and VP for Finance and Administration. The Budget Status Report (BSR) includes year-to-date revenue and expenditures as well as projected fiscal year budget information and budget variances. This report is prepared as necessary to monitor the status of YTD revenue and expenditures.

The VP for Finance and Administration/CFO and the Director of Budget and Financial Analysis (DFA) review the budget’s actual figures on a monthly basis. Variances are discussed with the appropriate personnel and investigated as necessary by the DFA. Deviations from the budget do not have to be approved by the BOT but are brought to the Board’s attention.

The CFO presents the final year end Budget Status Report to the Executive Committee of the Board in September. The Audit Committee reviews and accepts the audited annual financial statements in late October. The accepted audited financial statements are then presented to the Full Board for ratification in November.

The Financial Affairs Committee has identified several key indicators that it reviews on an annual basis at the November BOT meeting including at least five years of history. The key indicators are listed below and can be found in the Finance and Administration [Key Financial Indicators](#).

- Sources of the Operating Budget
- Net revenue per student including financial aid discount information
- Compensation as a percent of total expenditures
- Benefits as a percent of compensation
- Summary of Linfield College Reserve accounts

The Office of Budget and Financial Analysis serves as the central administrative office in coordinating the budget and providing departments with ongoing budget tracking information. Generally, departments will monitor their budgets by either checking WebAdvisor online or by receiving Synoptix reports (the College's reporting software) for their department. While the Budget Office provides the sources of financial analysis and information for department heads, it does not make funding decisions for the departmental areas. The Office of Budget and Financial Analysis serves to monitor budgetary compliance, thus ensuring that individual accounts remain within budget.

Other reports which are available and monitored by the CFO or Controller include:

- [Operating-Primary Reserve Ratio 12-20-18](#)
- [Change-Return on Net Assets Ratio 12-21-18](#)
- [Viability Ratio 12-21-18](#)
- [FIT Ratio](#)

Other examples of financial planning and reporting are also found in [Evidence Folder 2.F.1-12](#).

Operating Budget Development Process

The College Operating Budget represents the projected unrestricted revenue and expense for the daily operations of the College.

The budget process* begins in October with the CPBC setting the budget priorities for the upcoming budget cycle. Budget packets including the prior two years of actual expenditures are delivered electronically to all College department heads that have budget authority. Also included are forms to justify any new requests in the upcoming year as well as a summary page

of all requests with a priority ranking. All new requests are required to support at least one of the strategic goals of the College.

During November, each Vice President consolidates all of the requests from their direct reports and forwards those they support to the Office of Budget and Financial Analysis. The Director of Budget and Financial Analysis has historically prepared the information for the President's Cabinet including: revenue projections, compensation goals, new position requests, and requested departmental operating expenses.

In December, the President's Cabinet drafts a balanced budget for the upcoming fiscal year. In addition to drafting a balanced budget, the Cabinet considers the effects of their decisions on future years using the College's Budget Model that projects scenarios out five years.

In January, the CPBC-Budget Working Group (BWG) meets to review the Cabinet budget proposal. The BWG is made up of the following individuals: VP for Finance and Administration (co-chair), VP for Academic Affairs (co-chair), three faculty members, one exempt staff, one non-exempt staff, one student, and the Director of Budget and Financial Analysis as a resource. Upon review and discussion, the BWG either accepts the Cabinet's budget proposal or suggests changes. Once a consensus is reached, budget presentations are shared with the campus community. The budget is then forwarded to the President for consideration and approval.

*This process was changed for the development of the 2019/20 budget.

Tuition, room and board, and medical premium rates are approved at the February Board of Trustees meeting. At the May BOT meeting the expenditure side of the budget is approved contingent upon the subsequent material realization of the key enrollment and tuition revenue assumptions on which it is based. If those key enrollment or tuition revenue assumptions do not materialize, as subsequently determined by the College President, the BOT delegates the authority to the Executive Committee to adopt a revised budget.

2.F.4 The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The Accounting/Controller's Office is responsible for the following areas on both the McMinnville and Portland campus and the Online and Continuing Education program:

- General accounting, financial reporting, audit, IRS 990, etc.
- Accounts Payable and Purchasing (limited purchasing, mostly decentralized)
- Fixed Assets
- Debt management and compliance
- Investment management
- Endowment, Annuity and Trust tracking, reporting, disbursing, etc.
- Student Accounts/Cashier

The Accounting, Student Accounts, Registrar, and Financial Aid offices use Ellucian's Colleague administrative software which is integrated to pass data between modules and facilitate student billing, General Ledger, etc. The Human Resources/Payroll office, which reports directly to the CFO, currently uses ADP for processing payrolls and HR information. Accounting also uses Fundriver (an online third-party endowment software package) for tracking individual endowment earnings, spending, and making expenditure projections.

The Controller's Office and the areas reporting to the Controller maintain separation of duties. The Student Accounts/Cashier Office has separate duties and reconciliations for handling and accepting payments from Financial Aid and Student Accounts. They report to different Vice Presidents. The Student Accounts Manager reports to the Assistant Controller who reports to the Controller. The A/P Purchasing Manager reports to the Controller and has an A/P Clerk position reporting to the A/P Purchasing Manager. The remainder of the staff in the Accounting Office report directly to the Controller, who reports to the Vice President for Finance and Administration/CFO.

The policies, procedures, and internal controls involved are detailed in the following documents:

- [Contribution Revenue Process](#)
- [Banking ACH Setup Process-Policy-Procedures](#)
- [Procurement – AP Process](#)
- [Treasury Process](#)
- [Tuition Revenue Process](#)
- [General Ledger Process](#)

The College's financial records and federally funded financial aid and contracts, as well as 403(b) retirement plans, are audited annually by an audit firm(s) selected by the BOT Audit Committee. The selected audit firm(s) report directly to the Audit Committee and have access to gather information from any employee at the College, while working with the Controller's Office, HR/Payroll office, Financial Aid Office, Registrar's Office, etc. to carry out the annual financial audit. The college prides itself on clean audit opinions.

The College recently went through an auditor RFP process and has switched audit firms from KPMG and KS&Co (on 403(b)) to BKD on all audits plus filing the IRS 990 for FY2017/2018. Prior to this we had been with KPMG for 54 years but had switched review partners and field staff several times over the years.

2.F.5 Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes

Planning for new or renovation of existing buildings begins with a multitude of resources that have been developed over the years that include:

- [Physical Master Plan \(2000\)](#)
- [Facilities Master Plan Analysis \(2007\)](#)
- [Space Utilization Strategy \(2012\)](#)
- [Strategic Facility Guide \(2013\)](#)

Using these resources, priorities are developed that reflect the College's mission and goals as identified in Linfield's Strategic Plan. Currently, a new science facility has been identified as the number one priority.

Included in the annual operating budget is a variety of capital expenditure accounts that address the ongoing need to maintain existing facilities and equipment or to remain current technologically.

- **Major Repair and Replacement (MR&R) – Operating Budget \$900,000**

A list of potential projects is identified each year by the Director of Facilities with input from other areas of the College such as the Student Life (housing), Academic Affairs, and Finance. The list is then reviewed by the President and VP for Finance and Administration, and after considering the projected cost of each project, life-safety issues, and ADA compliance, a decision is made on which projects to fund. If projects are expected to span over two fiscal years, the funds are carried forward into the next year to complete the project.

- **Academic Technology (\$334,774) and Equipment (\$80,000) Fund**

Within the College operating budget there are funds managed by the VP for Academic Affairs including those for technology and equipment. The technology funds are for classroom and computer lab equipment to further the educational process. The equipment budget is for faculty computers and other office or lab equipment. Academic Affairs asks for equipment requests from academic departments. The VP for Academic Affairs reviews all requests and allocates the funds according to the greatest need. Some departments (particularly the sciences) also receive financial gifts and/or utilize course fees to purchase equipment when needed.

- **Administrative Equipment Fund (\$40,000); Computer Replacement Fund (\$40,000)**

Within the College operating budget there are equipment and computer replacement funds managed by the VP for Finance and Administration. The equipment budget funds the purchasing of all administrative equipment from printers to exercise equipment to lawn mowers. All non-academic departments receive the opportunity to request funds for specific items each summer for purchase in the new fiscal year. The list with all requests is reviewed and approved by the VP for Finance and Administration. The College has a

[Computer Replacement Policy](#), whereby computers are replaced every four years or as needed. This policy is funded by an annual budget of \$40,000 for non-faculty personnel.

- **ITS Technology Fund (Approx. \$200,000 Annually)**

The technology fee is collected and administered as a capital equipment fund to support and maintain campus-wide information technology, including Information Technology Services, Library, and Media Services. Priority is given to acquisitions in direct support of the instructional mission of the College. Because acquisition, replacement, and upgrade of such equipment requires one-time expenditures of large sums, the funds are held in a restricted account, with a precautionary balance carried over from one fiscal year to the next.

Allocations from the fund are the responsibility of the Vice President for Finance and Vice President for Academic Affairs, with advice from appropriate stakeholders.

2.F.6 The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

Linfield College identifies and tracks the following programs as auxiliary enterprises within the general ledger, budget reports, and financial statements:

- Housing
- Food Service
- Conference Events
- Bookstore

Each of these enterprises has its own budgetary account within the College's general ledger that includes the revenues generated by each program as well as budgeted expenditures to fund them. Annual increases and decreases to the Auxiliary operating budgets are requested and reviewed during the College's annual budgeting process as described in section 2.F.3.

The net income from each program is used to support the general operations of the College. Throughout the fiscal year, projected revenue and expenditures are shared with the President's Cabinet and Trustees on a regular reporting cycle.

2.F.7 For each year of operation, the institution undergoes an annual external financial audit by professionally qualified personnel in accordance with generally accepted auditing standards. The audit is to be completed no later than nine months after the end of the fiscal year. Results from the audit, including findings and management letter recommendations, are considered annually in an appropriate and comprehensive manner by the administration and the governing board.

The College's financial records and federally funded financial aid and contracts, as well as 403(b) retirement plans are audited annually by an audit firm(s) selected by the Board of Trustees Audit Committee. The selected audit firm(s) report directly to the Audit Committee and have access to gather information from any employee at the College, while working with

the Controller's Office, HR/Payroll office, Financial Aid office, Registrar's office, etc. to carry out the annual financial audit. The college prides itself in clean audit opinions.

The college recently went through an auditor RFP process and has switched audit firms (from KPMG and KS&Co (on 403(b)), to BKD on all audits plus filing the IRS 990) for FY2017/2018. Prior to this we had been with KPMG for 54 years but had switched review partners and field staff several times over the years.

The audits are conducted within 2-4 months following fiscal year end. As part of the oversight of the College's financial practices, internal controls, financial management, risk management and standards of conduct, the Audit Committee (after thorough review of the three audits) accepts the audits and presents them to the full Board for ratification at the November BOT meeting.

Copies of audited financial statements, management letters, etc. are below:

- [403\(b\) Management BKD Report](#)
- [403B Plan Financial Statement CY2017](#)
- [Linfield College Financial Statements](#)
- [Regular Audit Management Letter 2018](#)

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

Campaigns to raise capital and operating income are coordinated with the priorities and goals established through the College's strategic planning and budgeting processes. All of Linfield's fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. The College does not have a relationship with any other fundraising organization that bears its name and whose major purpose is to raise funds to support its mission.

Standard 2.G Physical and Technological Infrastructure

2.G.1 Consistent with its mission, Core Themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

The College's mission of connecting learning, life, and community are supported with physical facilities and equipment that are designed, maintained, and operated to provide a safe, clean, and comfortable environment conducive to higher education. The [Mission Statement](#) of Facilities Services supports this work. The College maintains the following physical facilities:

- Linfield’s McMinnville Campus consists of approximately 189 acres with 79 campus buildings totaling approximately 1 million square feet. A complete list is available in the [Fact Book](#).
- The McMinnville Campus is pedestrian-oriented with academic buildings located in the interior of the campus and major vehicular traffic, parking, and service functions around the perimeter. As a result, relatively short walking distances separate the academic buildings, adding to the convenience of class scheduling. The maps of both the [McMinnville](#) and [Portland](#) campuses illustrate this design.
- The Linfield-Good Samaritan School of Nursing (LGSSON) is located adjacent to Good Samaritan Hospital and Medical Center in northwest Portland, approximately 30 miles northeast of McMinnville. Governed by a Lease Agreement, the LGSSON occupies the entirety of two buildings owned by Legacy Health Systems, and the Library occupies a portion of one adjacent shared-use building.

In November of 2018, the College announced that it had purchased a 20-acre site in Portland to be the new, permanent location for the School of Nursing. The site is the current home for the University of Western States. The new facility should provide Linfield the ability to increase the number of students who can attend its Nursing programs which currently have long waiting lists.

Regular and frequent maintenance ensures that all campus facilities are functioning properly and safely. All facilities are cleaned and maintained following pre-established cleaning and maintenance schedules, with special maintenance logs kept for specialized equipment and systems. When minor maintenance issues arise on the McMinnville Campus, the College utilizes a work order system that enables Facilities Services staff to address these needs in a prompt and orderly fashion. When minor maintenance issues arise on the Portland Campus, the College submits a work order through Legacy’s work order system that enables Legacy’s Facilities staff to address these needs in a prompt and orderly fashion, per the terms of the Lease Agreement.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The current Linfield [Chemical Hygiene Plan](#) was developed in 2010 and was most recently updated in August, 2017. It is reviewed annually, and a comprehensive rewrite is currently underway for 2019. In accordance with OSHA and OROSHA guidelines regarding how to work with, store, track, and prevent mishaps and exposures to all hazardous and toxic substances, the College’s Chemical Hygiene Plan includes policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The Fire Marshalls of the State of Oregon and the City of McMinnville conduct reviews to ensure the College tracks hazardous materials of specific quantities, provides the locations of our hazardous materials, and ensures those storage areas are clearly labeled.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, Core Themes, and long-range educational and financial plans.

Linfield developed a Master Plan for its physical development, consistent with its Mission, Core Themes, and long-range educational and financial plans. Although developed in 2000, the framework of the Master Plan and 2007-2008 Master Plan Addendum are still valid, even though some areas of the McMinnville Campus have varied in use from the projections at the time. These plans have been supplemented with supporting plans, including the [2012-2020 Strategic Plan](#), the [Space Utilization Strategy](#) (developed in 2011-12) and the [Strategic Facilities Guide](#) (prepared in 2012-2013.)

The Strategic Plan Update and Review (SPUR) Addendum, completed in February 2017, specifically identifies as a goal the need to “Address current facilities and infrastructure needs while making targeted additions that attract and support students” ([Goal 3,F](#)).

The 2011-2012 Space Utilization Strategy established logical short and mid-term strategies for utilizing spaces to the greatest long-term benefit of the College. The relocation of several departments into newly completed spaces resulted in other spaces being vacated. This generated an opportunity to adjust existing departmental office spaces to accommodate their current needs more efficiently.

Grounded in the existing [2000 Physical Master Plan](#) and the [2007-2008 Facilities Master Plan Addendum](#), the [Strategic Facilities Guide](#) was prepared in 2012-2013 to augment existing campus planning documents. The Strategic Facilities Guide was developed as a tool to allow the College to tie the Strategic Plan to facilities and space needs for the McMinnville and Portland campuses as well as revitalize, enhance, and focus the College’s direction for the near future. It was also developed to provide increased clarity regarding immediate and future facility needs. Unlike a comprehensive master plan, the Strategic Facilities Guide provided big-picture guidelines for the use of existing campus facilities, while focusing on the immediate needs of the College in terms of space utilization.

All of the recommendations in the Strategic Facilities Guide were developed to reflect goals and priorities consistent with the Strategic Plan. However, while some recommendations were implemented, others were considered aspirational and beyond current funding capabilities. Implementation of these recommendations will vary, dependent upon growth and other financial resources.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution’s mission, accomplishment of core

theme objectives, and achievement of goals or intended outcomes of its programs and services.

Requests for general Facilities Services equipment items needed to support unit functions are submitted as part of the College-wide budgeting process. This process begins in October and is completed when the BOT approves the budget in May.

Maintenance and repair requests on the McMinnville Campus are managed through “Schooldude.com,” an online work order system. This system allows receipt of work order requests either verbally or electronically. The work order request is entered into the work order system and electronically transmitted to the appropriate facilities area for execution. The system enables shop managers to maintain better visibility of the work assigned and the current status of those requests. Facilities Services also uses a computerized Building Automation System to control and monitor the HVAC and other campus infrastructure systems.

Maintenance and repair requests at the Portland Campus are coordinated with Legacy Health Systems per the terms of the Lease Agreement. All maintenance and repair requests are entered into Legacy’s work order system that enables Legacy’s Facilities staff to address these needs in a prompt and orderly fashion.

2.G.5 Consistent with its mission, Core Themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

The [Technology Advisory Council](#) (TAC), detailed in 2.G.7, facilitates strategic discussions regarding technology at the institution and provides senior leadership with the relevant information required to make informed decisions regarding technology investments. This ensures appropriate and adequate technology systems are in place to support Mission and Core Themes.

Recent infrastructure initiatives include upgrades to the fiber, network hardware, security systems, and server equipment. The fiber backbone on both campuses was upgraded from multi-mode to single mode, allowing for greater flexibility and bandwidth expansion in the future. The new fiber design also ensures reliability and resilience by taking multiple paths across campus.

Upon completion of the fiber project, Linfield implemented a plan to upgrade the network, security, and wireless equipment across both campuses. We deployed 125 access switches, four datacenter switches, four core switches, four wireless controllers and 600 access points. We have also deployed redundant firewalls on both campuses, two carrier class routers, redundant Cisco SourceFire security modules, redundant Identity Services Engine servers, and a Firesight Management server. The network upgrade project was completed in November of 2017.

One critical aspect of operational continuity is access to the internet. Many technology systems are now provided as a service in the cloud, and any loss of access to the internet interrupts operations. To prevent such an outage, a second internet circuit was provisioned on the McMinnville Campus and a primary circuit was added to the Portland Campus. There are now multiple paths to the internet from either campus.

In January 2018, Linfield began a project to upgrade the enterprise server hardware, switching, and storage on campus. This project refreshes the existing hardware in the Nicholson Library datacenter, which is seven years old, and adds a redundant site in Melrose Hall. The new hardware will give the College additional computing power and storage, while the new site will provide a measure of redundancy and disaster recovery. This project is ongoing.

Applications supporting management and operational functions as well as academic support services include Ellucian Colleague and Blackboard Learn. Colleague supports operations such as Purchasing, Accounts Payable, and Accounts Receivable. Colleague is also the major system for Academic Support Services, including the Course Catalog, tuition and fee billing, registration and transcripts. Blackboard Learn is a Learning Management System used to distribute course materials, submit assignments online, and provide a collaborative workspace.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Instruction and support for the use of technology is provided by two groups on campus, [Information Technology Services](#) (ITS) and [Educational Media Services](#) (EMS). The ITS department has eighteen full-time employees on the McMinnville Campus and two on the Portland Campus.

Three professional technical support staff members of ITS provide application support and training for faculty, students, and staff. This support is typically offered via one-on-one support sessions, either in person or on the phone, or via online knowledgebase instructions. For major upgrades or changes to software systems, training is provided by ITS staff through scheduled workshops. In the example of a new reporting system recently implemented, training workshops were provided by the vendor of the software.

Ellucian Colleague application and reporting training is provided to new employees by four Colleague support staff through one on one training and in monthly workshops. [The Learning Management System \(Blackboard Learn\)](#) application support is provided by a Blackboard administrator. The two ITS staff members on the Portland Campus also provide classroom technology support for faculty.

During the 2017-18 academic year, OCE provided the above training and support services to online and School of Nursing faculty. Faculty on the McMinnville Campus received similar support services through the Teaching and Learning Support program.

Beginning in the 2018-19 school year, OCE became the primary provider of training for faculty in the effective use of instructional technology on the three campuses: OCE, LGSSON, and McMinnville. Training takes a variety of formats including on-campus workshops, online webinars, short online courses, individual training and consultation, and web based “How-To” instructional videos.

Prior to this, OCE provided training only to OCE faculty. Faculty teaching in the School of Nursing received similar services through the ITS department and McMinnville faculty received these same services through the Teaching and Learning Support program.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Input into technology planning at Linfield occurs through a technology governance group, the [Technology Advisory Council](#) (TAC). The purpose of TAC is to evaluate, review, and advise in planning for acquisitions, maintenance, and use of current and future technology throughout the College. In addition, TAC is responsible for developing, evaluating, and updating the ITS Plan. The council submits policy recommendations to the CPBC. The duties and functions of TAC are to provide recommendations to CPBC for technology priorities and acquisitions, advise on policies, procedures and standards for information technology, review the ITS Plan annually, and provide input to the CPBC and other committees on funding strategies for growth and replacement of core information technology resources. Members of TAC include three faculty members (including one exempt employee each from the McMinnville and the Portland campuses), one student, one non-exempt employee, one representative from Online and Continuing Education, the Chief Technology Officer, the Director of the Library, the Vice President for Academic Affairs/Provost, and the Vice President for Finance and Administration.

In 2017, the TAC committee created a [New Technology Request Process](#) to allow campus-wide insight and contributions to the ITS Plan. This process includes an online form to submit project requests to TAC and a repository web page to track submitted and approved projects.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

[The Information Technology Services Plan](#) ensures that the technological infrastructure is adequate to support the operations, programs, and services of Linfield. The ITS Plan is reviewed TAC, as described in Standard 2.G.7. Working within the annual budget cycle, TAC submits recommendations to the CPBC for technology updates or replacement requests. In addition to projects initiated through the annual budget cycle, ITS administers a fund that is allocated for the maintenance of campus-wide technology infrastructure. The Vice President for Finance and Administration is responsible for the oversight of fund expenditures. A separate fund is

maintained by the Vice President for Academic Affairs to support academic, classroom, and Library technology needs.

[The ITS Computer Replacement Policy](#) supports Linfield's Strategic Plan by describing an orderly approach to upgrading or replacing computer technology on an annual basis. The College has established a central budget and procedures for the regular replacement of computer equipment for employees, classrooms, and computing labs. ITS is responsible for the annual replacement of computer equipment, and the policy currently states that one-fifth of the ITS computer equipment inventory should be replaced every year.

