

Lewis & Clark College



YEAR ONE SELF EVALUATION REPORT
March 2011

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INTRODUCTION

The initial work of developing the Year One Self Evaluation Report was carried out by a group of twenty trustees, faculty, students, and staff from across the institution who were invited to be members of an Institutional Planning and Effectiveness Committee (IPEC). The committee was chaired by Dr. Jane Atkinson, Vice President and Provost and assisted by Elaine Cogan, a Portland consultant who acted as facilitator for the discussions. The committee met for four half-day working sessions during the fall and winter 2010. Between plenary meetings, smaller ad hoc groups worked to frame or refine proposals that had originated with the full committee. Also, individual representatives on the IPEC communicated with their respective constituencies to inform them about the Year One Report and to elicit comments and suggestions.

There were other initiatives to keep the broader community informed about the process and to invite their participation. An interview with Dr. Atkinson about the new accreditation process was featured on the College's community web page. There were periodic updates at meetings of faculty, staff and student organizations, and an online survey of the Lewis & Clark community conducted during the December-January break between semesters. Approximately 1,200 people answered the survey questions about the importance of the four proposed core themes and their associated objectives, and some 200 respondents provided comments and suggestions in the open ended section of the survey. The response rate for faculty and staff was over 50% and for students was 22%. The IPEC used the information collected from the survey to re-examine its earlier work on the core themes and objectives, and in many cases to incorporate suggestions by modifying the content or wording of the original draft. A link to the revised draft of the core themes and to the results of the survey was emailed to all faculty, staff and students, along with an open invitation to discuss the revisions at one of three community forums scheduled during the first part of February. Sections of this report and the full text in draft form were made available on the college's website to all faculty, staff and students, with opportunities for comment. President Barry Glassner also shared the draft of the report with the Board of Trustees for their information and comments.

INSTITUTIONAL CONTEXT

Lewis & Clark College

Lewis & Clark College was founded in 1867 as Albany Collegiate Institute by a group of Presbyterian pioneers in the Willamette Valley town of Albany, 60 miles south of Portland. From its beginning, the College was a coeducational institution, enrolling 43 women and 43 men by 1869. The first class graduated in 1873. In 1942 the Albany College trustees acquired through a gift-sale the Lloyd Frank "Fir Acres" estate in southwest Portland, selected Morgan Odell as the president for the new campus, and adopted the name Lewis & Clark College as a "symbol of the pioneering spirit that had made and maintained the College."

The College of Arts and Sciences (CAS) enrolls approximately 1,900 undergraduate students. Over 80% come from outside Oregon, and 12% are international students. The student to faculty ratio is 12:1. The CAS awards the Bachelor of Arts degree in 21 disciplinary and 4 interdisciplinary majors. The largest majors numerically are Psychology, International Affairs, English, Biology, and Sociology/Anthropology.

Lewis & Clark Law School was established as Oregon's law school in 1884, and