CHAPTER 3

PLANNING AND IMPLEMENTATION



Chapter Three: Planning and Implementation

Standard 3.A Institutional Planning

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

The planning process at Linfield is ongoing and cyclical, informed by the College's mission as well as its focus on meeting the needs of the individual student. The planning undertaken by each of the various units of the College is also interrelated and purposefully aligned with the College's Core Themes and accompanying KPIs. The strategic planning process, moreover, is dynamic and iterative, with each unit required to reflect on its achievement of objectives articulated at the outset of the annual process. The College Planning and Budgeting Council (CPBC) sets its annual budgeting priorities in October based on the Strategic Plan.

The [Strategic Plan](#) was implemented in 2012 and begins with a statement foregrounding its guiding principles in the College's mission statement, which is embodied in the concise statement, "Linfield: Connecting Learning, Life, and Community," as well as in Linfield's four Core Themes. The plan includes an initial statement of purpose with its objective to "revitalize the Linfield student experience" and "make experiences both in and out of the classroom more intentional, integrated, international, and challenging." The plan includes the following three overarching goals: to strengthen academic programs; to enhance Linfield's regional, national, and global connections; and to grow and strategically align Linfield's resources (which are then broken down into objectives that articulate more specific dimensions of the four Core Themes.) The KPIs were revised in Spring 2018 to address questions and concerns raised in the *Mid-Cycle Self Evaluation Report*, which challenged the College to reduce the number of indicators and to ensure that they more clearly connected to the Core Themes.

In May 2016 the Board of Trustees, at the recommendation of then President Thomas Hellie, directed the Strategic Plan Update and Review (SPUR) Committee to complete a mid-plan review and explore the possibility of revising as well as extending the Strategic Plan to 2020, aligning it with the Northwest Commission on Colleges and Universities' revised accreditation schedule. The SPUR process was completed in 2017, extending the current Strategic Plan through 2020. This extension is reflected in the plan's current name, *Linfield College 2012-2020 Strategic Plan: Including Strategic Plan Update and Review (SPUR) Addendum, February 2017*.

The SPUR process was inclusive; undertaken to assess the continuing "viability and applicability" of the 2012 Strategic Plan and to consider whether the plan could be extended as well as what changes might be needed. The SPUR committee solicited feedback from the entire Linfield community via multiple surveys, open hearings, and email comments about potential changes to the plan and college priorities. The committee was also charged with compiling a second document comprised of Promising Ideas. These ideas might be considered and

potentially implemented in order to effectively broaden the scope of planning while acknowledging the changing landscape of higher education along with the evolving needs of our students. As with the process of drafting the Strategic Plan itself, the committee solicited suggestions from the entire college community for these promising ideas.

The [Promising Ideas document](#) was intended to provide the starting point for robust conversations that would help guide the planning process of the College and offer suggestions about Linfield's distinctiveness to various constituencies. As an example, in addressing the question of how internal communications might be improved, the document suggested increasing accessibility to meetings via several existing technologies and increasing cross-sector representation in governing bodies. In response to how the College might enhance its commitment to diversity, potential ideas included expanding the definition of "diversity" beyond racial/ethnic differences among students to include other dissimilarities. The document also offered salient ideas about how to reconfigure the College's FYE (First-Year Experience) to better serve the evolving needs of incoming students, including transfer students, as well as how to better leverage the full potential of PLACE (Program of the Liberal Arts and Civic Engagement) to address our Core Themes.

The planning process at Linfield is flexible, designed to respond to changes and the evolving needs of the College. As Linfield confronted decreased enrollments in two consecutive academic years, former President Hellie and the cabinet formed the [Comprehensive Enrollment Planning Council](#) (CEP) to consider strategies and gather best ideas from all constituencies to address this challenge and stabilize enrollments. The goal of the process was "to identify programs or ideas that could successfully grow enrollment by serving as additional points of distinction for Linfield College." The CEP Council, like the CPBC with which it shared its recommendations, was a representative body that included administrators, faculty, and staff. There was also a smaller [CEP Steering Committee](#) that was charged with making final decisions and forwarding recommendations to the President and the Cabinet.

The CEP elicited ideas from the Linfield community to build upon the College's strengths and core values in order to respond to enrollment challenges. Working groups charged with assessing the viability and costs of potential initiatives were formed around the most promising ideas and followed the stages of a flow chart. These ideas were then shared with the entire Linfield community on a password-protected page on the College's website. Some of those ideas were implemented, such as a major in [Wine Studies](#) as well as a new marching band (which made its debut at college sporting events in Fall 2018.) The CEP also shared presentations and surveys completed in assessing each of these potential initiatives on the same password-protected site. The CEP process was implemented in the spirit of aligning college planning with the budgeting process. It reflects Linfield's commitment to identifying innovative initiatives that respond to the interests and needs of potential students while remaining true to the College's mission of "Connecting Learning, Life, and Community."

It is important to note that even as the College made the transition from the administration of Dr. Thomas Hellie to that of the current president, Dr. Miles K. Davis, the planning process

remained the same. The CPBC and CEP shared information about the Strategic Plan and the budget with President Davis upon his arrival in July 2018. Under President Davis, the new administration has restructured the College's governance, reconfiguring key administrative positions and bodies. These changes will be touched upon briefly here with a focus on their effect on planning processes, but they are described in more detail in other sections of this self-study.

Three changes have had significant impacts on planning processes. First, President Davis introduced a permanent Academic Innovation Council, a representative body comprised of members drawn from the College's various constituencies, to continue the work started by the CEP. The Academic Innovation Council also serves to institutionalize the CEP commitment to identifying innovative initiatives that adhere to student needs and the Mission of the College. Second, President Davis divided the former Vice President of Academic Affairs and Dean of Faculty position into two new positions: A Provost/Vice President of Academic Affairs and a Dean of Faculty position. Third, President Davis replaced the former President's Cabinet (a body consisting mainly of the vice-presidents who report directly to him) with a College Cabinet, a voting body that includes wider representation from faculty and other employee groups.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

In keeping with both the Mission and ethos of Linfield, the planning process is comprehensive, inviting input from the College's various constituencies at each stage of the process. The CPBC, defined as "an institutional constituency body whose members are committed to a process whereby they represent the voices of their constituency governance groups while deliberating at the institutional level, for the institutional good," is responsible for providing a set of priorities to guide the budgeting process each year. The duties of the CPBC are to integrate the planning, budgeting, and assessment cycles to optimize finite resources and to ensure that the focus remains on student learning and support services. The CPBC is comprised of students, faculty, administrators, and Linfield Employees' Association (LEA) classified staff. As a representative body, it is committed to reflecting the unique contributions to the College's mission of each of its three arms: The McMinnville Campus, the Portland Campus, and Online and Continuing Education.

The CPBC is further divided into several working groups and subcommittees designed to address specific dimensions of planning and budgeting. For instance, the [CPBC Assessment Subcommittee](#), chaired by the Dean of Faculty, is populated by faculty and representatives from other employee groups at the College. The CPBC is charged with determining the programs or units to be assessed (along with the order of the evaluation in a given year) as well as reviewing the annual assessment reports. Since this body is a subcommittee of the CPBC, this structure ensures that annual planning remains closely aligned with program assessment.

Likewise, the Budget Working Group (BWG), under the auspices of the CPBC, is charged each year with reviewing the Cabinet Budget Proposal. Once the budget is prepared, the Chief

Financial Officer (CFO) is responsible for distributing it to all employees prior to the BWG's meeting. Each year, updates are shared with the College community outlining the effectiveness with which the College is meeting the objectives of its strategic planning process. For example, a document shared with the Linfield community in Fall 2017, [Strategic Plan Accomplishments 2016-2017](#), lists accomplishments and challenges pertaining to fulfillment of the goals of the 2012 Strategic Plan in each of the preceding academic years with a focus on the current academic year.

The report on Strategic Plan accomplishments also offers recommendations for "Next Steps." For instance, in describing the "inquiry-based" nature of the Linfield Experience, some of the accomplishments surrounding the First-Year Experience and the Program for Liberal Arts and Civic Engagement are noted. A recommendation that the College "integrate civic engagement programs with academic components of PLACE" is then offered. In this way, the planning process at Linfield is reflective and cyclical. Planning at the College includes both a careful look back on accomplishments and challenges along with a simultaneous consideration of how Linfield can better leverage its strengths and successes to meet the needs of its students and to fulfill our mission.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

Central to the planning process at Linfield is the analysis of data collected from a variety of sources and distributed to appropriate committees prior to making strategic decisions, particularly those that pertain to the fundamental mission of the College and student learning. Data that reflects benchmark comparisons at the national and regional levels are used in the planning process to measure the accomplishment of objectives related to Core Themes. The Strategic Planning Committee utilized a range of appropriate institutional data in crafting the Strategic Plan. In ongoing annual planning each constituency in the process is expected to support specific proposals and initiatives with verifiable data from appropriate sources. The Office of Institutional Research and its chief officer are primarily responsible for data collection and reporting along with supplying analyses of those data sets to help the College make informed, nuanced decisions about resource allocation.

Linfield employs a cycle of standard, respected surveys in support of planning and assessment. Among these, two of the most crucial are the [Noel Levitz Student Satisfaction Inventory](#) (SSI) and the [National Survey of Student Engagement](#) (NSSE). Both surveys measure achievement of goals related to academics, student life, and students' satisfaction with their experience at the College. To measure faculty productivity and satisfaction at the College, the Office of Institutional Research employs the UCLA [Higher Education Research Institute Faculty Survey](#) (HERI). Most of these survey tools are administered once every three years, providing the opportunity to monitor change over time and detect trends or anomalies. Feedback from each class of graduating seniors is also used to measure achievement of the College's mission as it relates to student learning as well as student life issues.

Linfield also utilizes two key comparison groups: one comprised of twenty-six other institutions across the US with a profile like its own, and one with twenty-two institutions that are “cross-application institutions” by Linfield applicants, largely located on the West Coast and in the Pacific Northwest. These two groups provide information from similar institutions related to faculty compensation, student engagement, and admissions competitiveness along with other data. The results of these surveys are incorporated in the [Key Indicators Reports](#) prepared for the Board of Trustees as well as in the KPIs developed for the Core Themes. These surveys and comparison tools are maintained and made available to the College community by the Office of Institutional Research and posted on [the College’s website](#). These data tools provide the College with regional and national benchmarks that constitute a crucial context in determining institutional directions and progress toward achieving strategic goals. The surveys and other data sets maintained by the Office of Institutional Research allow analysis “on demand” to support the College in responding to new questions that emerge in the short and long term.

Internal data collected by various academic and nonacademic departments of the College aid in assessing the progress toward reaching the specific goals of each area. While the maintenance and distribution of data is the responsibility of the Office of Institutional Research, the ongoing self-study activities are primarily the purview of the Accreditation Steering Committee, which is characterized by broad representation from various constituencies of the College. College planning and implementation of new initiatives are based on carefully analyzed data and consideration of the potential impacts to student learning. This evidence related to student learning is used to validate College-wide decisions.

Data is utilized by academic departments and by all offices of the College to implement strategic initiatives. For example, Linfield introduced three new academic majors in the fall of 2018: Wine Studies, Global Cultural Studies, and Sport Management. Data provided by the Office of Institutional Research, the Registrar’s Office, and the Office of Admission regarding numbers of students in classes that comprise the new majors, inquiries from prospective students, and student needs were used in gauging the potential viability of each of the new majors. These data sets were considered alongside the Mission and Core Themes in evaluating the proposals for the respective majors.

3.A.4 The institution’s comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The [Linfield College 2012-2020 Strategic Plan](#) is intended to serve as the foundation for all strategic decisions and for the allocation of institutional resources. The budgeting process at Linfield is also broad-based, involving open fora to introduce and discuss the proposed budget as well as priorities. All members of the Linfield community are invited to the fora to gather information and ask questions. As part of the planning process, each constituency is asked to consider the resources needed to implement any new initiatives. There are also appropriate stages for sharing information about benefit expenditures, including changes in healthcare and retirement plans, typically conducted in early spring in advance of open-enrollment for employee benefit plans.

The budgeting calendar at Linfield is clearly defined and divided into several stages. The budgeting process begins in October when the CPBC determines the annual budgeting priorities and produces a message to accompany them. This is followed in November with the submission of budget requests from the various divisions and offices of the College. In December, working on the framework of the budget priorities, the cabinet analyzes budget requests and drafts a proposed budget. In January, the Budget Working Group (a subcommittee of the CPBC) convenes and reviews the proposed budget and then makes recommendations for changes, if any. The prospective budget is then submitted to the president, who reviews those recommendations before endorsing a budget to send to the Board of Trustees for final approval.

The budgeting process is accompanied by a Contingency Budget Process that is available for implementation, if necessary, in a given year. In keeping with the calendar of the process, the contingency budget is prepared and submitted for approval prior to July 1 for the upcoming fiscal year. The Cabinet, in consultation with representatives from the administration and LEA staff, develops the contingency budget based on the new enrollment assumptions from the Office of Admission. The Budget Working Group, with the support of the entire CPBC, then reviews the contingency budget. If appropriate, recommendations for potential changes are then made to the President. The salient elements of the contingency budget are shared with faculty, LEA staff, and administrators. As with the annual budget, the President reviews the contingency budget and recommends it, with amendments, to the Board of Trustees for approval. The Executive Committee of the Board reviews and approves the final budget.

In keeping with the charge of aligning budgeting with strategic priorities, in October 2017 the CPBC approved the creation of the [Technology Advisory Council](#) (TAC). TAC is a standing subcommittee of the CPBC whose charge is “to evaluate, review, and advise in planning for acquisitions, maintenance, and use of current and future technology at the College.” Its duties and functions are closely aligned with the annual plan produced by [Information Technology Services](#) (ITS). The formation of the TAC also reinforces Linfield’s commitment to aligning the College’s resources with strategic priorities.

In the 2017-2018 academic year, after consecutive cycles in which the College faced enrollment challenges, a Curriculum Cost Analysis process was implemented to gather pertinent data and more intentionally align college planning with budgeting. The Curriculum Cost Analysis (CCA) Task Force was formed in the Fall of 2017. The CCA Task Force, which first met in January 2018, was comprised of eight faculty representing each of the College’s four divisions along with the Vice-President of Academic Affairs/Dean of Faculty and the Associate Dean of Faculty. The task force analyzed student data along with course, departmental, and instructor information, and compared Linfield’s results with the same data gleaned from peer institutions. The analysis emphasized the larger context of each major’s contributions to the College’s mission and general curriculum as well as gauging the academic interests of potential students in our current slate of majors and minors.

This analysis culminated in a presentation to the Board of Trustees summarizing the results in February 2018. In that presentation, the CCA Task Force suggested an addendum to the Strategic Plan, Goal 1 H, which endorses the alignment of new programs and initiatives with the College Mission while developing and implementing metrics to measure relevance and potential revenue for those new initiatives. Individual members of the CCA Task Force then met with selected academic departments in the Spring of 2018 to discuss ways to attract new students, including transfer students. Departments that participated in these Spring 2018 meetings were subsequently charged with developing and submitting plans to the Office of Academic Affairs by April 15, 2018.

3.A.5 The institution's planning includes emergency preparedness and contingency planning for the continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

Emergency planning takes place at both the institutional and campus (McMinnville and Portland) levels. At the institutional level, the [All Hazard Emergency Operations Plan](#) (EOP) was recently updated and approved by the President's Cabinet. The plan outlines management structure, key responsibilities, and assignments that facilitate the coordination and utilization of resources and personnel following a major incident, emergency, or disaster. A full copy of the EOP is held by each of the cabinet members, the Executive Committee of the Board of Trustees, each department head, College Public Safety, Facilities, and at the Emergency Operations Center in the Nicholson Library.

In the event of a disaster or emergency, specific duties related to action and response are shared by two groups: (1) Emergency Operations Center and (2) Policy Group. While the function of the Emergency Operations Center is the management of all logistics associated with the event, including scene/incident control, the function of the Policy Group is to ensure that the institution keeps a focus on our mission. Specifically, the Policy Group is tasked with planning and resource allocation to ensure that educational plans and curriculum can continue or be restarted as quickly as possible. The Policy Group also has the authority to access endowment funds as needed to maintain Linfield's mission as well as the safety and health of the Linfield community.

Linfield operates on two physical campuses, and because an emergency may affect one campus and not the other plans exist to address varying scenarios. In the instance of an incident on the Portland Campus, where communication between the two campuses is maintained, Incident Command on the McMinnville Campus is in charge. In cases where communication between them is disrupted, the Portland Campus has an emergency plan that will be enacted. The Emergency Preparedness Planning Committee meets as needed to address issues related to ongoing preparedness, mitigation, response and recovery and the EOP is reviewed annually, prior to the start of each school year.

Emergency preparedness and training are carried out in several ways. First, students, faculty, and staff are encouraged to opt-in to [CatAlert](#), the institutional emergency notification system

that provides notices and updates via phone call, text, and email. The CatAlert system is utilized when there is a need for campus- or institution-wide notification. Recent uses of the system have included inclement weather delays or closures, nearby police activity, and emergency preparedness drills. Second, each building (on both the McMinnville and Portland campuses) has designated assembly and back-up assembly areas. Evacuation plans are posted in each building and annual evacuation drills take place for training purposes. In addition, Emergency Response flyers, with details about steps to take during specific types of incidents (such as “active shooter” scenarios), are posted in hallways and classrooms throughout buildings on both campuses. Finally, while they are not physically attending classes in McMinnville or Portland, systems are in place for communicating with students and faculty in Online and Continuing Education (OCE) regarding any given emergency and how it might affect their online courses.

Executive Summary of Eligibility Requirements 22 and 23

22. Student Achievement - The institution identifies and publishes the expected learning outcomes for each of its degree and certificate programs. The institution engages in regular and ongoing assessment to validate student achievement of these learning outcomes.

The Linfield Course Catalog serves as the primary venue for the publication of student learning outcomes. In addition to the listing of learning outcomes for General Education requirements, the Course Catalog also includes learning outcomes for each major, minor, and certificate program. Student learning outcomes for specific courses are included in syllabi. Faculty teaching courses that have Linfield Curriculum designations are also asked to include details in each syllabus about how students can expect to satisfy the [LC Learning Outcomes](#). Linfield conducts both annual as well as multi-year assessment plans of LC Learning Outcomes to evaluate student achievements in all academic programs along with other programs that serve students.

23. Institutional Effectiveness - The institution systematically applies clearly defined evaluation and planning procedures, assesses the extent to which it achieves its Mission and Core Themes, uses the results of assessment to effect institutional improvement, and periodically publishes the results to its constituencies. Through these processes it regularly monitors its internal and external environments to determine how and to what degree changing circumstances may impact the institution and its ability to ensure its viability and sustainability.

Linfield has continued with assessment meetings of the Strategic Plan’s goals and updates to the plan in light of findings as well as addressing the dynamic nature of higher education. Reports were published in [May 2014](#) and [May 2017](#) to communicate these findings to the broader campus community.

In 2016, the College tasked the Assessment Subcommittee of the College Planning and Budgeting Council to develop and implement a multi-year plan to assess student-learning

outcomes. Comprised of faculty and administrators, this committee created a [Linfield College Assessment Plan](#) that encompasses academic departments, student affairs departments as well as “student experience” programs such as PLACE, January Term, and the First-Year Experience.

In 2017 the Accreditation Steering Committee took on the task of revising and editing Core Theme objectives and indicators (in response to a 2014 Mid-Cycle Evaluation suggestion to streamline the number of objectives and indicators). Throughout 2018, the Accreditation Steering Committee identified and refined KPIs, benchmarks, and data sources for measuring Linfield’s level of success in achieving its Core Themes. The final set of eight objectives and twenty-three KPIs currently serve as the means for determining Linfield’s success in fulfilling its mission.

Standard 3.B Core Theme Planning

3.B.1 Planning for each core theme is consistent with the institution’s comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme’s objectives.

The [Core Themes](#), as created and adopted during the 2010-2011 academic year, map to and support the Linfield mission of “Connecting Learning, Life, and Community.” For additional details about the process for creating and adopting the Core Themes, please refer to Standard 1.B.1 of this Self-Study Report. Alignment between the Core Themes and [Linfield’s Strategic Plan](#), which serves as the institution’s comprehensive plan, is clear and strong. All of the Strategic Plan goals “are based on the Linfield Mission Statement and Core Themes.” Individual Core Themes, and their accompanying objectives (refer to 1.B.2 of this Self-Study Report for a detailed description of the objectives and indicators), are central to many of Linfield’s programs and services. Core Theme 1, “Culture of Engagement and Excellence,” is an underlying tenet of the institution; the embodiment of this is seen in the classroom, in the theater, on the field, and within the offices that support the daily activities of the institution. Core Theme 2, “Integrated Teaching and Learning,” is illustrated by learning within and across academic departments and through institutional initiatives such as the [Program for Liberal Arts and Civic Engagement](#) (PLACE). The value that Linfield places on Core Theme 3, “Global and Multicultural Understanding,” is apparent in the inclusion of a two-course Diversity Studies requirement within the Linfield Curriculum as well as in Linfield’s robust study abroad program. Finally, Core Theme 4, “Experiential Learning,” is showcased in student internships and collaborative research, in Linfield’s participation in regional as well as national competitions (like the recent [Intercollegiate Wine Business Invitational](#)), and in co-curricular and extra-curricular activities across the institution.

3.B.2 Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Linfield's Core Themes provide the overarching context for the holistic curriculum (inside as well as outside of the classroom) at the College. The Core Themes are designed to enhance student understanding of the larger set of expectations the institution has for them. When students are asked to perform an activity (e.g. complete an assignment, a group project, a reflection piece, engagement with their residence hall), the Core Themes frame it within a larger set of expectations and learning outcomes.

When first created and adopted, the goal was that the Core Themes would permeate the entire institution as well as manifest in materials from every department and program on campus. Today, it is evident that we are not only accomplishing this goal with our Core Themes and accompanying objectives, but that they also serve as a means of more effectively communicating the knowledge, skills, and abilities we aim to provide for all our students. By using more approachable language with specific goals and outcomes, the Core Themes allow us to engage with internal and external audiences in a way that enhances their understanding of what students should expect to gain from their time at Linfield.

The Core Themes also help to guide financial and personnel decisions at the College. Proposals for new funding (budget) requests include the requirement to address how the proposed resource, position, or activity relates to the Strategic Plan and Core Themes. Additionally, department chairs are asked to frame arguments for new and replacement faculty positions on how a new hire might contribute positively to the Core Themes. A [request for a faculty position](#) within the Department of Theatre and Communication Arts illustrates how connections to the Core Themes are addressed in these types of documents. Finally, as per the [Faculty Handbook](#), faculty proposing January Term and summer off-campus programs are asked to address how the proposed course(s) connect to the Core Themes. Specifically, faculty are encouraged to consider how self-reflective assignments within a course might connect to the Core Themes of Integrated Learning, Global and Multicultural Awareness, and Experiential Learning.

The Core Themes are also a factor in how we describe and enact our work in various departments together with offices across the College. Since the educational growth of students is a primary focus for all Linfield employees, it is not surprising that some facet of each department touches on at least one of the four Core Themes. Recently, all the departments reporting to Academic Affairs were asked to provide a snapshot of their office(s) and areas under their purview as part of an effort to provide documentation for our new president. In this information request, departments were also tasked with describing how the responsibilities of their offices aligned with the Strategic Plan and the Core Themes. The table below, which illustrates the self-reported answers from each department within Academic Affairs, demonstrates the extent to which Core Themes define central work processes across the institution.

Core Theme and Strategic Plan Alignment for Departments within Academic Affairs



	Core Themes				Strategic Plan Goals		
	1	2	3	4	1	2	3
Academic Advising	X				X		
Competitive Scholarships	X		X		X	X	
International Programs			X			X	
Learning Support Services	X				X		
Library	X	X		X	X		
Linfield Good Samaritan School of Nursing	X		X	X	X	X	
Online and Continuing Education	X				X		
Registrar	X				X		
Wine Education				X		X	

3.B.3 Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

In academic year 2016-2017, Linfield implemented a [campus-wide assessment plan](#). Programs and departments enter the assessment plan in staggered years. The first group to start the process included the academic departments of Business, the English Language and Culture Program, Mass Communication/Journalism and Media Studies, Mathematics, Nursing, and Theatre and Communication Arts; PLACE; and the co-curricular programs of the Library, Residence Life (McMinnville and Portland) and Career Development. The assessment reports and other supporting materials for the departments that have started this process are in a [shared folder](#) that can be accessed by the CPBC Assessment Subcommittee for their ongoing work in evaluating these plans.

The [Year One](#) process includes identifying priorities, outlining the assessment questions, determining how data will be collected, how the assessment results will be interpreted and utilized, and how the project will be linked to the Mission, Core Themes, and Strategic Plan. During [Year Two](#), departments gather evidence and update the CPBC Assessment Subcommittee with accomplishments to date as well as their plan for data collection, analysis, and interpretation for Year Three. [Year Three](#) activities center around the interpretation of evidence and the development of an action plan for implementing change during Year Four. [Year Four](#), the final year in the cycle, is when change is implemented and the effect on learning outcomes assessed. The assessment of Year Four also provides an opportunity to evaluate how the learning outcomes contribute to our mission, Core Themes, and Strategic Plan.

One academic department example of this assessment process is from the [Department of Chemistry](#). It has completed the Year One and Year Two reports, and they are on track to submit a Year Three report at the end of this academic year. Program learning outcomes in Chemistry have been mapped to the Core Themes and, therefore, to the Mission and to the Strategic Plan. The work on assessment of student learning outcomes in specific academic majors and other campus programs is associated with KPI 3, one of the indicators associated with Core Theme 1.

The twenty-three Key Performance Indicators described in Standard 1.B.2 serve as the primary measure of Linfield's success in achieving the Core Themes. Although the data sources for each of the KPIs varies, every Core Theme is measured using a combination of hard data (such as graduation rates), rubric-based evaluations of student learning exemplars (as in the LC assessment process), and self-report data (survey responses). The specific benchmarks and data sources for all twenty-three KPIs are discussed in detail in the next chapter.

CHAPTER 4

EFFECTIVENESS AND IMPROVEMENT



Chapter Four: Effectiveness and Improvement

Standard 4.A Assessment

Linfield's comprehensive system of assessment is built around four [Core Themes](#). The [2014 Mid-Cycle Self-Evaluation Report](#) noted that Linfield had an "abundance of indicators" that do "not result in meaningful assessment." Over the past several years, identifying a narrower range of Core Theme objectives and indicators that are meaningful for assessing student learning has been a high priority.

The Accreditation Steering Committee finalized a set of eight Core Theme objectives (two objectives for each Core Theme as detailed in the Standard 1 chapter) in 2018. The Core Theme objectives were specifically crafted to keep a clear focus on students as the center of Linfield's assessment processes. A smaller ad hoc "KPI Working Group" took on the task of identifying appropriate KPIs and benchmarks for each of these eight indicators. The final objectives, KPIs, and benchmarks were subsequently approved by the Accreditation Steering Committee. Details about how and why Linfield uses these particular indicators to evaluate our level of success in achieving the Core Themes are provided in Standards 4.A.1, 4.A.6, and 4.B.1.

The Core Theme objectives and associated KPIs at the center of Linfield's comprehensive system of assessment endeavor to pull the most meaningful data together to effectively measure our level of overall institutional success. The various institutional and departmental assessment activities described broadly in sections 4.A.1 and 4.A.2 (Key Indicator Reports, External Department and Program Reviews, and the CBPC Assessment Plan) produce data that feeds into the Core Theme indicators.

The Core Theme objectives are assessed using formal processes and procedures undertaken by responsible institutional parties tasked with capturing data, documenting performance, and assessing institutional achievement. Through faculty committees, working groups, regular departmental meetings, and other activities, faculty are regularly involved at all levels of these evaluations. The LC Curriculum assessment process, as described in 4.A.3, is a prime example of this kind of systematic faculty assessment work.

Assessment processes at Linfield also include holistic evaluations of programs and services based on alignment with both Core Theme objectives and published student learning outcomes. As discussed in 4.A.4 and 4.A.5, the College Planning and Budgeting Council, the Academic Innovation Council, the College Cabinet, the Curriculum Committee, the Student Policies Committee, the Board of Trustees, and other governance committees of the College and the faculty participate in these evaluative efforts.

4.A.1 The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

Linfield is strongly committed to formulating, implementing, and refining processes for effectively collecting meaningful institutional assessment data. These efforts have yielded tangible results that inform structures, functions, and procedures at the institutional and programmatic levels across the College. Assessment activities at Linfield take the form of a variety of regular, systematic processes at the institutional level that are broadly described in the sections below. Specific information about the benchmarks and data for each of the eight Core Theme objectives is also provided.

Key Indicators Reports and General Institutional Data

The Office of Institutional Research compiles a [Key Indicators Report](#) annually in advance of the November meeting of Linfield’s BOT. These [reports](#) contain data from nationally normed surveys, comparative information from the [Integrated Postsecondary Education Data System](#) (IPEDS) and other sources that demonstrate how Linfield is performing relative to twenty-two regional “cross applicant” institutions as well as a national cohort of twenty-six “similar schools” (liberal arts colleges of comparable size and mission).

The College also gathers a variety of institutional data from students using a variety of campus-wide surveys. Each spring, Linfield conducts a [Graduating Senior Survey](#) to collect data about the Linfield experience from students at the time of graduation. The College also uses the [National Survey of Student Engagement](#) (NSSE) survey which provides a nationally-normed instrument for assessing the performance of our students. Data from these student surveys feeds into the Key Indicator Reports as well as several of the Core Theme indicators.


The Key Indicator Reports informs BOT discussions about the future of the College, and the reports are also made [available to the Linfield community](#). While the data from these reports has a focus on the financial health of the College, it also contains key data related to student learning (graduation rates, study abroad rates, and graduating senior survey results). These annual reports provide the BOT and the broader Linfield community with key information that allows us to evaluate our success in fulfilling the institutional mission.

Core Theme Objectives Implementation Tables

The process of finalizing the new Core Theme objectives has created a new framework for organizing data about student learning. Some elements that are covered in the BOT Key Indicator Reports are the same data points that feed into the Core Theme indicators. The Core Theme objectives are evaluated using specific data points from not only the key indicators reports, but also from general institutional surveys and other assessment activities described throughout the remainder of this chapter. By providing a more direct focus on student learning

outcomes, Linfield’s Core Theme objectives offer a much clearer metric for understanding and evaluating institutional success.

While the general “Summary of 2018 Linfield KPI Results” provided in 1.A.2 offers a brief first glance at the data, the following tables are intended to provide a more detailed summary of the KPIs and benchmarks. Specific information about the time frame for the data, the data sources, and the data stewards (responsible parties) is included. The “Data Summary Column” for each KPI also provides a quick visual representation of the results for each particular KPI (▲ = a result above goal; ▼ = a result below goal; ■ = a result at goal).

Objective 1.1: Students accomplish educational goals <ul style="list-style-type: none"> • <i>Key Performance Indicator 1: Graduation Rates</i> • <i>Key Performance Indicator 2: Evaluation of Student Learning in the Linfield Curriculum</i> • <i>Key Performance Indicator 3: Evaluation of Student Learning within Majors and Programs</i> 						
KPI	Description	Time frame	Data Source(s)	Data Steward	Benchmark	Data Summary
1.a	% of first-year McMinnville Campus students who complete a degree within 4 years	Most recent 5 years	Colleague (Student Information System, SIS) student records	Institutional Research	70%	▼ 60.3%, 5-year average
1.b	% of transfer students who complete a degree within 3 years	Most recent 5 years	Colleague (SIS) student records	Institutional Research	60%	▼ 52.5%, 5-year average
1.c	% of Linfield Good Samaritan School of Nursing (LGSSON) students who complete a degree within 2 years	Most recent 5 years	Colleague (SIS) student records	Institutional Research	90%	▼ 83.2%, 5-year average
1.d	% of RN to BSN students who complete a degree within 2 years	Most recent 5 years	Colleague (SIS) student records	Institutional Research	60%	▲ 81.1%, 5-year average
1.e	% of OCE students who complete a degree within 4 years	Most recent 5 years	Colleague (SIS) student records	Institutional Research	60%	▼ 44.5%, 5-year average

Objective 1.1: Students accomplish educational goals

- *Key Performance Indicator 1: Graduation Rates*
- *Key Performance Indicator 2: Evaluation of Student Learning in the Linfield Curriculum*
- *Key Performance Indicator 3: Evaluation of Student Learning within Majors and Programs*



KPI	Description	Time frame	Data Source(s)	Data Steward	Bench-mark	Data Summary
2	Percent of students at “satisfactory” or “exemplary” levels in work submitted as evidence of student learning in the Linfield Curriculum	Most recent completed cycles	Curriculum Assessment Data	Curriculum Committee	60%	18 of 30 (60%) of the LC learning outcomes have met their benchmark
3	% of students who “meet” or “exceed” learning goals within majors, programs, and learning opportunities outside of the classroom	In progress	College Planning and Budgeting Council (CPBC) 4-year assessment reports	CPBC	(Benchmark in process)	No data available before accreditation visit

Objective 1.2: Students, faculty, and staff engage in professional development and scholarly activities

- *Key Performance Indicator 4: Collaborative Research and Creative Activity*
- *Key Performance Indicator 5: Student Scholarship*
- *Key Performance Indicator 6: External Grants & Scholarships*
- *Key Performance Indicator 7: Faculty and Staff Scholarship*
- *Key Performance Indicator 8: Faculty and Staff Professional Development*







KPI	Description	Time frame	Data Source(s)	Data Steward	Bench-mark	Data Summary
4	% of graduating students who report that they participate in collaborative research or a creative project with faculty	Most recent 5 years	Graduating Senior Survey	Institutional Research	50%	24.2%, 5-year average

Objective 1.2: Students, faculty, and staff engage in professional development and scholarly activities

- *Key Performance Indicator 4: Collaborative Research and Creative Activity*
- *Key Performance Indicator 5: Student Scholarship*
- *Key Performance Indicator 6: External Grants & Scholarships*
- *Key Performance Indicator 7: Faculty and Staff Scholarship*
- *Key Performance Indicator 8: Faculty and Staff Professional Development*



KPI	Description	Time frame	Data Source(s)	Data Steward	Benchmark	Data Summary
5	# of students who disseminate scholarly research at the Student Symposium or external professional conferences annually	Most recent 5 years	Symposium participation data & data from Student Professional Travel requests	Academic Affairs	200	 200, 5-year average
6	# of faculty and students who submitted applications for new external grants to support their scholarly activities in the last three years	1-year history of 3 years combined	Grants and Sponsored Research/ Competitive Scholarships	Academic Affairs	200	 128, most recent year
7	% of faculty and staff who distribute original scholarly, creative, or professional work through public presentations and publications in the last three years	1-year history of "within the last 3 years"	Annual accreditation faculty and staff survey	Academic Affairs	50%	 54% of faculty and staff survey respondents
8	# of faculty and staff who participate in professional development workshops held at Linfield annually	Goal: Most recent 5 years. Currently only one year.	Annual accreditation faculty and staff survey	Academic Affairs	150	 106 faculty and staff respondents

Objective 2.1: Students transfer learning gained in one situation to a new situation

- *Key Performance Indicator 9: Transfer of Concepts Across Disciplines*
- *Key Performance Indicator 10: Transfer of Concepts from Prior Experiences*



KPI	Description	Time frame	Data Source(s)	Data Steward	Benchmark	Data Summary
9	Student achievement of specific Linfield Curriculum (LC) learning outcomes	Most recent completed cycle	LC assessment data	Curriculum Committee	60%	IS 2: ▲ 65% NW 3: ▼ 42%
10	Percent of students who indicated that they “very often” or “often” connect ideas from courses to prior experiences and knowledge	Most recent survey administrations (survey is administered every 3 years)	National Survey of Student Engagement (NSSE), “During the current school year, about how often have you done the following? Connected ideas from your courses to your prior experiences and knowledge”	Institutional Research	90%	■ 89.8% of graduating seniors

Objective 2.2: Faculty provide opportunities for students to make connections across different skills, abilities, theories, and methodologies

- *Key Performance Indicator 11: Upper Division Linfield Curriculum*
- *Key Performance Indicator 12: Team-Taught Course Completion*
- *Key Performance Indicator 13: Interdisciplinary Degrees*



KPI	Description	Time frame	Data Source(s)	Data Steward	Benchmark	Data Summary
11	Student achievement of Upper Division Linfield Curriculum (LC) learning outcomes	Most recent completed cycle	LC assessment data	Curriculum Committee	75%	▼ 1 of 16 learning outcomes (6%) exceeded the benchmark (VP3 87.5%);
12	% of graduates who complete at least one team-taught course	Most recent 5 years	Colleague (SIS) student records	Institutional Research	50%	▲ 61%, 5-year average

Objective 2.2: Faculty provide opportunities for students to make connections across different skills, abilities, theories, and methodologies

- *Key Performance Indicator 11: Upper Division Linfield Curriculum*
- *Key Performance Indicator 12: Team-Taught Course Completion*
- *Key Performance Indicator 13: Interdisciplinary Degrees*



KPI	Description	Time frame	Data Source(s)	Data Steward	Benchmark	Data Summary
13	% of graduates who completed an interdisciplinary major, minor, or certificate over the last three years	Most recent 5 years (rolling 3-year cumulative total).	Colleague (SIS) student records	Institutional Research	25%	▼ 9%, 5-year average

Objective 3.1: Students identify connections between the worldviews, experiences, and power structures of multiple cultural groups

- *Key Performance Indicator 14: Diversity Studies Courses*
- *Key Performance Indicator 15: Student Multicultural Understanding*



KPI	Description	Time Frame	Data Source(s)	Data Steward	Benchmark	Data Summary
14	Student achievement of Linfield Curriculum (LC) learning outcomes in “Diversity Studies” courses	Most recent completed cycle	LC assessment data	Curriculum Committee	60%	▼ 2 of 6 outcomes (33%) exceeded the benchmark GP1 (66.2%) and GP2 (71.4%).
15	% of seniors who report that they “very often” or “often” have had discussions with people of a race or ethnicity, economic background, or religion other than their own.	Most recent survey administration (survey is administered every 3 years)	NSSE “During the current school year, about how often have you had discussions with people from the following groups?”	Institutional Research	80%	▲ 89.4%

Objective 3.2: Students, faculty, and staff develop the knowledge and skills to create shared understandings with individuals from different cultures

- *Key Performance Indicator 16: Student Immersion in Diverse Environments*
- *Key Performance Indicator 17: International Experiences for Faculty*
- *Key Performance Indicator 18: Faculty and Staff Diversity Training*



KPI	Description	Time Frame	Data Source(s)	Data Steward	Bench-mark	Data Summary
16	% of graduates who study abroad or engage in service with diverse communities	Most recent 5 years	Colleague (SIS) student records. Community Engagement records.	Institutional Research for study abroad. Community Engagement for service to diverse communities.	50%	▼ 25.9%
17	% of faculty who taught, conducted research, or presented research abroad in the last three years	Most recent survey	Annual fall accreditation faculty and staff survey	Academic Affairs	50%	■ 49.4% of faculty
18	# of faculty and staff who lead or participate in at least one (internal or external) professional development workshop focused on diversity annually	Goal: Most recent 5 years. Currently only have one year	Annual fall accreditation faculty and staff survey	Academic Affairs	150	▼ 113 faculty and staff respondents

Objective 4.1: Students participate in experiential learning

- *Key Performance Indicator 19: Experiential Learning Participation*
- *Key Performance Indicator 20: Community Service and Volunteer Work*
- *Key Performance Indicator 21: Leadership Activities*
- *Key Performance Indicator 22: Internships*






KPI	Description	Time Frame	Data Source(s)	Data Steward	Bench-mark	Data Summary
19	% of graduating students who report that they were “very satisfied” or “satisfied” with their participation experiential learning activities	Most recent 5 years	Graduating Senior Survey question “How satisfied are you with the quality of these experiences at Linfield?”	Institutional Research	90%	▼ 78.7% 5-year average

Objective 4.1: Students participate in experiential learning

- *Key Performance Indicator 19: Experiential Learning Participation*
- *Key Performance Indicator 20: Community Service and Volunteer Work*
- *Key Performance Indicator 21: Leadership Activities*
- *Key Performance Indicator 22: Internships*



KPI	Description	Time Frame	Data Source(s)	Data Steward	Benchmark	Data Summary
20	% of graduating students who describe their level of participation in community service or volunteer work as “frequently” or “sometimes”	Most recent 5 years	Graduating Senior Survey question “How often did you do community service or volunteer work while you were enrolled at Linfield (either on your own or through Linfield)?”	Institutional Research	50%	 57.7% 5-year average
21	% of graduating students who report having held or currently holding formal leadership role in a student organization or group	Most recent survey administration (survey is administered every 3 years)	NSSE “Which of the following have you done or do you plan to do before you graduate?”	Institutional Research	50%	 50.6%
22	% of graduating students who complete an internship	Most recent 5 years	Graduating Senior Survey question “Did you complete an internship while at Linfield (either for college credit or not for credit)?”	Institutional Research	50%	 38.3%, 5-year average

Objective 4.2: Students have opportunities to reflect on the aims and accomplishments of experiential learning

- *Key Performance Indicator 23: Experiential Learning Reflections*



KPI	Description	Time Frame	Data Source(s)	Data Steward	Benchmark	Data Summary
23	% of students who write reflections on experiential learning activities annually	Most recent 5 years	Credit-bearing courses, documented service learning, student leadership opportunities, and selected work-study positions	Institutional Research; Community Engagement; Library; Dean of Students; School of Nursing	30%	▲ 32.1% of students annually (5-year average)

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

Linfield has an established culture of routine assessment. Since the time of Linfield’s [2008 Institutional Self-Study](#), substantial progress has been made in the field of general education assessment. Efforts in the evaluation of student learning outcomes (SLOs) in this space have provided an invaluable blueprint for assessment within individual academic areas. Within these programs, faculty have primary responsibility for gathering and analyzing assessment data as well as closing the loop by taking specific actions to make continuous improvements within them. Two complimentary evaluation methods, external program reviews and the CPBC assessment plan, function as Linfield’s central institutional systems for gauging program goals and student learning outcomes within specific academic areas.

External Program Reviews

Linfield conducts formal [external program reviews](#) annually with an average of three-to-four reviews per academic year. During the 2018-2019 academic year, three departments (Health, Human Performance and Athletics, Psychology, and English) have completed or are in the process of completing external reviews. Linfield has the goal of ensuring that each department or program undergoes an external review once every ten years. These department and program reviews include at least one external and one internal evaluator, with a focus on identifying qualified reviewers possessing deep experience and expertise relevant to the selected program.

The purpose of the reviews is to provide insights regarding curriculum, staffing, assessment and SLOs, in addition to other topics relevant to the ongoing success of the educational mission of each unit. External reviewers are provided with extensive documentation including departmental self-studies, budgets, planning documents, enrollment data, information about

library collections, along with surveys of alumni and other stakeholder groups. The external review process also asks programs to gather department and program-specific survey data from alumni to specifically gather data regarding the program's learning outcomes as well as the knowledge, skills, and abilities students achieved while attending Linfield.

The College invites external reviewers to campus to assess program assets, conduct interviews with relevant stakeholders, and provide preliminary as well as final reports with recommendations for short-term, medium-term, and long-term program adjustments as well as improvements. The reports are reviewed and discussed by the members of the department or program before being shared with the Provost/Vice President for Academic Affairs and Dean of Faculty to formulate plans for future improvements. Over the years, these external reviews have proven exceptionally useful in making curricular revisions, adjusting staffing needs, and revising departmental assessment plans.

CPBC Assessment Plan

All degree and certificate programs at Linfield are linked to clearly defined SLOs, which are mapped to the Core Themes. The College communicates student learning outcomes at the course, program, and degree levels through the [Course Catalog](#) and college website. Guided by Linfield's [assessment plan](#), college units identify and gather data that are utilized to assess student learning outcomes for all courses, programs, and the institution. These assessments are then employed in a reflective process to refine as well as improve student learning outcomes.

The CPBC Assessment Plan complements, but is purposefully distinct from, the work that several departments complete in their efforts to maintain discipline-specific accreditation status. While the data and reports produced as part of these discipline-specific accreditation reports often contribute to other departmental and institutional assessment efforts, the focus of the CPBC Assessment Plan is to conduct a more Core-Theme focused evaluation of SLOs for each major and program.

The assessment plan, currently in its second full year of implementation (after a pilot with selected departments and programs in 2016), is overseen by the [Assessment Subcommittee of the College Planning and Budgeting Council](#) (CPBC). The subcommittee analyzes degree and program-level learning outcomes assessed at the course, program, and institutional level within a structure of four [student learning outcomes assessment groups](#) (Year One, Two, Three, and Four). These assessments provide the basis for evaluating the accomplishment of the College's Core Theme objectives.

Guided by the CPBC Assessment Plan, Linfield regularly evaluates its [programs and services](#), internally and externally, to assess the achievement of program goals and outcomes. For internal purposes, the College's programs and services operate within a self-guided [four-year assessment cycle](#). The steps in this cycle include:

- Identifying program priorities and student learning outcomes (Year 1)
- Gathering evidence relevant to performance indicators and trends (Year 2)

- Interpreting evidence for purposes of developing action plans (Year 3)
- Implementing changes that are indicated by and responsive to the prior steps in the process (Year 4).

As the cycle proceeds, programs and services are expected to regularly monitor their performance and take steps to make appropriate adjustments as indicated (in the same manner that individual faculty and program managers are responsible to monitor and adjust their courses and services). Such steps may include the revision of major or minor study pathways, assessment processes for senior capstone projects, support and evaluation mechanisms, or other measures intended to enhance student success.

It is the responsibility of each academic department to establish then assesses SLOs for each major within the four-year CPBC assessment cycle. Interdisciplinary majors are similarly planned and evaluated by faculty working collaboratively across departments. Faculty are primarily responsible for establishing course learning objectives and assuring that students achieve those objectives. Course learning objectives are mapped to major and minor learning objectives within the specific programs of study as part of departmental assessment processes.

Students develop the knowledge, skills, and abilities designated in Linfield's Mission Statement and Core Themes as they progress through their chosen majors and associated studies. In many majors, students complete a summative capstone experience and/or portfolio which demonstrates depth, breadth, and proficiency in the major, as well as showcases integrated and experiential learning, global and multicultural understanding, and critical thinking abilities. Senior capstone projects in some programs, such as Communication Arts and Intercultural Communication, include [reflective essays](#) that ask student to directly engage in a discussion about how they have achieved the major learning outcomes over the course of their studies.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Assessment of student learning within specific degree programs occurs as part of the previously discussed CPBC assessment plan. The primary vehicle for evaluation of student achievement in the general education curriculum is the Linfield Curriculum assessment plan. Since 2010, all students on the McMinnville Campus have been required to submit exemplars of their work to provide evidence of their achievement of relevant learning outcomes for any course for which they intend to satisfy a [Linfield Curriculum](#) requirement. The system was extended to students in Online and Continuing Education and the School of Nursing in 2011 and has continued to be a key part of the assessment of learning for all Linfield students regardless of location or primary mode of course delivery.

LC requirements are assessed on a four-year cycle, allowing for an assessment of two thematic areas (Modes of Inquiry and Diversity Studies) each year. Student exemplars, samples of work completed in courses that satisfy LC requirements, must be submitted by all Linfield students prior to graduation. Linfield adopted the [TaskStream ePortfolio](#) system in 2011 to support the submission and archiving of student exemplars. TaskStream requires each student to complete a short set of questions about the course intended to fulfill the LC requirement as well as a short description of how the exemplar demonstrates the achievement of the requirements for the relevant LC learning outcomes.

The student exemplars are evaluated by all members of the appropriate [Linfield Curriculum Working Group](#) each spring over two consecutive days after commencement. In the initial four-year cycle, 2011-2014, each group was tasked to formulate a rubric to be applied to the exemplars. As currently developed, all rubrics employ a Likert scale where a score of zero is considered to be unsatisfactory; a score of 1 is satisfactory; and a score of 2 is exemplary.

During the most recent cycle, which is a second complete round of assessment for each thematic area (six “modes of inquiry” and two “diversity studies” areas) within the LC, each assessment working group has been asked to reconsider and, if necessary, recalibrate the rubric. When adjustments are made to the rubrics, the working groups test for intercoder reliability by conducting scoring of a small sample of exemplars. The full working group then assesses a random sample of the exemplars submitted over the previous four years, with each exemplar assessed by two faculty members.

At the conclusion of the evaluation process, the working group summarizes its observations, analysis, and recommendations in a report which is submitted to the Curriculum Committee in the fall. The reports and recommendations are then discussed in open meetings during the subsequent academic year with any changes approved by the Faculty Assembly by the following spring. Faculty have conducted two full cycles of LC assessment (The 2018 reports for CS and IS are forthcoming in Spring 2019).

In the first full cycle of LC assessment, students met or exceeded the benchmark of 60% for 15 of 34 student learning outcomes (44%). To improve student performance, the working groups made a variety of recommendations, focusing particularly on the revision of learning outcomes to more clearly delineate their meaning and intent. Subsequently, all of the changes were approved by the full faculty, sometimes with slight alterations suggested by faculty in the LC areas.

The second full cycle of LC assessment showed a modest but measurable improvement in performance, as students met or exceeded the 60% benchmark for 11 of 22 student learning outcomes (50%, CS and IS analysis forthcoming). The recommendations of the working groups in this second cycle were more broadly focused. In addition to further refinements to learning outcomes, the recommendations suggested improving guidance in individual courses on the linkages between course activities, course learning outcomes, and LC learning outcomes; in addition to improvement to the TaskStream user interface. In all cases, these faculty-adopted

recommendations were made in response to analysis of the data representing student learning, proving that faculty are “closing the loop” in each assessment cycle.

4.A.4 The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

As a liberal arts institution, Linfield aspires to provide students with an integrated, holistic education based in the values expressed in the College’s Core Themes. For this reason, each of Core Themes is aligned with the others in a manner that encourages its programs and services to work together. For example, student engagement with experiential learning (Core Theme 4) through internships, community service, leadership, and similar activities provides students with a variety of integrated learning experiences that allow them to perceive and leverage the connections that emerge across their various undergraduate studies (Core Theme 2).

Linfield’s planning and evaluation processes are framed by and evaluated in relationship to the Core Themes. One example can be found in the appointment of new faculty: The criteria for appointments take into consideration scholarly achievement, teaching and professional experience, diversity, and cultural engagement. Together, these qualities contribute to a campus culture that encourages faculty, and by extension students, to “examine multiple perspectives, apply best practices, and defend informed judgments based on creative and critical thinking” (Core Theme 1). These qualities work together and reinforce one another to manifest and advance Linfield’s core theme objectives. Students who study within a culture of engagement and excellence become critical thinkers who can work across disciplines, bridging theory and practice in their scholarly and professional endeavors.

This “interconnected-ness” of the Core Themes is consistently reflected in and reinforced by Linfield’s programs and services. The work of the College Planning and Budgeting Council (CPBC) provides one example of this holistic approach. The Council is responsible for the planning, evaluation, and integration of the budgeting process along with the assessment cycle, for the purpose of optimizing college resources in ways that support student learning. In the 2017 update to the College’s 2012-2020 Strategic Plan, the CPBC is charged with making budget recommendations that manifest the Core Themes as they are supported by the College’s strategic goals and objectives. The table of current KPI results (described previously in Standard 1 and shared again in the table below) illustrates how data regarding the levels of achievement relative to each of the eight Core Theme objectives is shared with, and can inform the work of, the CPBC as well as other Linfield planning and decision-making bodies.

Summary of 2018 Linfield KPI Results

Core Theme

Objective

1.1

KPI 1.a	KPI 1.b	KPI 1.c	KPI 1.d	KPI 1.e	KPI 2	KPI 3
60% (70%)	53% (60%)	83% (90%)	81% (60%)	45% (60%)	60% (60%)	

1.2

KPI 4	KPI 5	KPI 6	KPI 7	KPI 8
24% (50%)	200 (200)	128 (200)	54% (50%)	106 (150)

2.1

KPI 9	KPI 10
50% (60%)	90% (90%)

2.2

KPI 11	KPI 12	KPI 13
6% (75%)	61% (50%)	9% (25%)

3.1

KPI 14	KPI 15
33% (60%)	89% (80%)

3.2

KPI 16	KPI 17	KPI 18
26% (50%)	49% (50%)	113 (150)

4.1

KPI 19	KPI 20	KPI 21	KPI 22
79% (90%)	57% (50%)	51% (50%)	38% (50%)

4.2

KPI 23
32% (30%)

Key

Actual result (Goal)	Result below goal
Actual result (Goal)	Result at or above goal
	No data yet

Linfield is quickly approaching the conclusion of the current Strategic Plan, which comes to an end in 2020. Concurrently, the College is undergoing a wave of change that is impacting every part of the institution. As previously noted, the new President has reorganized the College's administrative structures and processes. The reorganization is characterized at the organization's top level by the creation of new positions of Provost/Vice President for Academic

Affairs and Dean of Faculty along with the search for a new Vice President for Enrollment. Coupled with other changes in the College's management structure, these personnel changes will certainly impact Linfield's structures and processes for program and service evaluation. A likely outcome of these changes is the development of new approaches to foster as well as promote the College's Mission and Core Themes going forward. These changes should align well with the NWCCU "Mission and Core Themes" report that will be submitted 18 months after the completion of the current comprehensive evaluation process.

4.A.5 The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.

Linfield generally employs an integrated and holistic approach to the evaluation of its programs and services, guided by established outcomes. With the focus of student success, programs that support and promote student learning are central to the College's mission. These programs include Academic Advising, Career Development, Learning Support Services, Residence Life, Student Activities, Community Engagement and Service, Health, Wellness and Counseling, in addition to a variety of other programs and services. These components of the Linfield experience work together to assist students to achieve their learning objectives and meet the Mission of the College's Core Themes. Consequently, when the College evaluates programs and services, those assessments take place in a way that acknowledges the interconnectedness of many aspects of the College experience.

One example of this integrated planning and evaluation that occurs within the Linfield Curriculum is the [Inquiry Seminar](#) (INQS). Required for nearly all students, with the exception of some transfer students, the INQS offers an interdisciplinary approach to the structures and processes of scholarly inquiry and academic writing. Each seminar provides an in-depth exploration of a compelling topic that is of passionate interest to the instructor and prompts significant questions for which there are no clear answers. The INQS initiates students into the dynamic and collaborative exchange across disciplines framed in Core Themes 1 (Engagement and Excellence) and 2 (Integrated Teaching and Learning).

Incoming students are strongly encouraged to enroll in the INQS in their first semester at Linfield. Consequently, guidance on the INQS learning objectives and course selection is integrated into the processes of new student orientation and academic advising. The evaluation of the INQS is just one component in the evaluation of the first-year student experience. The first-year advising program ([Colloquium](#)) is also [evaluated each year](#) by Academic Advising in coordination with the faculty Student Policies Committee. The [Orientation program](#), which includes pre-orientation programs, is also evaluated by the Vice President for Enrollment Services.

Linfield considers all of its programs and services in terms of breadth as well as depth. In the tradition of the liberal arts, the College intends to provide students with the knowledge, skills, and abilities required to think critically and act conscientiously in any pursuit or profession. These ideals are framed in Core Theme 1 (Excellence and Engagement) and integrated into student educational experiences primarily by the faculty. However, in the present era of global citizenship, the ideas of a liberal arts education require more than traditional approaches. Offices such as Residence Life contribute substantially to the totality of student learning experiences, and co-curricular experiences figure prominently in the framing of Core Theme 2 (Integrated Teaching and Learning). Similarly, the International Programs Office is central to the delivery of programs and services associated with Core Theme 3 (Global and Multicultural Understanding), while Career Development works side by side with academic departments to cultivate and support the internship experiences that are central to Core Theme 4 (Experiential Learning). In this way, all of Linfield's programs and services work together to sustain as well as advance the student learning experience.

4.A.6 The institution regularly reviews its assessment processes to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.

Program planning and assessment are part of Linfield's institutional culture with regular reviews of the evaluation processes to identify areas for potential improvement. If assessment processes determine programs and services are not meeting student needs, they are reconsidered and then revised, replaced, or discontinued. The development of new programs is grounded in relevant data, with the goal of improving the achievement of student learning outcomes. As mentioned in other sections of this report, the data that feeds into Linfield's assessment processes has been collected for many years. However, most of the collection and evaluation of this data was done within individual departments and programs previously.

The cycle of assessment in the 2018-2019 academic year marks the first time that these disparate pieces of institutional assessment data have been collated and comprehensively evaluated. The establishment of the new Core Theme objectives and KPIs in 2018 provided the framework necessary for this thorough analysis and evaluation. The Office of Institutional Research collects and reviews the data that feeds into the Core Theme objectives and KPIs which has been reviewed and evaluated with the goal of ensuring continuous improvement moving forward.

As a means of conducting this analysis and sharing the findings, the Accreditation Steering Committee has created "Core Theme Key Performance Indicators, Benchmarks, and Outcome Data Tables" for each of the twenty-three KPIs. These reports are intended to provide additional details about each individual indicator, explain how the data for each KPI were collected, offer insights about why each KPI offers meaningful results, provide perspectives on potential limitations of the data, and offer suggestions for improvement in future cycles of assessment.

Core Theme Objective 1.1

KPI 1: Graduation Rates

1.a - Percentage of first-year McMinnville Campus students who complete a degree within 4 years.

- Benchmark: 70%
- Time: Most recent 5 years where incoming first-years have had 4 years to complete their degrees
- Status: Needs improvement



Year of entry	2010-11	2011-12	2012-13	2013-14	2014-15	5-year average
Graduation rate	57.4%	65.4%	54.7%	61.8%	62.4%	60.3%

1.b - Percentage of transfer students who complete a degree within 3 years.

- Benchmark: 60%
- Time: Most recent 5 years where incoming transfers have had 3 years to complete their degrees
- Status: Needs improvement



Year of entry	2011-12	2012-13	2013-14	2014-15	2015-16	5-year average
Graduation rate	52.7%	55.4%	56.4%	47.2%	50.6%	52.5%

1.c - Percentage of Linfield Good Samaritan School of Nursing (LGSSON) students who complete a degree within 2 years

- Benchmark: 90%
- Time: Most recent 5 years where entrants have had 2 years to complete their degrees
- Status: Needs improvement



Year of entry	2012-13	2013-14	2014-15	2015-16	2016-17	5-year average
Graduation rate	87.2%	84.5%	84.7%	81.9%	77.5%	83.2%

1.d - Percentage of RN to BSN students who complete a degree within 2 years

- Benchmark: 90%
- Time: Most recent 5 years where entrants have had 2 years to complete their degrees
- Status: Needs improvement



Year of entry	2012-13	2013-14	2014-15	2015-16	2016-17	5-year average
Graduation rate	85.0%	83.3%	84.8%	78.2%	74.0%	81.1%

1.e - Percentage of OCE students who complete a degree within 4 years

- Benchmark: 60%
- Time: Most recent 5 years where entrants have had 4 years to complete their degrees
- Status: Needs improvement



Year of entry	2010-11	2011-12	2012-13	2013-14	2014-15	5-year average
Graduation rate	49.3%	43.4%	48.9%	53.7%	27.0%	44.5%

KPI 1 Narrative. Linfield’s commitment to student success is demonstrated first and foremost by its established benchmarks for graduation across all student populations. Completion of degree programs offer the broadest indicator that students are achieving their educational goals. The timeframes reflected in the tables above have been determined to be most appropriate with respect to the expectations for each campus or degree program.

A number of periodic assessment mechanisms are used to track graduation rates year-to-year. The use of longitudinal assessments helps to assure that graduation rates are not negatively impacted by changes in degree requirements and other policies. The data from these assessments is reported in the College’s [Fact Book](#) as well as other reports. By disaggregating these statistics to focus on particular cohorts in each graduating class, the College is able to see trends in specific student populations.

The benchmarks established for each of these groups are higher than actual graduation rates because Linfield aspires to improve graduation rates for all students. Recognizing that graduation rates have come close, but not yet reached the established benchmarks, the College has put in place several mechanisms and programs to improve student retention, program completion, and graduation. Perhaps the best example of these is found in Linfield’s multiple approaches to comprehensive academic support, which includes both long established programs and initiatives in addition to more recent efforts to bolster student achievement.

Academic advising at Linfield begins before a student walks onto campus or begins an OCE program. Following acceptance to the College, every student is assigned an academic advisor

for the purpose of assisting the student with their selection of classes as well as providing orientation to the College culture, including support services. Upon selection of a major, the student is assigned to an academic advisor within that field of study. The department chair may offer additional advising or support specific to the major. Academic advisors must approve a student's course selections prior to registration for each term, assuring that the progress of every student is overseen and that students are guided throughout their academic careers.

A variety of programs and services are in place that provide more targeted or specialized advising as well as other forms of support. All faculty publish schedules of open office hours for each academic term and encourage or may require students visit during those times for individual support. Many academic departments offer additional tutoring services along with various forms of self-paced or individualized instruction to help students develop effective collateral skills. Through Linfield's [Writing Center](#) and [Speaking Center](#), students have access to peer mentors who assist with the development and preparation of written assignments, poster sessions, and presentations for classes or other audiences. The College also provides support for learning and understanding how to effectively employ educational technologies through the offices of [Educational Media Services](#) and [Information Technology Services](#).

KPI 1 Improvement. Linfield consistently works to identify and implement programs and services to improve its graduation rates. Currently, the College is undertaking a thorough reconsideration of the structures and services in the Office of Academic Advising. Under the supervision of the Provost, and in coordination with members of the Student Policies Committee, the advising processes and procedures as well as curriculum offered to new students (including the required Colloquium course for first-year students and transfer students with less than 60 credits) is being examined. Under consideration are ways to better integrate the materials currently housed in Colloquium into other Linfield Curriculum courses as well as pathways to more quickly connect students with faculty in the courses and majors in which they are interested.

In addition to the specific initiatives discussed above, further consideration should be given to how this data set is defined and used. For instance, one clear area of improvement for this data would be to engage in further disaggregation of the inputs to allow for increased understanding of how well Linfield is serving underrepresented populations. As the diversity of the Linfield student body continues to increase, this sort of data disaggregation will be needed to ensure that the data is most useful in improving in areas like advising and first-year experience. A slight revision to KPI 1 that places a more purposeful emphasis on the diverse populations that Linfield serves should be considered in future rounds of assessment.

KPI 2: Evaluation of Student Learning in the Linfield Curriculum

Percentage of students at “satisfactory” or “exemplary” level in work submitted as evidence of student learning in the Linfield Curriculum.

- Benchmark: 60%
- Time: Most recent completed cycle of Linfield Curriculum assessment.
- Status: Needs improvement



Last completed cycle (to date)								
1 of 2	2011	2012	2013	2014	2015	2016	2017	2018
Outcome	Vital Past (VP)	Natural World (NW)	Global Pluralisms (GP)	Creative Studies (CS)	Vital Past (VP)	Natural World (NW)	Global Pluralisms (GP)	Creative Studies (CS)
Sample size	<i>n</i> = 78	<i>n</i> = 75	<i>n</i> = 53	<i>n</i> = 85	<i>n</i> = 54	<i>n</i> = 59	<i>n</i> = 78	Data forthcoming Spring 2019
1	79.0%	25.3%	48.1%	91.8%	69.7%	37.3%	66.2%	
2	45.0%	74.7%	26.3%	77.5%	61.3%	39.0%	71.4%	
3	94.0%	22.7%	10.0%	73.0%	83.3%	42.4%	40.7%	
4	42.0%	50.7%	26.4%	66.7%	78.6%			
5	9.0%				31.0%			
Met goal	2/5	¼	0/4	4/4	4/5	0/3	2/3	
10 out of 15 met goals in last cycle								

Last completed cycle (to date)								
2 of 2	2011	2012	2013	2014	2015	2016	2017	2018
Outcome	Quant. Reasoning (QR)	US Pluralisms (US)	Ultimate Questions (UQ)	Individual Systems & Societies (IS)	Quant. Reasoning (QR)	US Pluralisms (US)	Ultimate Questions (UQ)	Individual Systems & Societies (IS)
Sample size	<i>n</i> = 88	<i>n</i> = 70	<i>n</i> = 56	<i>n</i> = 76	<i>n</i> = 33	<i>n</i> = 83	<i>n</i> = 51	Data forthcoming Spring 2019
1	70.2%	45.7%	50.0%	88.3%	69.7%	49.4%	72.0%	
2	52.3%	15.7%	73.9%	64.8%	69.7%	32.5%	71.7%	
3	27.3%	15.7%	65.8%	70.6%	63.6%	21.7%	53.7%	
4	34.1%	5.7%	84.2%	58.0%	39.4%		57.9%	
5			40.0%					
Met goal	¼	0/4	3/5	¾	¾	0/3	2/4	
8 out of 15 met goals in last cycle								

KPI 2 Narrative. The College has put in place robust structures and procedures to assess student performance in relationship to the learning outcomes established for the general education courses required for completion of the [Linfield Curriculum](#) (LC). Faculty engagement

with the Linfield Curriculum is reflected by the presence of the benchmarks for LC achievement in the [Faculty Handbook](#). The faculty are committed to the goal that more than half of Linfield graduates should perform satisfactorily or better across all components of their general education. KPI 2 examines this particular goal but by looking at the percent of Linfield Curriculum learning outcomes that have met the 60% benchmark for student work samples achieving the “satisfactory” or “exemplary” levels. As the results indicate, 18 of 30 of the Linfield Curriculum learning outcomes have met the 60% benchmark in their most recent cycle of evaluation.

Within the purview of the Curriculum Committee, the faculty populate working groups for each of the LC designations (Creative Studies; Global Pluralisms; Individuals, Systems and Societies; Natural World; Quantitative Reasoning; Ultimate Questions; U.S. Pluralisms; and Vital Past).

These working groups are responsible for

- formulating student learning outcomes
- reviewing samples of student work
- assessing the overall performance of students with relationship to each LC
- recommending to the faculty changes to learning outcomes or assessment mechanisms to improve student success

Working groups are chaired by members of the faculty who are appointed by the Chair of the Curriculum Committee. Each chair has experience with developing and delivering curricula within the designated Mode of Inquiry or Diversity Studies area. The chairs then fill each group with three additional faculty of appropriate background and experience.

The Global Pluralisms LC provides an example of this recursive analytical process. As described in the [College Catalog](#), GP courses:

“focus students’ attention beyond their own national boundaries. The use of analytical frameworks challenges students to address and understand the social, political, ethical, cultural, and/or policy discourses of other countries from a global perspective. These courses also include a consideration of multicultural perspectives within other countries. Curricular offerings focusing on the history or culture of a given nation, group, or region may meet this requirement by including a comparative component for the course. This focus may include comparisons between or among countries, as well as comparisons of different time periods. Through the process of examining Global Pluralisms, students prepare for their participation and citizenship in a diverse world.”

Global Pluralisms was first assessed by a faculty working group in 2013. The learning outcomes at that time were:

1. Develop a better understanding of the issues of identity, politics, culture, history, health care and/or economics in the context of a culture other than the United States.
2. Interrogate issues of colonialism, dominance, hegemony, and control by examining the social, economic, business, and/or political relationships that formerly colonized countries share with their imperial states.

3. Reflect upon the relationship that two or more countries share with each other through a comparative analysis of literature, the arts, politics, and/or social movements.
4. Examine the impact of globalization and interdependence of cultures and economies on the lives of individuals.

After analyzing the data, the working group concluded that students needed greater clarity to differentiate between political and cultural boundaries. In addition, the group recognized that students could benefit from a broader and less exclusive description of the inherent interdisciplinarity of the LC. Finally, the group recommended that the learning goals be reframed to emphasize people rather than countries (nation-states). Based on these recommendations, the Faculty Assembly approved revisions to the GP learning outcomes in 2014 which were implemented the following academic year. The revised learning outcomes reflect the results of working group analysis:


1. Develop an understanding of people outside the US from a disciplinary or interdisciplinary perspective.
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.
3. Examine the impact of global interdependence on the lives of individuals.

These revisions served to refocus as well as reframe the learning outcomes for all students of the LC, and to clarify the expectations of outcomes for individual students. The intended improvements were realized in the second GP assessment cycle which was completed in 2017 and revealed improvement for all student learning outcomes. The working group's report from the second cycle recommended additional, smaller refinements to the three learning outcomes rather than wholesale revisions; and that the first learning outcome be made compulsory for all GP courses. The report also focused on concerns with the instructions in TaskStream. These recommendations and observations were subsequently endorsed by the Faculty Assembly. Through this robust assessment process, the faculty has learned that clarity of learning outcomes, within and across all LC courses, is critical to student success. In addition, the faculty has learned that guidance for students in the preparation of exemplars is critical for the efficacy of both the LC curriculum and Linfield's assessment process.

KPI 2 Improvement. The knowledge gained through two LC assessment cycles is being used to guide the College's further progress toward its benchmarks. This intention is characterized by several changes to procedure, and the offering of additional guidance to students. For example, the College has made the rubrics employed by the LC working groups available to all students through the [TaskStream](#) webpage. Through faculty training events and materials, faculty are encouraged to improve guidance in syllabi on the linkages between courses, assignments, and LC student learning outcomes. Similarly, faculty are providing additional guidance to students on preparing exemplars and articulating their achievements.

Since the implementation of the TaskStream repository, students and faculty alike have voiced frustration with the form and functions of the system. Students have been frustrated by the lack of clear direction in the system, while faculty have been frustrated that students view the exemplar process as simply “checking the boxes” required to receive a degree. Consequently, as of the 2019-2020 academic year, the College will no longer use TaskStream. In its place, the College will use Blackboard as the repository for exemplars along with supporting materials. Since Blackboard is Linfield’s default learning management system, most students are already familiar with procedures for uploading documents and completing forms using this technology. The chairs of the LC working groups and members of the Curriculum Committee are now working with staff in ITS to tailor the capabilities of Blackboard to better serve the needs of students in uploading their LC exemplars.

KPI 3: Evaluation of Student Learning within Majors and Programs

<p><i>Percentage of students who “meet” or “exceed” learning goals within majors, programs, and learning opportunities outside of the classroom</i></p> <ul style="list-style-type: none"> • Benchmark: No baseline data available yet (benchmark will be set in 2020 when the first full data set will be available) • Time: Most recent completed cycle • Actual: No data available yet 	
2017	2018
Year one of the Linfield Assessment Plan. Year one reports collected from selected departments.	Year two reports and additional year one reports collected.

KPI 3 Narrative. After the 2014 NWCCU Mid-Cycle evaluation, the College recognized that while evaluation was taking place on the departmental level there was not an overall institutional assessment plan. The October 2014 [Mid-Cycle Evaluation Peer Report](#) noted that “Linfield College has many components of assessment in place” but also clearly stated that, “there is not an institutional level assessment plan.” In response to this feedback the CPBC, charged with contributing to institutional accreditation oversight, appointed a subgroup to create a campus wide assessment plan that would focus on the assessment of student learning outcomes. Comprised of faculty and administrators, this group has created a plan that encompasses academic departments and selected offices from Academic Affairs as well as Student Affairs. The committee recommended that institutional programs such as PLACE, January Term, and the First-Year Experience be evaluated as well.

The assessment subgroup created a [campus wide assessment plan](#). This plan was reviewed by the faculty as well as participating administrative departments and was implemented during the 2016-2017 academic year. During the 2017-2018 academic year, the assessment subgroup (under the leadership of the Dean of Faculty) reviewed first-year reports and presented their feedback to both academic and administrative departments. This same process was followed the following year to review year two along with additional year one reports. While no

academic or administrative department has completed a full cycle of assessment, the assessment subgroup feels that the work completed thus far has proved beneficial to the College and has allowed both academic as well as administrative departments to assess their student learning outcomes.

There are four steps to the assessment plan.

1. Identify Priorities / Outcomes / Plan Assessment
2. Gather Evidence
3. Interpret Evidence / Develop Action Plan
4. Implement Change


At this time, several academic and administrative departments have completed two steps of the assessment plan. The Department of [Journalism and Media Studies](#) (formerly known as Mass Communication,) the [Library](#), and the Department of [Chemistry](#) are among the departments who have completed the first two steps of the assessment process.

KPI 3 Improvement. As the CPBC Assessment Subgroup reviewed the first set of year one and year two reports it was noted that the report forms could be modified to gather more detailed information on learning outcomes and their connection to the Core Themes, Strategic Plan and Mission. There are also concerns by some departments that a four-year assessment cycle is too long. Many departments use a one- or two-year assessment cycle for the evaluation of specific student learning outcomes in programs and courses. When a full cycle of assessment is completed, the assessment subgroup will compile the data and adjust the College Assessment Plan as needed.

The CPBC Assessment Subgroup has also discovered that the institutional programs of PLACE, First Year Experience and January Term may not fit into the assessment cycle as laid out in the Linfield Assessment Plan. While these programs do need to be assessed for their effectiveness in delivering their outcomes, the Linfield Assessment Plan may not be the appropriate assessment tool to use for this evaluation.

Core Theme Objective 1.2

KPI 4: Collaborative Research and Creative Activity

Percentage of graduating students who participate in collaborative research or a creative project with faculty Benchmark: 50% Time: Most recent 5 years Status: Needs improvement						
						
Location	2013-14	2014-15	2015-16	2016-17	2017-18	5-year average
McMinnville	42.8%	39.3%	30.3%	33.3%	25.8%	34.1%
Portland	17.4%	11.8%	14.4%	8.7%	8.5%	12.2%
OCE	10.0%	6.0%	10.2%	10.7%	3.9%	8.1%
Overall	33.7%	26.2%	20.5%	23.4%	17.1%	24.2%

KPI 4 Narrative. This KPI looks at the percentage of Graduating Senior Survey respondents who answered the question “Did you collaborate to do a research or a creative project while at Linfield?” with “Yes, with a faculty member or members” or “Yes, with a faculty and other students.” The survey is distributed each May to graduates who completed degrees earlier in the academic year as well as to anticipated graduates for the upcoming May and August. With an overall five-year average of 24.2%, results are well below the 50% benchmark. Also, the decline over the past five years, as evidenced by the particularly sharp drop on the McMinnville Campus from a high of 42.8% to 25.8% in the most recent year, is worth noting since it illustrates that significant efforts will be needed to move closer to the established benchmark.

The College views opportunities for students to work alongside faculty on research projects and creative works as one of the best ways to actively engage in their education. These opportunities allow students to explore scholarly, analytical and creative processes in depth and detail in addition to participate in the development, preparation, and presentation of scholarly output at a high level. Students become partners in studies and activities that result in conference presentations, publications, public performances, and other expressions of academic as well as professional achievement. The benchmark reflects the College’s belief that these activities foster immersive experiences in academic disciplines along with deep connections between students and faculty.

Each year, faculty are encouraged to submit applications in two rounds of the [Student Faculty Collaborative Research Grant](#) (SFCRG.) Funded by restricted gifts to the College endowment, SFCRGs are intended to encourage faculty research and creative work and promote direct student involvement in those projects. Over the years, SFCRGs have supported a wide variety of initiatives, including laboratory and field research, writing projects, media productions, and


public performances. The outcomes of these projects are shared in a variety of publications and venues and documented in final reports housed in the [DigitalCommons@Linfield](#) repository.

KPI 4 Improvement. The College continues to regularly offer opportunities to learn about internal and external grants that may provide opportunities for student involvement and learning. For example, sessions that explain the steps required in [Applying for Faculty Development and Research Grants](#) and [creating scientific grant proposals](#) will continue on a regular basis for the foreseeable future. These activities provide a forum for faculty to explore ideas and discuss different pathways for students to become involved in research and creative projects.

There are two specific areas for improvement around these programs. First, while the collaborative research programs on campus are available to faculty and students from all disciplines, historically they do tend to be primarily located within the natural sciences. Efforts should be made to ensure more uniform participation across different disciplines and divisions of the College. Second, there is at least one potential issue with affordability. While collaborative research projects offer stipends to support students, the hours required for the projects often limit the ability of student to take on other jobs whether these are on campus or off campus. Additional funding for stipends and/or adjustments to required project hours could make the collaborative research opportunities available to a greater number of students.

Graduating Senior Survey Response Rate	2013-14	2014-15	2015-16	2016-17	2017-18	5-year average
McMinnville	55.8%	66.6%	44.4%	49.7%	50.1%	53.3%
Portland	32.8%	54.6%	57.1%	37.4%	48.3%	46.1%
OCE	25.3%	35.3%	21.4%	37.8%	38.9%	31.7%
Overall	41.9%	55.7%	48.3%	43.9%	47.5%	47.4%

KPI 5: Student Scholarship

<i>Number of students who disseminate scholarly research at the Student Symposium or external professional conferences annually</i> 						
<ul style="list-style-type: none"> • Benchmark: 200 • Time: Most recent 5 years • Status: Meets expectations 						
Year of symposium or conference	2013-14	2014-15	2015-16	2016-17	2017-18	Average
Number of symposium participants	100	145	102	208	181	147
Number who were awarded funds to travel to professional conferences	130	Not available	83	97	113	106
Estimated overlaps	Many individuals participate in both of these activities. For example, students who present at conferences may be required to present the same research at the symposium on campus. The offices that manage these programs estimate the overlap to be about 50%.					
Estimated unique participation, allowing for 50% overlap.	165	145	144	257	238	200

KPI 5 Narrative. This indicator sums the number of participants in Linfield’s annual Student Symposium Day with the count of students who receive funding from Linfield’s Office of Academic Affairs to travel to professional conferences with sponsoring faculty. Detailed information is available regarding Symposium participation, but professional travel has been tracked primarily with a budget model. The underlying data that would allow a calculation of unique individuals (not counting students who have participated in both twice) is not available.

This KPI represents the best currently available metric for tracking student activity in disseminating their scholarly products. The Student Symposium is a celebration of the scholarly and creative work completed by Linfield students. The work presented at the Symposium ranges from student performances in music, theatre, art, and set design to dissemination of research and scholarly work in posters and scholarly presentations. The [2018 Symposium](#) featured work from 181 students over 23 different departments and disciplines across the College. In addition to the Symposium participation, 113 students were awarded funds by Academic Affairs in 2018 for the purpose of travel to professional conferences with sponsoring faculty members. Descriptions of student work from past Symposia and past programs are housed in the [DigitalCommons@Linfield](#) repository.

KPI 5 Improvement. The college continues to prioritize the [Student Symposium](#) as a meaningful opportunity for students to engage in professional dissemination of their scholarly and creative work. Students have also benefited from traveling to external professional conferences with faculty to experience professional engagement, network, and witness the dissemination of research and scholarly contributions to their disciplines. The benchmark was chosen as a

measure of commitment to the professional development of students. It has been exceeded in each of the past five years as students have consistently engaged in opportunities to participate internally (in the Student Symposium) as well as externally, and at local, state, and national conferences.

There are three specific recommendations for improvement. First, upon analysis of the student participants over the past five years, by department and discipline, we have an opportunity to improve participation of nursing students. Increasing the participation of our Portland Campus students will enhance cross-campus engagement and meaningful recognition for students and their work. Participation in these professional activities serves as an important component of the student’s professional development during their Linfield experience. Second, the College needs to develop mechanisms to track individual participation in these activities more accurately. In the absence of specific identifying information for students receiving funding to travel to professional conferences, Academic Affairs estimates that there is about a 50% overlap between the populations. With better data in the future, we would not need to rely on this estimate of overlap. Finally, opportunities for increased engagement with the OCE student population (including more purposeful inclusion of OCE students in the Symposium) should be considered.

KPI 6: External Grants and Scholarships

<i>Number of faculty and students who applied for new external grants to support their scholarly activities in the last three years</i>						
<ul style="list-style-type: none"> • Benchmark: 200 • Time: Most recent 3 years combined • Actual: 128 • Status: Needs improvement 						
	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Faculty – external grants by year	12	8	18	14	18	22
Faculty – rolling 3 year cumulative (unique)	NA	NA	29	30	36	36
Students – competitive scholarships by year	20	26	24	28	35	29
Students – rolling 3 year cumulative	NA	NA	70	78	87	92
Total faculty and students – 3 year cumulative	NA	NA	99	108	105	128



KPI 6 Narrative. This KPI tracks the number of faculty who have applied for grants through Linfield’s Grants and Sponsored Research office and number of students who have applied for grants as tracked by the Competitive Scholarship Advisor. While it is common practice to track successful grant and scholarship applications, Linfield tracks completed applications because of the high value the College places on the skills, such as persuasive writing, that are developed


during the application process. Best practices in the areas of grant writing and competitive scholarship advising also suggest that completed applications, regardless of whether or not they are successful, contribute significantly to the development of skills that may lead to success in future applications.

The College has a robust support system for faculty seeking external grant funding to support their scholarly endeavors and for students applying for competitive scholarships. A dedicated Director of Grants and Sponsored Research is part of the College’s Office of Institutional Advancement. The Director supports [Faculty Grants](#) by searching for potential funding opportunities, assists with applications and proposals, and ensuring compliance with meeting the requirements of grant sources and the College. The Director also monitors and assists with report generation, deadlines, and submissions throughout the grant period. The offices of Academic Affairs, Human Resources, and Accounting also provide support for processes for acquiring external grants. Students regularly participate in collaborative scholarly activities with faculty that are supported by external grants.

Students seeking external scholarships and fellowships are supported by an advisor who specializes in [competitive scholarships](#). Linfield students have the opportunity to apply for one of the competitive scholarships available to students nationally, including the Fulbright, which Linfield students have been especially successful in earning.

KPI 6 Improvement. While we are under the benchmark, in the last three years we have seen increases in both faculty and student applications. The three-year cumulative total of faculty and student applications for external grants has increased from a total of 99 at the end of the 2014-2015 academic year to a total of 128 in the most recent cycle. This upward trajectory demonstrates the effectiveness of initiatives in these areas over the past several years, and if the positive trend continues the established benchmark should be attainable within the next several years. As the College continues to support faculty and students to earn external support for their scholarly endeavors, we expect this number to grow. Should the growth stagnate or decline over the next several cycles of assessment, specific strategies to encourage further improvement will have to be implemented.

KPI 7: Faculty and Staff Scholarship


<i>Percentage of faculty and staff who distribute original scholarly, creative or professional work through public presentations and publications in the last three years</i>				
<ul style="list-style-type: none"> • Benchmark: 50% • Time: Most recent 3 years combined • Status: Meets expectations 				
2013-14	2014-15	2015-16	2016-17	2017-18
				53.3%

KPI 7 Narrative. This KPI tracks the percentage of faculty and staff who responded “Yes” to the question, “Did you distribute original scholarly/ creative/ professional work through publications and/or public presentations/ performances in the last three years?” The survey was conducted November 2018 with a 45.3% overall response rate (57.8% faculty response rate; 38.1% staff response rate). The College has met the 50% benchmark as the results indicate that 53.3% of faculty and staff survey respondents (87.6% of faculty respondents and 25.5% of staff respondents) have distributed original scholarly, creative, or professional work.

As a comprehensive liberal arts college with a strong commitment to teaching, faculty and staff are strongly encouraged to engage in dissemination of their scholarly and creative work. For tenure-track faculty, the College has written expectations for faculty members related to teaching effectiveness, professional achievement, and service in the [Faculty Handbook](#). Dissemination is an important component of professional achievement and takes many forms of scholarship across all disciplines. The college supports faculty and staff achievement in several ways including providing annual professional development funds, annual writing workshops, opportunities to apply for faculty development and faculty-student collaborative grants, and annual faculty awards and sabbaticals that provide faculty with time to engage in scholarly work.

KPI 7 Improvement. While the College met the goal for dissemination of scholarly work in the past three years, we recognize that on-going commitment to staff and faculty development is essential to having a culture of scholarship and dissemination. Ongoing monitoring of this activity as part of the regular assessment processes is crucial to ensure that we maintain our commitment to supporting the wider distribution of scholarly and creative works. Professional endeavors such as these positively impact the quality of teaching and learning in both classrooms at Linfield and in wider scholarly and artistic communities.

KPI 8: Faculty and Staff Professional Development

<i>Number of faculty and staff who participate in professional development workshops held at Linfield annually</i>				
<ul style="list-style-type: none"> • Goal: 150 • Time: Most recent year • Status: Needs improvement 				
2013-14	2014-15	2015-16	2016-17	2017-18
				106 faculty & staff

KPI 8 Narrative. This KPI tracks the number of faculty and staff who responded “Yes” to the question, “Have you attended a professional development workshop held at Linfield in the current or previous academic year (starting fall 2017)?” The survey was conducted January 2019 with a 41.5% overall response rate (44.8% among faculty; 39.6% among staff). 106

respondents total participated in professional development workshops during this time period, which is short of the established benchmark of 150.

The College has developed a robust professional development program. From 2011 to 2016 the College hosted a designated “professional development day” between our January Term and Spring Semester. This day was open to all employees and offered a keynote speaker followed by several breakout sessions throughout the day. The theme of the professional development day changed each year. When evaluating this program, the planning committee realized that not all offices could close for the entire day at this time of the year, for example, admission and College Public Safety could not participate in the professional development. Also, attendance from faculty was sparse as this was the break between academic terms.

As a result of this evaluation, the College decided to offer a set of professional development programs throughout the year. The 2017-2018 professional development workshops held at Linfield are listed below:

- October 13, 2017: “Having Difficult Conversations with Coworkers”
- November 16, 2017: “First Generation on Campus”
- December 1, 2017: “Having Difficult Conversations with Coworkers”
- January 12, 2018: “Who Moved My Cheese”
- February 15, 2018: “Creating a Culture of Care for LGBTQ+ Student Success”
- April 19, 2018: “Social Media Best Practices”
- April 20, 2018: “Social Media Best Practices”
- April 24, 2018: “Toward a PLACE 2.0?: Diversity and Civil Dialogue in the Liberal Arts”
- June 4, 2018: “Serving Latinx Students”
- June 5, 2018: “Department Promotional Materials”
- July 27, 2018: “First Generation on Campus”
- September 14, 2018: “Strategies for Engaging in Difficult Conversations with Colleagues”
- September 14, 2018: “Unlocking the Power of our Daily Interactions with Students”
- Faculty Teaching and Learning Lunches (various dates)
- Online and Continuing Education Workshops (various dates)
- Teaching and Learning Support Workshops (various dates)


Many of the workshops were offered by Human Resources. Some were offered through Academic Affairs by the Assistant Dean for Diversity and Community Partnerships. The last three workshop series were offered by Academic Affairs units for faculty development.

Unfortunately, due to turnover in the Human Resources Department attendance records were not kept. There was also no record of the assessment of learning outcomes of the individual sessions. To measure our KPI a survey was sent to all employees asking if they attended any of professional development sessions offered during the 2017-2018 academic year. The survey included the list of specific workshops above, and respondents were asked to indicate which of the specific professional developments they attended.

KPI 8 Improvement. The College can make improvements in the assessment of professional development opportunities for employees. For one, while offering a variety of workshops is one important piece of the puzzle, a next step that needs to be taken is to gather more precise information about the learning that occurs as a result of each of the workshops. Direct measures of learning outcomes for each of the sessions should be considered for future professional development workshops. Second, the College should assign a specific individual or department with the responsibility for collecting, maintaining, and retaining for data about attendance and effectiveness for all professional development workshops. The survey used in this particular round of assessment was necessary because data on professional development workshop attendance was not properly retained.

Core Theme Objective 2.1

KPI 9: Transfer of Concepts across Disciplines

<i>Student achievement of specific Linfield Curriculum (LC) learning outcomes</i> 			
<ul style="list-style-type: none"> • Benchmark: 60% • Time: Most recent completed cycles • Status: Needs improvement 			
2012	2014	2016	2018
Natural World (NW)	Individual Systems & Societies (IS)	Natural World (NW)	Individual Systems & Societies (IS)
N = 38	N = 54	N = 25	
Outcome #4 = 50.7% (objective subsequently modified)	Outcome #2 = 64.8%	Outcome #3 = 42.4%	Data forthcoming Spring 2019


KPI 9 Narrative. Within the recursive four-year cycle of assessments for the LC Modes of Inquiry, committees of faculty from multiple disciplines assess the ability of students to transfer knowledge, skills and abilities from one situation to another. The intent is to assess the ability of students to think broadly and creatively, and to demonstrate flexibility and adaptability. Faculty chose to test these qualities by examining performance on SLOs that show these qualities. While the entire LC itself is about integrated learning, there are two specific LC learning objectives that place a specific emphasis on transferring concepts across disciplines: Natural World Learning outcome #3 (“Demonstrate how scientific results can be extended to more general situations in contemporary society”) and Individuals, Systems, and Societies Learning outcome #2 (“Analyze individuals, systems, and/or societies through multiple frames of reference”).

The two learning outcomes are a particularly significant measure of integrated teaching and learning because, in submitting exemplars of their work for Natural World (NW) and Individuals,

Systems, and Societies (IS), students must attempt to explain how they achieved these two “transfer of knowledge across disciplines” learning outcomes. Results from the most recent rounds of LC assessment indicate that one out of two learning outcomes have been achieved at the desired level. 64.8% of students achieved satisfactory or exemplary for Individuals, Systems, and Societies Learning Outcome 2, and 42.4% of students achieved satisfactory or exemplary for Natural World Learning Outcome 3.

KPI 9 Improvement. Though only one assessment cycle has been completed for the IS outcome #2, the preliminary indication is that the benchmark has been achieved and faculty are satisfied that present efforts in this area are achieving the intended and desired outcome. The data from two completed cycles for NW Outcome #3 shows the need for improvement. In the most recent report from the NW Assessment committee, faculty recommended that the evaluation rubrics be made available to students in advance; that students submit multiple exemplars to demonstrate achievement; and that faculty teaching NW courses provide clearer guidance on preparing exemplars. These recommendations were subsequently disseminated to and approved by the full Faculty Assembly.

KPI 10: Transfer of Concepts from Prior Experiences

<i>Percentage of students who indicated that they “very often” or “often” connect ideas from courses to prior experiences and knowledge</i>						
<ul style="list-style-type: none"> • Benchmark: 90% • Time: Most recent completed NSSE survey administrations • Status: Meets expectations 						
	2013-14	2014-15	2015-16	2016-17	2017-18	Aggregate
McMinnville	93.0%			87.6%		89.8%
Portland	88.5%			91.1%		90.8%
OCE	94.3%			81.3%		90.2%
Total	91.9%			88.1%		89.8%

KPI 10 Narrative. The [National Survey of Student Engagement \(NSSE\)](#) was administered in 2014 and 2017. The question regarding connecting ideas from courses to students’ prior experiences and knowledge reflects an aspect of integrated teaching and learning that is a central part of our institutional mission. The specific question on the NSSE survey is, “During the current school year, about how often have you done the following? Connected ideas from your courses to your prior experiences and knowledge.” While this survey is an indirect measure of student achievement in this particular area (self-report data), it nonetheless provides a valuable snapshot of the extent to which various Linfield student populations are transferring ideas and concepts that they have learned in one situation to another situation. The benchmark of 90% is high but shows how seriously Linfield takes its commitment to ensuring that students have an integrated educational experience.


Both the McMinnville Campus and the School of Nursing in Portland are within a few percentage points of the 90% benchmark in both years of NSSE data and their combined totals have both campus populations right at the benchmark. OCE was above the benchmark in 2014 but fell below the benchmark in 2017. The number of students from OCE who respond to the NSSE is low, so a relatively small subset of the student population could account for this swing. The average of all campuses is 90% which meets the benchmark set for this KPI.

KPI 10 Improvement. The combined total for all campuses exceeded the benchmark in 2014, but 2017 reflected a slight decline in this combined total. Another year of NSSE data should allow us to ascertain whether or not the slight drop in combined campus percentage is a trend. This will be an important KPI for Linfield to continue to monitor moving forward, since a continued decline in the combined campus percentage could indicate that actions need to be taken. Specifically, a further drop in the combined campus total would suggest that Linfield needs to place more emphasis on educational opportunities that allow students to transfer knowledge from one situation to another.

NSSE Survey Response Rate (as reported by NSSE)	2013-14	2016-17	Combined total
McMinnville	43%	28%	35%
Portland	62%	47%	50%
OCE	40%	43%	26%
Overall	47%	35%	37%

Core Theme Objective 2.2

KPI 11: Upper Division Linfield Curriculum

Student achievement of Upper Division Linfield Curriculum (LC) learning outcomes						
<ul style="list-style-type: none"> • Benchmark: 75% • Time: Most recent completed cycles • Status: Needs improvement 						
	2015	2015	2016	2017	2018	2018
	Vital Past (VP)	Quantitative Reasoning (QR)	Natural World (NW)	Ultimate Questions (UQ)	Individual Systems & Societies (IS)	Creative Studies (CS)
Outcome	n =16	n =22	n = 28	n = 26	Data forthcoming Spring 2019	Data forthcoming Spring 2019
1	37.5%	54.6%	10.7%	61.5%		
2	56.3%	68.2%	3.6%	54.2%		
3	87.5%	63.6%	25.0%	40.9%		
4	62.5%	59.1%		52.2%		
5	0.0%					
Met goal	1/5	0/4	0/3	0/4		


KPI 11 Narrative. The Linfield Curriculum requires that students in all degree programs pass at least one upper division course in a discipline outside their major and provide exemplars to demonstrate achievement of LC learning goals at a more advanced level. The benchmark, as expressed in the [Faculty Handbook](#), reflects the commitment of faculty to student achievement in more advanced courses not just within, but also across disciplines or majors. As part of the implementation of the LC assessment process in 2010-11, faculty elected to delay upper division LC assessment in order to develop, observe, and evaluate the broader LC assessment protocols and to gain insight into the challenges that might emerge in assessing upper level achievement across the curriculum. Consequently, the evaluations that have emerged based on only one cycle of data are of limited scope and value.

The current data shows that the results for achievement across all learning outcomes are mixed. Out of the 16 learning outcomes evaluated at the upper division level to date, 1 (6%) has had a sufficient number of work samples at the satisfactory or exemplary level to meet the 75% upper division benchmark (Vital Past Learning Outcome #3). This may indicate that the learning outcomes themselves, or the processes in place to help students understand, interpret, and demonstrate achievement of learning outcomes, need to be reconsidered.

KPI 11 Improvement. Because any revision of LC learning outcomes has implications for courses in both the lower and upper division, the LC working groups will first explore steps that can be taken to improve achievement of the outcomes as they are currently expressed. These could include additional guidance to faculty on the preparation of syllabi; better articulation of learning outcomes and course materials; more emphasis on the relationship between

assignments and learning outcomes; or additional guidance on the preparation of exemplars, either within courses or in the instructions provided in the document repository.

KPI 12: Team-Taught Course Completion

Percentage of graduates who complete at least one team-taught course						
<ul style="list-style-type: none"> • Benchmark: 50% • Time: Most recent 5 years of degree graduates • Status: Exceeds expectations 						
	2013-14	2014-15	2015-16	2016-17	2017-18	5-year average
McMinnville	73.1%	74.1%	63.6%	62.8%	65.4%	67.8%
Portland	100.0%	100.0%	100.0%	100.0%	87.3%	97.5%
OCE	1.0%	2.1%	0.7%	2.2%	2.7%	1.7%
Overall	59.6%	62.2%	58.9%	61.0%	60.9%	60.5%


KPI 12 Narrative. Team-taught courses at Linfield provide students with a valuable and diverse learning experience. This indicator takes a specific look at the graduates who completed a degree to ascertain whether or not they completed (passed with a C- or higher grade) at least one class taught by more than one instructor (excluding laboratory classes). In collecting and analyzing this data, every effort has been made to exclude classes where a second instructor is listed for administrative access (a department chair with access to a course that is being taught by an adjunct, for example). The College has exceeded its benchmark in each of the past five years, so this is a positive indicator that Linfield students have opportunities to participate in team-taught courses. Courses taught by more than one faculty member foster integrated learning connections by providing students with exposure to different theories, methodologies, and pedagogical approaches.

As the data for the individual campuses indicates, team teaching on the Portland Nursing campus is common. Nearly all graduates from this campus complete at least one such course. The high level of team-taught courses on the Portland Campus is a result of an integrated concept-based curriculum. A significant number of the team-taught courses at Linfield also include January Term study abroad courses that provide students on both campuses with the chance to engage in global and international learning experiences. In addition to offering the integrated teaching experience during these team-taught abroad courses, students also benefit from the connections across theories and cultural environments that are inherent in these global experiences.

KPI 12 Improvement. The College remains committed to team-taught courses that provide opportunities for diverse experiences, perspectives, and ways of thinking. While we can be proud of the overall “all graduates” total that is above the established benchmark, there is still room for improvement. One very clear area of improvement is in the use of team-taught

courses in OCE. As the current data indicates, team-taught course offerings are exceedingly rare in OCE, and this limits achievement on this KPI for that particular student population. Efforts must be made moving forward to ensure that the benefits of team teaching extend to all Linfield students. Another way we can improve data collection and measurement of KPI 12 is by including more detailed measures of the rich student learning experiences afforded to students in team-taught courses. Additional direct measures of student learning, including rubric evaluations that look more specifically at student learning samples for evidence of “connections across theories and methodologies,” could provide a more nuanced understanding of the benefits of participation in team-taught courses.

KPI 13: Interdisciplinary Degrees

Percentage of students who completed an interdisciplinary major, minor, or certificate over the last three years						
<ul style="list-style-type: none"> • Benchmark: 25% • Time: Most recent 5 years (rolling 3-year cumulative total) • Status: Needs improvement 						
	2013-14	2014-15	2015-16	2016-17	2017-18	5-year average
McMinnville	10.7%	11.9%	13.8%	15.2%	18.4%	14.0%
Portland	2.1%	1.0%	0.0%	0.0%	0.0%	0.6%
OCE	9.1%	8.4%	8.0%	6.5%	5.5%	7.5%
Overall	8.1%	8.1%	8.6%	8.9%	10.2%	8.8%

KPI 13 Narrative. Linfield is committed to creating integrated learning opportunities for students. Four new majors/minors that are interdisciplinary in nature have been added to the curriculum in the past several years (Wine Studies, Sport Management, Global Cultural Studies, and Law, Rights, and Justice). The development of these programs has required the collaboration of faculty from multiple disciplines. Student completion of interdisciplinary majors, minors, and certificate programs is a good indicator of institutional success with regard to “integrated teaching and learning” since the very nature of these academic programs requires students to take an integrative approach to learning.

This KPI specifically attempts to measure the number of individuals who have completed a degree or certificate in the last three years who have also completed interdisciplinary majors, minors or certificates. Interdisciplinary majors covered in the past five years of data collected for this KPI include Arts & Humanities (discontinued), Biochemistry, Business Information Systems, Electronic Arts (discontinued), Environmental Studies, General Science (discontinued), Global Studies, Health Sciences (discontinued), Intercultural Communication, International Business, Liberal Studies (discontinued), and Social and Behavioral Sciences (discontinued). Interdisciplinary minors in the data set include Asian Studies, Environmental Studies, European


Studies, Gender Studies, Healthcare Ethics (discontinued), Latin American Studies, Law, Rights, and Justice, Sport Management, and Wine Studies. Interdisciplinary certificates include Computer Information Systems.

Differences in interdisciplinary degree completion on different campuses and with different student populations are significant. New interdisciplinary majors/minors on the McMinnville Campus, with relatively few “discontinuations” of interdisciplinary degree offerings on this campus, has led to a steady increase in the percentage of students completing one of these programs over the past five years. With the singular focus on nursing on the Portland Campus, an interdisciplinary major or minor is not normally possible. In the OCE program two interdisciplinary majors, Social and Behavioral Sciences and Arts and Humanities have been discontinued. The discontinuation of these two interdisciplinary majors, which were fairly popular with adult learners taking online courses to finish a four-year degree, accounts for at least some of the decline in the percentage of students who have completed interdisciplinary majors in the OCE program.

KPI 13 Improvement. While the College is well below our 25% benchmark goal, the introduction of four new interdisciplinary majors on the McMinnville Campus and the recent introduction of a Global Studies major to OCE should increase these numbers in the next five to seven years. Initial enrollment in the Sport Management and Wine Studies majors has also been very promising. Continued monitoring of this KPI will be important in the years ahead as we continue to assess the student interest in these interdisciplinary programs.

Core Theme Objective 3.1

KPI 14: Diversity Studies Courses

Student achievement of Linfield Curriculum (LC) learning outcomes in “Diversity Studies” courses 				
<ul style="list-style-type: none"> • Benchmark: 60% • Time: Most recent completed cycle • Status: Needs improvement 				
	2012	2013	2016	2017
Outcome	US Pluralisms (US)	Global Pluralisms (GP)	US Pluralisms (US)	Global Pluralisms (GP)
Sample size	<i>n</i> = 70	<i>n</i> = 53	<i>n</i> = 83	<i>n</i> = 78
1	45.7%	48.1%	49.4%	66.2%
2	15.7%	26.3%	32.5%	71.4%
3	15.7%	10.0%	21.7%	40.7%
4	5.7%	26.4%		
Met goal	0/4	0/4	0/3	2/3

KPI 14 Narrative. Within the Linfield Curriculum, faculty in several programs offer courses to develop global and multicultural understanding of human diversity and interdependence. The intent of these studies, according to the [Course Catalog](#), is to “ensure that all students examine the cultural and individual differences produced by such factors as gender, race, ethnicity, national origin, religion, and sexual orientation.” All degree-seeking students are required to complete one course in each “Diversity Studies” LC. Alternatively, students may, with prior approval of the Curriculum Committee, complete one of these LCs through an experiential learning project.

The processes for assessing the U.S. Pluralisms (US) and Global Pluralisms (GP) student learning outcomes are the same as those described for the LC Modes of Inquiry. Faculty have conducted two complete cycles of assessment for these LCs. In the first cycle, conducted during 2013-2014, students did not meet or exceed the benchmark of 60% on any of the eight student learning outcomes (0%). The accompanying reports of the two working groups identified similar problems with a lack of clarity among students regarding the nature and purpose of assessment processes and needs for additional guidance on preparing exemplars to more clearly reflect linkages between assignments and learning outcomes. Concurrently, the GP group found a lack of clarity between the two distinct areas in Diversity Studies, citing as an example the notion that students could not always differentiate between political and cultural boundaries. To alleviate these problems and to improve student performance, both groups recommended revisions to the LC learning outcomes that were subsequently adopted by the faculty.

In the second cycle (2016-2017), two out of the six (33%) learning outcomes achieved the 60% benchmark for the work samples evaluated. The GP working group in particular saw significant improvement in student performance, with benchmarks achieved on two of three student

learning outcomes (67%). The GP improvements were attributed in part to the revised learning outcomes, as well as a decision by students to be more selective about the choice to respond to either outcome two or three. The results informed the recommendations to improve student performance, and these recommendations are now pending before the Faculty Assembly.

The results in the second cycle of US assessment were more troublesome. Though the learning outcomes had been revised, the results showed essentially no improvement in student performance on the first learning outcome, and only marginal improvement on the other two. Students continued to struggle with the comparative analysis of pluralism and marginalization. Consequently, the group recommended further revision of the student learning objectives, and a requirement that all exemplars meet both objectives. Those recommendations were adopted by the Faculty Assembly.

KPI 14 Improvement. The working groups for each of these LCs recommended the improvements to the assessment structures and procedures intended to improve the achievement of student learning outcomes. For the US LC, the working group recommended a reduction in the number of outcomes from three to two; a requirement that both of those learning outcomes be made mandatory; and provisions for additional guidance to faculty on the articulations of assignments with US LC learning outcomes. Approved by the Faculty Assembly, these recommendations are now reflected in the [Course Catalog](#). The GP working group recommended that learning outcome one be made mandatory; that the other outcomes be revised to better articulate the centrality of global interdependence; and provisions for additional guidance to faculty of the articulations of assignments with GP LC learning outcomes. Faculty Assembly approved these recommendations.

KPI 15: Student Multicultural Understanding

<i>Percentage of seniors who self-report their level of engagement with individuals from diverse racial, socio-economic, or religious communities as “very often” or “often”</i>					
	2014	2015	2016	2017	Combined
McMinnville	92.70%	NA	NA	91.40%	92.00%
Portland	89.60%	NA	NA	87.50%	88.50%
OCE	78.10%	NA	NA	87.50%	81.30%
Overall	88.90%	NA	NA	89.90%	89.40%

KPI 15 Narrative. The [NSSE](#) was used to measure student engagement with individuals from diverse racial, social-economic, or religious communities. The data above specifically measures

the percentage of seniors who selected “Very often” or “Often” on any of the diversity engagement questions about racial background, economic background, or religious beliefs on the NSSE. The questions are “During the current school year, about how often have you had discussions with people from the following groups? People of a race or ethnicity other than your own; People from an economic background other than your own; or People with religious beliefs other than your own.” The response options range from “Never” to “Very Often.” The question changed during the 2013-14 administration, so data sets from previous NSSE surveys are not comparable.

As Linfield’s diversity continues to grow is it more important than ever that our students learn to engage with diverse others. Core Theme 3, “Global and Multicultural Understanding,” states that students use experiential lenses to participate in an increasingly interdependent, diverse world. This indicator demonstrates that engagement. The 80% benchmark demonstrates the value that Linfield places on providing opportunities for students to engage with those who are different from them.

In addition to the increasing diversity of our student cohorts over the past several years, the President formed the President’s Diversity Advisory Committee (DAC) in 2013. The [DAC has provided grants](#) to support campus programming and activities focused on diverse communities, and this work has increased opportunities for students to interact with diverse speakers, attend open campus fora, and engage with diverse others. With NSSE data showing our various student populations at close to 90% (10% above the established benchmark), it is clear that Linfield students are having these sorts of interactions.

Finally, Linfield’s commitment to a vibrant study abroad program also helps students have these experiences. Linfield pays for the round-trip airline ticket for a student's first study abroad experience. The residential nature of the McMinnville Campus also increasingly provides students with the opportunities to engage in a diverse environment.


KPI 15 Improvement. The survey results indicate that students do report that they are engaging with others who have a different racial, socio-economic, or religious background. We are over the 80% benchmark for this indicator. While the responses to the NSSE questions are an indirect measure since they are self-reported data, the information offers a concrete means for tracking this particular form of student engagement. Once we have another year of data from NSSE, we will have to consider whether or not the KPI benchmark should be raised.

Two other changes might be considered moving forward. First, one potential useful next step could involve more direct measurements of the impacts of these engagements. Specifically, the question, “What do students learn about themselves or others through their interactions with diverse others?” could be addressed using more direct measures. Second, the NSSE survey also includes a question about interacting with individuals who hold different political beliefs. While it might not entirely fit within the context of this particular KPI, given the increasingly rigid political and ideological divides in our country and region this question might be something to consider adding in the future.

Finally, one alternative measure for this particular KPI might be worth considering for future rounds of assessment. Specifically, defining the KPI as students answering “very often” or “often” to any of the questions (relying on the “or” in the KPI as it is currently phrased) makes for very high percentages which arguably sets a fairly low bar. The KPI could be revised for the next round of assessment (with an appropriate adjustment of the benchmark) to ask if students have engaged with ALL of these backgrounds/beliefs (simply by changing the “or” to an “and”). While this revision to the KPI would result in a lower percentage (a “combined” total of 60.7% using the data set from above), it could also provide a more nuanced measure that might also be more actionable.

Core Theme Objective 3.2

KPI 16: Student Immersion in Diverse Environments

<i>Percentage of graduates who study abroad or engage in service with diverse communities</i>						
<ul style="list-style-type: none"> • Benchmark: 50% • Time: Most recent 5 years • Status: Needs improvement 						
Graduation Year	2013-14	2014-15	2015-16	2016-17	2017-18	5-year average
McMinnville	42.3%	42.6%	42.6%	49.1%	42.0%	43.7%
Portland	14.1%	15.9%	16.8%	16.7%	17.5%	16.2%
OCE	0.0%	0.0%	0.0%	0.0%	0.9%	0.2%
McMinnville + Portland	31.8%	33.4%	32.6%	37.4%	33.2%	33.7%


KPI 16 Narrative. Providing students with opportunities to connect with local and global communities is central to the Mission of the College. This KPI attempts to capture the number of graduating seniors who studied abroad, either for a semester, year (through Linfield or another program) or a January Term, or participated in the First CLAS pre-orientation program (Community, Leadership, Action and Service) at some point in their Linfield career as a percent of all graduates.

The benchmark of 50% reflects the College’s historic success with providing these opportunities through study abroad, service learning, community service, and similar programs. The data does, however, show some areas of concern. Specifically, the Portland Campus students are significantly lagging behind the McMinnville Campus students in achievement of this benchmark. Given the constraints of the course rotation and the “cohort” model for Portland Nursing majors, opportunities for study abroad are significantly limited. Also, since the specific areas measured in this KPI are not often built into the experience for OCE students, this population is particularly lagging behind in terms of the benchmark (with zero percent the

norm for most years of data). For this reason, the “combined” data in the final row looks specifically at the McMinnville and Portland campus populations.

KPI 16 Improvement. There are three specific areas of improvement. First, Linfield needs to provide more study abroad opportunities. Specifically, additional funding is needed for developing new study abroad offerings and adding additional January Term study abroad courses, and to facilitate the participation of more students in these programs. Second, on the “service with diverse communities” side, we need to improve data collection efforts to capture more of the activities that are happening across campuses and programs. While First CLAS is an important program, the Office of Community Engagement and Service, as well as other offices and programs on campus, regularly support activities that could potentially count as “diverse community service” projects. Finally, This KPI does not account for the immersion of students in diverse environments on campus through myriad interactions with international students (an average of about 75 students per year over the last four years) and Fulbright teaching assistants. In the next round of assessment, greater efforts should be made to capture these additional pieces of data.

KPI 17: International Experiences for Faculty


<p><i>Percentage of faculty who taught, conducted research, or presented research abroad in the last three years</i></p> <ul style="list-style-type: none"> • Benchmark: 50% • Time: Most recent 3 years combined • Status: Meets expectations 				
2014	2015	2016	2017	2018
				49.4%

KPI 17 Narrative. In a survey conducted in November of 2018 (response rate of 57.7% among Linfield faculty), 49.4% of faculty members reported that they have taught, conducted research, or presented their research abroad in the last three years which is right at our benchmark. The faculty in this survey responded “Yes” to the question, “Did you teach abroad, conduct research abroad, or present research abroad in the last three years?” For the respondents who answered “yes,” follow-up survey questions gathered more specific data about publications, conferences, and other professional activities related to their international work.

KPI 17 Improvement. Faculty engagement in teaching, research, and dissemination of their research abroad is a result of the College’s commitment to global engagement and study abroad experiences for students. Every year during [January Term](#), the College offers 10-12 faculty-led off-campus courses in locations all over the world. Likewise, Linfield faculty have developed a habit of global engagement in their teaching as well as their scholarly interests. Many faculty members travel with students while others also participate in engagement abroad during other times of the year including during sabbatical and between semesters. While we

are currently at benchmark with this particular KPI, the College should maintain support for these faculty teaching and research activities to ensure that the focus on international teaching and scholarship continues.

KPI 18: Faculty and Staff Diversity Training

<p><i>Number of faculty and staff who lead or participate in at least one (internal or external) professional development workshop focused on diversity annually.</i></p> <ul style="list-style-type: none"> • Benchmark: 150 • Time: Most recent 3 years combined • Status: Below expectations 				
2014	2015	2016	2017	2018
				113

KPI 18 Narrative. The College is actively engaged in promoting, advancing, and confirming our commitment to diversity and inclusion. Faculty & staff professional development workshops are designed for faculty and staff to strengthen and build professional skills, provide an opportunity to collaborate with colleagues, and bring awareness about important topics that may impact our work at Linfield. The professional development initiatives at the College related to diversity and inclusion are in alignment with the College’s Strategic Plan to foster global and multicultural understanding.


In a survey conducted November 2018, 113 faculty and staff reported that they had led or participated in at least one professional development workshop focused on diversity in the past year. The survey included an overall response rate of 45.2% of all faculty and staff (57.2% among faculty; 38.1% among staff).

KPI 18 Improvement. While under our benchmark, we remain committed to engaging our community in professional and personal growth experiences related to diversity and inclusion initiatives. As our student population becomes increasingly diverse, faculty and staff professional development trainings in these areas will continue to be important moving forward. The President created a Diversity Advisory Committee to provide leadership on efforts to engage students, staff, and faculty to create a more inclusive culture. Examples of strategic efforts include programming that supports first-generation college students, Spanish-speaking students and families, and [“We Stand With You”](#) resources that allow us to support vulnerable student populations such as DACA recipients.

Future data collection for this KPI could focus on doing more direct measurement of the learning outcomes for each of the faculty and staff training sessions. While attendance at these workshops provides some indication of the commitment to being knowledgeable about these issues, a direct measure of some of the specific insights about diversity that are gained in each of the workshops would provide richer and potentially more actionable data.

Core Theme Objective 4.1

KPI 19: Experiential Learning Participation

<p><i>Percentage of graduating students who report that they were “very satisfied” or “satisfied” with their participation in experiential learning activities</i></p> <ul style="list-style-type: none"> • Benchmark: 90% • Time: Most recent 5 years • Status: Needs improvement 						
Year of survey	2013-14	2014-15	2015-16	2016-17	2017-18	5-year average
McMinnville	78.1%	81.4%	84.8%	85.5%	83.4%	83.8%
Portland	79.2%	83.7%	76.1%	82.6%	87.0%	82.3%
OCE	62.5%	56.9%	52.6%	61.8%	62.7%	58.5%
Overall	76.0%	77.8%	74.9%	80.5%	81.8%	78.7%

KPI 19 Narrative. This KPI measures the percent of graduating senior survey respondents who answered the question “How satisfied are you with the quality of these academic experiences at Linfield? - Hands-on/experiential learning (clinicals, peer instruction, community service, laboratory sessions, etc.)” with “Satisfied” or “Very satisfied.” The Graduating Senior Survey is distributed each May to graduates who completed degrees in the previous December and February as well as to anticipated graduates for the upcoming May and August.

The College is below the benchmark for student satisfaction with experiential learning. This benchmark has been set at a high level (90%) because Linfield is strongly committed to all students achieving a well-rounded education which includes a variety of experiential learning activities. While the overall score for all student populations is more than 10% below the benchmark, we believe the 90% threshold is attainable and the data about individual campuses and programs demonstrates that this goal is within reach. The McMinnville Campus population had a score of 85.5% in 2016-2017, and the Portland Campus population scored at 87% in the most recent year of data.

Linfield students have myriad opportunities to augment their academic course work with field-based internships relevant to learning in their discipline and career goals, study abroad experiences that broaden their worldviews and provide diverse perspectives, and service learning and volunteer experiences that engage students in a broader classroom community. In addition, paracurricular, co-curricular, and extra-curricular opportunities at Linfield provide access to experiential learning opportunities through athletic team participation, a variety of performing arts ensembles, leadership roles, and engagement in family and community activities.

Students with specific majors, such as Nursing, Education, and Exercise Science, have clinical and field experiences that involve engagement with individuals, families, and communities for the purposes of developing critical thinking, communication skills, and work training. Peer instruction courses in most majors also offer students opportunities to gain practice in the evaluation of selected assignments, coach oral and creative presentations, assist with science and other laboratory activities, and/or guide discussions outside the classroom.

KPI 19 Improvement. The College will continue to prioritize rich experiential learning opportunities for students that are required, as well as diverse offerings for students to choose from to augment their academic experience. While there is progress to be made with the McMinnville and Portland campus populations, students in OCE are clearly a bit further behind in terms engagement with experiential activities. This data suggest that greater efforts should be made to incorporate additional experiential components into the online courses that primarily serve the OCE student population.

KPI 20: Community Service and Volunteer Work

Percentage of graduating students who describe their level of participation in community service or volunteer work as “frequently” or “sometimes”

- Benchmark: 50%
- Time: Most recent 5 years
- Status: Meets expectations



Year of survey	2013-14	2014-15	2015-16	2016-17	2017-18	5-year average
McMinnville	66.7%	63.2%	61.8%	54.8%	67.8%	62.9%
Portland	63.8%	50.5%	49.5%	40.6%	38.1%	48.5%
OCE	40.0%	52.2%	64.4%	64.3%	59.6%	56.1%
Overall	62.3%	58.2%	58.1%	53.3%	56.7%	57.7%


KPI 20 Narrative. This KPI measures the percent of Graduating Senior Survey respondents who answered the question “How often did you do community service or volunteer work while you were enrolled at Linfield (either on your own or through Linfield)?” with “Sometimes” or “Frequently.” This survey is distributed each May to graduates who completed degrees earlier in the academic year as well as to anticipated graduates for the upcoming May and August.

The results indicate that we are achieving the goal of 50% of students participating in community service or volunteer work during their Linfield experience. The Linfield community contributes many hours to the surrounding community annually. The [Community Engagement and Service](#) Office supports civic engagement for students by developing and maintaining partnerships with over 100 community-based organizations. Consistent with our mission of “Connecting Learning, Life, and Community,” volunteerism and community service promote

practical knowledge of students through experiential learning that fosters critical thinking, multicultural learning, and leadership skills.

KPI 20 Improvement. Linfield remains committed to providing opportunities for students to participate in community service and volunteerism. Student participation in service contributes to their development as well as to a healthier community. While the Graduating Senior Survey provides an indirect measure of the level of student participation in these types of activities, there are additional pieces of data about community service and volunteer participation that could be incorporated into this KPI moving forward. Efforts should be made to meaningfully incorporate specific data from the Community Engagement and Service Office, [Institutional Advancement](#), the [Office of Fraternity and Sorority Life](#), the [English Language and Culture Program](#) (which places international students in non-profit community organizations and schools), and others moving forward.

KPI 21: Leadership Activities


Percentage of graduating students who have held or plan to hold a formal leadership role in a student organization or group			
<ul style="list-style-type: none"> • Benchmark: 50% • Time: Most recent completed NSSE survey administrations • Status: Meets expectations 			
Year of Survey	2013-14	2016-17	Aggregate
McMinnville	80.5%	63.2%	70.7%
Portland	38.8%	25.0%	32.0%
OCE	12.1%	6.3%	10.2%
Overall	54.3%	47.1%	50.6%

KPI 21 Narrative. This KPI measures the percentage of seniors who selected “Done or in progress” on the question “Which of the following have you done or do you plan to do before you graduate? Hold a formal leadership role in a student organization or group,” on the NSSE. This particular question was new to the 2013-14 survey, so information from previous years is not available. With an aggregate total of 50.6%, Linfield is meeting the benchmark for KPI 21.

Linfield students are engaged in leadership both in and out of the classroom. Students serve in a wide variety of leadership roles in one of our many student organizations or in campus positions such as Resident Advisor or Peer Advisor. We know that student leadership positions help determine career paths and life skills. The College wants its graduates to be engaged citizens in their communities. Learning the importance of engaged citizenship can occur when students serve in a leadership role.

KPI 21 Improvement. Linfield exceeds the benchmark of 50%, but it is clear that McMinnville students probably have both more opportunities to engage in formal leadership roles and more overall student participation in the leadership roles that are available. The McMinnville Campus is residential and as such has a large variety of student organizations, fraternity and sorority life, athletics, and residence life leadership opportunities. Students in the Nursing program in Portland are locked into a curriculum and clinicals that make it more challenging to be engaged in campus leadership. Opportunities to participate in formal campus leadership positions are even more limited for OCE students who take courses almost exclusively online and may not be in close proximity to one of the two physical campuses. In the future, the College might consider setting different benchmarks for THIS distinct student population.

KPI 22: Internships

<i>Percentage of graduating students who complete an internship</i>						
<ul style="list-style-type: none"> • Benchmark: 50% • Time: Most recent 5 years • Status: Needs improvement 						
Year of Survey	2013-14	2014-15	2015-16	2016-17	2017-18	5-year average
McMinnville	54.6%	56.6%	62.6%	51.2%	57.4%	56.5%
Portland	17.8%	16.3%	12.5%	17.4%	12.8%	15.4%
OCE	30.8%	13.9%	7.0%	20.0%	11.8%	16.7%
Overall	45.0%	39.4%	33.7%	37.6%	36.0%	38.3%

KPI 22 Narrative. This KPI measures the percentage of Graduating Senior Survey respondents who answered the question, “Did you complete an internship while at Linfield (either for college credit or not for credit)?” with “Yes, it was required” or “Yes, although it was not required.” While the individual results for some of the campuses are encouraging (the 56.5% response for the McMinnville Campus), the overall score of 38.3% falls below the benchmark.

Linfield is committed to experiential learning in a variety of formats including formal internship opportunities that provide students with practical experience. Internships provide students with industry and discipline-specific knowledge, real-world knowledge gained from immersion in actual situations, and valuable work experience that reinforces the concepts from the classroom. Students have the opportunity to learn new skills in professional communication and interviewing, networking, and identifying their goals and career path which helps them focus their academic choices. Internships are available to students throughout the year and are available locally, nationally, and internationally and across multiple disciplines including Business, Exercise Science, Nursing, Education, and more.

KPI 22 Improvement. The College has dedicated staff positions and assigned faculty workload to managing for and developing consistent internship opportunities for students. Due to the nature of the clinical requirements for Nursing students, 100% of graduates engage in a significant number of experiential learning hours that includes placement in a variety of clinical and field settings as well as formal preceptor experiences. In the future, Linfield may choose to identify internships a bit differently with regard to the formal internship experiences that students on the McMinnville Campus participate in as compared to the formal clinical experiences that Nursing students on the Portland Campus are required to complete. The experiences have similar benefits for student learning and career development, yet the formal clinical experiences in Nursing are not counted as a type of internship.

As with other experiential learning opportunities, future consideration should also be given to how to increase participation of the OCE student population in internships and/or properly count this student population in the data for KPI 22. In addition to the distance created by a lack of physical presence on campus as well as coursework that is primarily completed online, many OCE students are working adults who are already engaged in the “real-life” work experiences that internships might provide for more traditional students. “Completing an internship” may simply not yield the same benefits for many of the Linfield OCE students, so further consideration should be given to how to “count” this student population for the purposes of this KPI.

Core Theme Objective 4.2

KPI 23: Experiential Learning Reflections

Percentage of students who write reflections on experiential learning activities annually

- Benchmark: 30%
- Time: Most recent 5 years
- Status: Meets expectations



Academic Year	2013-14	2014-15	2015-16	2016-17	2017-18	5-year average
McMinnville	21.2%	19.4%	21.8%	20.7%	21.6%	20.9%
Portland	99.6%	99.8%	98.2%	98.3%	97.6%	98.7%
OCE	31.7%	36.4%	41.7%	44.5%	48.5%	40.6%
Overall	31.4%	31.2%	31.1%	32.4%	34.2%	32.1%

KPI 23 Narrative. Kolb’s experiential learning cycle suggests that reflection after an experience is necessary for learning to occur. It is clear that reflection is a critical part of the learning cycle. Self-reflection on experiential learning allows students to analyze their successes and failures. Academic and administrative departments at Linfield use reflective writing to help students learn from their experiential learning activities.

This KPI attempts to measure how many students (out of the entire population of students enrolled over an academic year) took part in formal experiential learning activities that include the expectation of some sort of written reflection on what they have learned. These activities include credit-bearing courses (if the course was completed with a C- or better) or non-credit opportunities. With a combined total of 32.1 % across student populations, Linfield is currently meeting the 30% goal for this KPI.

The specific opportunities included in the data are:

- [Alternative Spring Break](#)
- [Associated Students of Linfield College \(ASLC\) Cabinet](#)
- [Change Corps](#)
- Community Service courses (credit bearing 040 courses in many departments)
- Integrated experiential learning in select Nursing courses in both the pre-licensure (first-degree and accelerated on the Portland Campus) and post-licensure programs (RN to BSN in OCE): NURS 308 and its predecessor NURS 309, NURS 335, NURS 375, NURS 435, NURS 475, and NURS 476
- Internships (credit-bearing 200 level and 400 level courses in many departments)
- Linfield Library lead workers
- [Linfield College Activities Team](#) (LCAT)
- Pre-orientation program First CLAS (community, leadership, action, and service)
- Resident advisor positions
- [Wise Mentoring](#)

While the list of experiential opportunities is not exhaustive, this KPI attempts to pull together data about the currently known activities that include reflective writing assignments. Two specific examples discussed below provide additional details.

The RA reflection exhibits ([1](#), [2](#), [3](#) and [4](#)) show how the Residence Life Department uses reflective writing to help Resident Advisors close the learning cycle during RA training. RAs are given several prompts to reflect on and are given options on how they would prefer to reflect. The [learning outcomes](#) for RAs are:

- Leadership Development
- Social Responsibility
- Effective Communication
- Multicultural Competency
- Collaboration

The journaling that RAs participate in during RA training allows the staff to determine if the training outcomes are being accomplished and sets the stage for the learning of the five learning outcomes outlined above.

The Library staff works with the library lead student workers and asks them to participate in a [reflective exercise](#). The exercise, which is evaluated using a rubric, asks students to complete a self-assessment featuring reflective questions on each of their five learning outcomes:

- Effective Communication

- Teaching Research Skills
- Demonstrating Leadership
- Successful Collaboration
- Developing an Approach to Service

KPI 23 Improvements. Several steps should be taken to increase the quality of the data for this KPI. First, there are more students on campus who are writing reflectively regarding their experiential learning, and a primary focus for improvement should be to develop a more robust data set that accounts for more of these reflective writing activities. Second, the College needs to develop a repository of this work that includes identifiable information on each student who participates. Some of the reflective writings tabulated in the data above may include duplicative headcount (the same student reflecting on different experiences), so collecting identifiable information for all inputs will be crucial moving forward. Finally, while we are meeting the 30% benchmark this year, the original vision for this KPI was to measure “graduates” who completed some sort of a reflective writing assignment focusing on experiential learning (with a benchmark of 50%). In the data collection process, it became obvious that with all of the disparate sources for “reflective writing” and the lack of identifiable student information for some sources, a meaningful measure of “graduates” would be difficult to attain.

Standard 4.B Improvement

4.B.1 Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.

Assessments of the eight Core Theme objectives described in this report are based on data that, in most cases, Linfield has been collecting and analyzing over many years. What is new to the process is the framework of the eight specific Core Theme objectives and twenty-three accompanying key performance indicators which, as discussed in other sections of this report, were identified in direct response to the issue of having “too many indicators” during the 2014 Mid-Cycle evaluation. These indicators of achievement are meaningful and reliable measures of student achievement and by extension institutional success relative to our Core Themes. The [objectives and KPIs](#) are used in planning and are widely available to the broader campus community.

Meaningful Indicators of Achievement

As part of the process of developing and deploying the Core Theme objectives KPIs, the Assessment Steering Committee, in conjunction with the CPBC Assessment Subcommittee, deliberated on the appropriate benchmarks. Specifically, there was a great deal of consideration given to where to set the benchmarks to demonstrate acceptable thresholds for

success in terms of student achievement of the core theme objectives. A complete summary of the specific “benchmark rationales” appears below.

The process of identifying appropriate benchmarks started with a look at places where we had existing data. As discussed throughout this report, the new “objective/indicator” framework pulls together much of what was sometimes disparate and disconnected raw assessment data collected by different offices on Linfield’s campuses, including Institutional Research, Academic Affairs, Student Affairs, and others. Indeed, much of the data described in greater detail 4.A.6 is assessment information that is flowing in a new direction under the umbrella of the new Core Theme objectives. In cases where data was in place for a specific KPI, consideration was given to trends in the data over the years, comparisons to data at similar institutions (where available), and the types of education experiences that we aspire to provide for our students.

Due to the nature of some of the Core Theme objectives and KPIs, the benchmarking process also required the collection of some new or slightly refreshed data. In these cases, benchmarks were set after an initial look at the newly identified data with the idea that, in most cases, an appropriate threshold should be set above the current level of achievement to help to push the College toward higher levels of success and excellence. In a few of these cases, the benchmark was simply set at 50% with the logic that we have achieved an important level of success relative to a particular indicator when more than half of our students, faculty, and/or staff are demonstrating competencies in a particular area. The “Benchmark Rationale Table” below offers additional details about precisely why particular goals were set for each of the twenty-three KPIs.

KPI Benchmark Rationale Table	
KPI 1	Completing a degree indicates that Linfield meets the minimum expectation for students in terms of accomplishing their educational goals; disaggregation reveals underrepresented groups or other populations who are not well served; longitudinal data ensures that degree requirements and other policies are not negatively affecting graduation rates. Benchmarks are set higher than current rates because we aspire to improve graduation rates for all populations and campuses; and the timeframe (2, 3, or 4 years) is matched appropriately to expectations built into each program.
KPI 2	The benchmark, as defined in the Faculty Handbook, is part of this process. The 60% benchmark was set because we want more than half of our graduates to submit relevant learning exemplars in their general education courses.
KPI 3	This KPI captures data about learning within majors and programs. The benchmark and data are “in process” because of a 4-year cycle and no individual department or program has completed a full cycle.
KPI 4	This benchmark is set at 50% because our goal is to provide at least half of our graduating students with collaborative research activities. It demonstrates that students have a deeper connection to work in a specific discipline as a result of the opportunity to work closely with a faculty mentor.

KPI Benchmark Rationale Table



KPI 5	Because we value challenging students to communicate their research findings to a wider scholarly community, the benchmark (200) represents a higher total number than Linfield has achieved recently and is based on the historical data about number of student participants. Thus, we aim as an institution to increase these types of opportunities year-on-year.
KPI 6	This benchmark (200) is important because the process of grant writing requires students and faculty to think and write persuasively about future projects. For faculty, grant applications also ask for collaborative thinking and institutional support on research projects. The benchmark represents a higher total number than we have obtained recently and is based on the historical data of the number of applicants. Our institutional goal is to increase applications for grants year-over-year.
KPI 7	This benchmark (50%) is significant because we value dissemination of the scholarly, creative and professional work of Linfield faculty and staff with external communities.
KPI 8	This benchmark (150) is important because the College offers multiple opportunities for focusing on topics that enhance job performance. We aim as an institution to increase participation in these development opportunities year-on-year.
KPI 9	The benchmark, as defined in the Faculty Handbook, is part of this process. The 60% benchmark was set because we want more than half of our graduates to submit relevant learning exemplars in their general education courses.
KPI 10	This NSSE question identifies an aspect of integrated teaching and learning. The benchmark is set at 90% because connecting ideas is a critical part of our institutional mission.
KPI 11	As defined in the Faculty Handbook, the 75% benchmark was selected because we want students to achieve a higher degree of success in the general education exemplars submitted for upper-division courses.
KPI 12	This benchmark is set at 50% because we expect at least half of our graduates to have opportunities for direct exposure to at least two distinct scholarly perspectives within one course.
KPI 13	Interdisciplinary majors have been limited historically but have seen growth recently. Many of the most recently adopted new majors and minors on campus have been interdisciplinary (requiring courses in two or more departments for completion of the degree). The benchmark is at 25% because we expect to see this number grow as we increase these opportunities.
KPI 14	The benchmark is the defined in the Faculty Handbook as part of this process. The 60% benchmark was set because we want more than half of our graduates to submit relevant exemplars of the learning in their general education courses.
KPI 15	The diversity of our student body continues to increase; therefore, we expect these interactions to happen frequently. Set at 80%, our benchmark exemplifies the high level of engagement we expect our seniors to have with individuals from diverse backgrounds.
KPI 16	Connecting with global and local communities is central to the Mission of the College. Because we have had considerable success with opportunities for engagement with diverse communities and we hope to maintain and increase these opportunities moving forward, our benchmark is 50%.
KPI 17	We expect faculty to contribute to the institutional mission of fostering global connections. The benchmark is set at 50% to indicate the importance of engaging with different international perspectives and sharing those perspectives with the broader college community upon return.

KPI Benchmark Rationale Table



KPI 18	It is critical for faculty and staff to develop their awareness and skills in interacting with individuals from diverse communities. The benchmark is set at 150 because we view this number as a “critical mass” of our employee population that should have these trainings annually.
KPI 19	Given that experiential learning is core to our institutional mission, the benchmark is 90% because we expect the majority of our graduates to participate in experiential learning activities.
KPI 20	We expect students to contribute to the institutional goal of serving the broader community. The benchmark is 50% to emphasize the importance of engaging in community service projects and volunteer work.
KPI 21	We believe that leadership experiences develop career and life skills. To encourage students to participate in leadership roles, our benchmark is 50%.
KPI 22	The benchmark is set at 50% for completing internships prior to graduation to reflect the institution’s commitment to prepare students for employment upon graduation.
KPI 23	Self-reflection on experiential learning allows students to analyze their successes and failures. The benchmark is set at 30% to ensure that a significant number of current students who participate in experiential learning activities will also write and reflect on these activities.

Planning and Distribution of Data

The data described in this report helps to guide the decision-making and resource allocation processes put in place to improve programs and services. Appropriate planning and decision-making constituencies, including the BOT, the College Cabinet (and formerly the President’s Cabinet), the CPBC, the Faculty Executive Committee, and the Faculty Assembly, all have access to this data and, in some cases, have contributed significantly to the creation of some of the data sets. Data are also publicly available through the College’s [Fact Book](#), on the [Core Themes](#) page, and at the [Linfield Assessment](#) site.

4.B.2 The institution uses the results of its assessment of student learning to inform academic and learning-support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.

As demonstrated in the data tables provided in 4.A.6, Linfield regularly assesses student learning across many of its programs and services and these assessments consistently inform planning for academic programs and academic support services with the goal of continuous improvement in student learning. For example, the regular assessment of the Linfield Curriculum has resulted in the revision of SLOs, improvements in the communication of those goals at the program level (through the College Catalog) and the course level (through course syllabi and individual assignment instructions). This approach to continuous improvement is reflected in the assessments of student learning in the tables above, which demonstrate Linfield has achieved some of the benchmarks it has established and is making progress on

many others. While these are positive indicators that Linfield provides an environment that is conducive to student success, Linfield is continuing to seek out, gather, analyze, and make use of relevant data to drive its planning processes and propel its efforts to improve student learning achievement.

The four-year assessment cycle implemented in 2016 takes a significant step toward building a culture of periodic, comprehensive assessment, and continuous improvement within individual academic majors and other programs. The process has already yielded positive results. One example can be found in Journalism and Media Studies, where faculty have identified issues with the preparation and presentation of online student portfolios, especially the supporting statements that demonstrate the achievement of some major learning outcomes. Based on this assessment, faculty in the coming year will provide additional instruction and guidance on the preparation of supporting statements, for the purpose of improving students' articulation and expression of academic achievements.

The results of student learning assessments are regularly made available to interested constituencies through a variety of mechanisms. For academic departments and majors, assessment results are provided to the Dean of Faculty and the CPBC Assessment Subcommittee, using [standardized reporting forms](#), as proscribed by the four-year assessment cycle schedule. Results of co-curricular and support program assessments are made available to the College's senior administrators and to the BOT according to established meeting schedules. Assessment results are shared with all college constituencies and the public on the College's website, as described in 4.B.1 above.

CHAPTER 5

MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY



Chapter Five: Mission Fulfillment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirement 24

24. Scale and Sustainability - The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its Core Themes in the present and will be sufficient to do so in the foreseeable future.

Linfield has demonstrated sufficient financial resources with 44 years of balanced budgets and impressive endowment growth as described in Eligibility Requirement 18. The College's human capital has more than kept pace with enrollment and is adequately prepared to educate and support our students, and as noted in Standard 2.F.5 facilities are expertly managed. Linfield's budgeting process makes use of modeling projections based on assumptions about changing internal and external forces, and as a result of this process efforts are currently underway to realign resources with enrollment patterns and market demand. Institutional planning processes ensure the ability to fulfill Linfield's Mission and Core Themes into the future.

Standard 5.A Mission Fulfillment

Linfield is fulfilling its mission. Through self-reflection based on evidence, we evaluate our work and accomplishments with focus on continuous improvement. Assessment enables us to identify strengths and challenges, consider potential courses of action, and take appropriate steps to help our students and the College thrive. The assessment work described in this report identifies specific areas where we can make positive improvements that will enhance the Linfield educational experience for all students in the years ahead.

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

As detailed throughout the previous chapters of this report, assessment at Linfield occurs at several different levels. At the programmatic and major level, evaluation of student learning outcomes is done as part of the Linfield Assessment Plan overseen by the College Planning and Budgeting Council (CBPC). At the departmental level, all academic and administrative academic units are on a ten-year cycle for [external reviews](#) (scheduled by Academic Affairs). At the curriculum-wide level, the general education courses (Linfield Curriculum) are evaluated by faculty working groups coordinated by the Curriculum Committee. On the institutional level, numerous offices and programs contribute to assessment efforts with significant data collection and analysis centered in the Office of Institutional Research. The efforts to collect, analyze, interpret, distribute, and apply assessment data are truly a College-wide enterprise.

Applying the "continuous improvement" lens to our own assessment processes reveals a consistent area of improvement that was noted throughout the current cycle of evaluation.

Specifically, in the course of compiling data for the eight Core Theme objectives and the twenty-three KPIs, several issues with the institutional collection and storage of data were revealed. Human resources are stretched thin at Linfield. However, it is the case with several of the KPIs that potentially useful additional data was simply not available (like the KPI 8 data, where information about faculty and staff participation in professional development opportunities was lost due to a data storage issue). Also, as noted in the discussion of KPIs 5 and 23, the lack of identifiers in some of the data we regularly collect about students can limit the quality and reliability of some of the information. While data collection and storage can present considerable challenges, Linfield needs to devote additional staff time and other resources to ensure that we can produce the most meaningful data in our comprehensive assessment of student learning.

Another area for improvement moving forward is the need to increase the number of direct measures for each of the Core Theme objectives. The current indicators are a mix of direct and indirect measures, but the limitations of some of the indirect, self-reported data are apparent. While indirect measures can provide a broad view of trends in selected areas of student learning, in many cases direct measures would provide more actionable data. For instance, KPI 22 provides a percentage of seniors who have completed internships based on self-report survey data. In this case, more detailed information about the types of internships completed, the companies and organizations that were involved, and the projects that students carried out during these internships could assist in the effort to reach the 50% benchmark. Specifically, richer data might help to identify more specifically targeted improvement strategies (for instance, fostering connections with a specific local employer who has not previously worked with Linfield student interns).

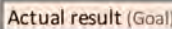
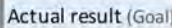
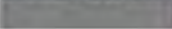
Despite these two limitations (data storage and indirect measures), the assessment process at the College provides a clear and actionable picture of our overall educational quality. This information is crucial because it allows us to act strategically in current and future efforts to increase institutional effectiveness. We are meeting our promise to our students, as evidenced by the fact that Linfield has achieved success on five out of the eight Core Theme objectives. In areas where we are falling short of the established benchmarks, which include twelve of the KPIs, the assessment process has yielded actionable data that can be used to chart a path for future success.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

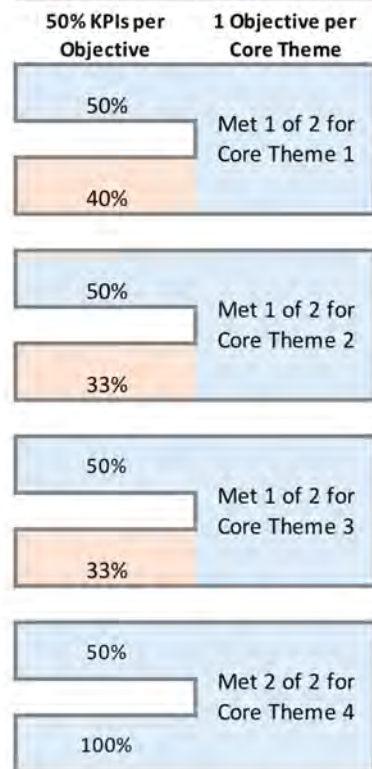
Mission fulfillment at Linfield is defined by success on the eight Core Theme objectives and twenty-three key performance indicators (KPIs) first described in Standard 1. These objectives and indicators were subsequently operationalized, populated with data, and critiqued in Standard 4. The following “Summary of 2018 Linfield KPI Results” chart on the next page provides a snapshot of the KPI data with a corresponding look at the significance of these results relative to mission fulfillment.

Summary of 2018 Linfield KPI Results

Core Theme Objective	KPI 1.a	KPI 1.b	KPI 1.c	KPI 1.d	KPI 1.e	KPI 2	KPI 3
1.1	60% (70%)	53% (60%)	83% (90%)	81% (60%)	45% (60%)	60% (60%)	
1.2	KPI 4 24% (50%)	KPI 5 200 (200)	KPI 6 128 (200)	KPI 7 54% (50%)	KPI 8 106 (150)		
2.1	KPI 9 50% (60%)	KPI 10 90% (90%)					
2.2	KPI 11 6% (75%)	KPI 12 61% (50%)	KPI 13 9% (25%)				
3.1	KPI 14 33% (60%)	KPI 15 89% (80%)					
3.2	KPI 16 26% (50%)	KPI 17 49% (50%)	KPI 18 113 (150)				
4.1	KPI 19 79% (90%)	KPI 20 57% (50%)	KPI 21 51% (50%)	KPI 22 38% (50%)			
4.2	KPI 23 32% (30%)						

Key	
	Actual result (Goal) Result below goal
	Actual result (Goal) Result at or above goal
	No data yet

Mission Fulfillment



Mission fulfillment requires success on at least half of the Core Theme objectives with at least one successful objective in each of the four Core Themes. At least 50% of the KPIs for any one Core Theme objective have to be at or above the established benchmarks (represented in light blue above) for the objective to be considered successful. As the chart above indicates, Linfield is fulfilling its mission.

The general results of the assessment of the Core Theme objectives are made available to the general public via the [Linfield website](#), with a login required to view the more detailed information for each of the twenty-three KPIs (data tables, narratives, and perspectives on improvement as presented in the Standard 4 chapter).

Standard 5.B Adaptation and Sustainability

Linfield is proud of its accomplishments. The perspectives and insights resulting from the current round of assessment data should allow the College to achieve even greater success in the future. As Linfield moves forward into this future, significant challenges will also have to be addressed. The impacts of changing circumstances in the broader social and political environment present one such challenge. Like many peer institutions, Linfield offers a high-cost, highly discounted education at a time when many students are not willing or able to pay the discounted price. When these affordability concerns are coupled with increased public skepticism about the value of a college education and a decrease in the overall number of high school graduates, it is obvious that the obstacles to sustaining enrollment are substantial. While Linfield is not unique in its need to confront these issues, it is clear that we have significant work to do to achieve the goal of sustaining and strengthening the College.

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

Continuous improvements in the way Linfield operates will be necessary in the years ahead. Tuition and associated fees provide roughly 94% of revenue (tuition and fees 74%, housing and dining 20%), and the rate of growth in expenses will likely continue to exceed the rate of growth in revenues. Current planning processes allow us to be proactive in shaping and directing changes, but these processes are also by their nature slow and the situations that we face increasingly demand rapid adaptations. The disruptive impact of new technologies, additional government regulations, stagnant family incomes, hesitancy to take on debt, and the ongoing public skepticism about the value of a higher education create challenging financial environment for all small colleges. Linfield must slow the rate of growth in expenses while simultaneously identifying ways to increase growth in revenues.

The resources needed to address mission fulfillment range from adequacy of the budget and future fiscal planning, to sound management practices and the sufficient personnel, to relevant programming and creative market positioning. Linfield is greatly advantaged in its efforts to meet these needs by trustees, administrators, faculty, and staff who are devoted to the College. We continue to benefit from strong fiscal management and a growing endowment. While Linfield has seen lower overall enrollments in the last few years, our June 2018 Moody's rating remained at Baa1 in spite of an overall outlook for the entire sector that went from "stable" to "negative." Moody's report noted the College's established culture of conservative fiscal management, long range planning, and strong budgetary oversight.

Linfield is currently in a process of realigning College resources that will result in reductions in some areas and investments in others. The BOT has been engaged with these efforts in support of this work. In November 2018, the Board passed a resolution that provides both needed

support for the 2019-20 year and also made available up to \$5M annually (for three years) to invest in increasing enrollment and improving marketing to yield a stable, balanced operating budget by fiscal year 2022-23. Institutional efforts are underway to identify areas where we have more capacity than needed as well as areas where additional resources would be beneficial.

Finally, there are two other initiatives related to adequacy of resources to fulfill our mission that should be noted. First, Linfield is realizing additional financial resources through successful fundraising. We are in the quiet phase of the comprehensive campaign that has three priorities: science facilities, scholarship dollars, and faculty support. The College is making steady progress and we anticipate the public announcement of this campaign in the next academic year. Second, the recent purchase of the new Portland campus has positioned the College to both sustain the long-term health of the School of Nursing and expand the reach of our programs in the greater Portland metro area. This investment in a core academic strength recognizes enrollment demand and the strong position Linfield holds in the market. The new campus triples the capacity for office and classroom space. It will support enrollment growth in Nursing as well as allow for the development of new academic programs.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

Linfield will have to be innovative and strategic in anticipating and adapting to changes. In 2017 the Strategic Plan was extended to 2020 to reflect on-going initiatives, to allow completion of the NWCCU accreditation cycle, and to complete a platform upon which the new President could develop a vision and a new Strategic Plan. The current Strategic Plan and Core Themes have served the College well in support of our educational mission, with resource allocation, and in planning for the immediate and future institutional needs. It is crucial for Linfield to continue to enhance our capacity to manage intentional change and our willingness to take carefully considered risks. In the months ahead, the campus community will engage in thoughtful conversations about how to adapt to and adequately address the needs of future students in an evolving higher education landscape.

Recently established college-wide organizational structures, like the Academic Innovation Council (AIC) and the College Cabinet, should enhance the flow of communication and make us nimbler in future efforts to enhance the value of a Linfield education. These two new bodies, created by President Davis to ensure all voices are able to participate fully in creative idea generation and to propose ideas that are analyzed together rather than in separate academic or administrative units, are now meeting regularly with the goal of ensuring a higher level of cohesion and well-informed decision-making. New programs have already been identified that are relevant including a part-time Nursing program, a “writing fellows” program for enhancing writing skills and overall retention, and initial ideas for innovative graduate programs that build

on our strengths. The AIC and College Cabinet are helping Linfield to engage all stakeholders in these efforts.

Existing structures have played and will continue to play an important role for Linfield moving forward. The CPBC, a robust budgeting and planning committee with representation from all sectors of the College, places the Strategic Plan and Core Themes at the center of its annual budget message sent to all managers each fall. Linfield's overall planning and budget process is inclusive, and budget managers have been able to request new funds in areas that support a component of the Strategic Plan that are subsequently vetted for funding through the CPBC and ultimately approved by the Vice-Presidents for each area. This process has resulted in budgets supportive of the operational needs of departments (within budget constraints) and reflective of the Strategic Plan and Core Themes. While the current planning and budgeting process has been flexible enough to manage unexpected enrollment shortages, Linfield is now strengthening its long-term planning capacity to manage for a sustainable future, utilizing data captured by the 2017 Curriculum Cost Analysis and the 2017 Comprehensive Enrollment Planning (CEP) process.

Specific changes for improvement as a result of Linfield's planning and budgeting process are numerous, but a few specific initiatives over the past year are particularly noteworthy. First, the College is currently in the process of conducting a comprehensive examination of all admission and recruiting processes. With the departure of the Vice President for Enrollment, Linfield is working with a consultant to enhance practices around admission priority-setting and messaging. Faculty are also participating in targeted communications efforts with prospective students. Second, Linfield has added admission resources for recruiting for our online R.N. to B.S.N. program based on the identification of capacity for additional enrollment in this program that surfaced during the CEP efforts.

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, Core Themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

Linfield is well-positioned to adapt and to continue to be innovative in its educational programs. Foundational systems and structures are in place to ensure that the College is strategically monitoring, revising, and planning for the future. Internal and external conditions have been considered in the development of the College's Mission, Strategic Plan, Core Themes, Core Theme objectives, and learning outcomes. As the landscape of higher education has evolved and changed, Linfield has introduced new structural approaches and teams to expand collaborative input and engagement from across campus stakeholders, industry consultants, alumni, and community partners. College governance structures continue to share responsibility (as appropriate to their charge) for the institution's effectiveness in fulfilling its educational mission. With a supportive board, administrators, faculty, and staff, Linfield is well positioned to fulfill its mission now and into the future.

One specific advantage that the College has in confronting broader budgetary challenges is the mutually reinforcing synergy between the liberal arts and the professional/pre-professional programs. Linfield's small size provides a context in which significant partnerships that directly benefit students are forged across disciplinary lines. These partnerships also provide a variety of pathways for generating innovative educational programs and services. For instance, an interdisciplinary group of faculty and staff affiliated with the PLACE program recently proposed a "wicked problems" initiative that is designed to encourage further interdisciplinary collaborations, enhance opportunities for project-based experiential learning, and foster connections with students at local high schools. These types of interdepartmental and interdisciplinary collaborations will help Linfield to produce graduates with skills, experiences, and attributes that are highly impactful and marketable. With the arrival of a new president and repositioning of staff, the College is also expanding partnerships and connections in the academic realm with community colleges and grant funded programs. We are investing in marketing to hone our brand and to increase our viability in the marketplace, including increasing visibility with the business community, with connections across the wine industry, and in sports marketing.

Adapting to the needs and expectations of the current and future generations of students has been a locus for review and revision of Linfield's processes over the past few years. The College has examined and improved its policies for accepting AP and IB credit, established a test optional admission policy, and focused on improving the experience for transfer students. Linfield has established a robust searchable database of course equivalencies, streamlined our admission processes, and created clear two-year degree completion plans in many majors. Efforts have also been focused on serving the 58% of our student population that is "New Majority" (first-generation, Pell eligible, or from a historically underrepresented group). Linfield has provided professional development opportunities for faculty and staff so they can better support New Majority students. Additionally, with the introduction of the *Linfield First* scholarship for first-generation students, our institutional aid has been realigned to better serve this population as well.

Finally, since the time of our 2014 Mid-Cycle report, the College has revised our Core Theme objectives and indicators and developed a systematic institutional assessment cycle. This careful process of review and analysis of our current practices has increased awareness of Linfield's strengths, challenges, and potential future actions.

CONCLUSION AND NEXT STEPS

Linfield College supports a mission focused on “connecting learning, life, and community.” By grounding our programs in four Core Themes, we produce engaged graduates who are well-prepared global citizens. We value engagement and excellence across our programs (Core Theme 1), integrated teaching and learning through a liberal arts-focused curriculum (Core Theme 2), personal growth that comes from engagement with diverse backgrounds, cultures, and ideas (Core Theme 3), and hands-on learning opportunities that enhance intellectual exploration and generate new reflective insights (Core Theme 4).

This Year Seven Self-Study Report defines and describes our success as an institution in providing quality educational experiences within this Core Theme framework. Linfield is meeting its mission and the NWCCU standards. The reaccreditation process has set the College up well for future strategic planning endeavors. In the interest of ensuring continuous improvement, and in keeping with the reflective practices that we ask of all Linfield students, we conclude this report with a summary of major insights from this process.

Strengths and Selected Actions for Sustainability and Growth

- 1. Providing an education for all students that is firmly grounded in the liberal arts (Core Themes 1 & 2)*
 - A holistic approach to student learning that breaks down barriers and fundamentally blurs distinctions between the curricular and co-curricular
 - A commitment to increasing confidence, independent judgment, critical thinking, creative problem solving, and strong written and oral communication skills in our students
 - Professional programs enhanced by a comprehensive liberal arts general education curriculum that helps graduates to apply breadth to their profession
- 2. Promoting and valuing experiential learning and civic engagement (Core Theme 4)*
 - A focus on enabling students to translate academic study and hands-on learning into effective action
 - Curricular, co-curricular, and extra-curricular activities that prepare students to confront and solve complex problems
 - A Program for Liberal Arts and Civic Engagement (PLACE) that promotes integration of knowledge with experience as well as collaborative work among students, faculty, and staff
- 3. Focusing on student-faculty collaborative research and creative activity (Core Themes 1 & 2)*
 - Faculty who serve as mentors, guides, and partners in academic work
 - A low student/faculty ratio which facilitates mentoring and experiential learning by maximizing opportunities for interactions between faculty and students

- A dedication to empowering students to formulate and articulate big ideas and contribute in major ways to the critical discussions and debates that take place in classrooms, laboratories, studios, recital halls, and theaters
4. *Emphasizing international and interdisciplinary perspectives (Core Themes 2 & 3)*
- Robust international programming including a focus on international perspectives in the curriculum as well as immersive study abroad experiences
 - Support for students to study abroad and engage with diverse others
 - Numerous interdisciplinary majors and minors as well as a focus on advanced work in another discipline as a general education requirement

Challenges and Selected Actions for Continuous Improvement

1. *Creating and maintaining a fiscally sustainable business model (Core Theme 1)*
- Continuously develop meaningful, actionable, timely, and institutionally appropriate responses to the enrollment challenges facing Linfield
 - Foster a willingness to focus limited resources on programs and services that are areas of institutional strength and to sunset programs and services that may be less crucial to the quality of our students' educational experiences
 - Increase efforts to ensure that programs remain competitive and relevant, have a broad and global reach, and utilize an appropriate variety of curriculum delivery modes to ensure the greatest potential for success
 - Expand Linfield's enrollment footprint, manage overall costs, and optimize financial aid packaging
2. *Developing additional educational opportunities for faculty and students that transcend disciplinary lines and encourage and strengthen engagement within and across disciplines (Core Themes 2 & 4)*
- Fully integrate the curricular and co-curricular elements of PLACE into the experience for all students
 - Further enhance pathways from college to career to assist students in translating their academic learning into meaningful lives of leadership and service
 - Maintain an environment in which faculty can thrive in their careers and make significant contributions to both the campus community and their scholarly communities
3. *Adapting our programs and services to the needs of an increasingly diverse student body (Core Theme 3)*
- Ensure a supportive environment for students, faculty, and staff from historically marginalized groups
 - Increase faculty and staff professional development opportunities around the evolving needs of diverse student populations including first-generation students

- Further disaggregate graduation rate data (KPI 1) and other assessment data to provide more detailed information regarding Linfield's success in serving underrepresented groups
- Evaluate and make appropriate adaptations to processes in admission, financial aid, academic advising, learning support, human resources, and other offices and departments that support and interact with students and their families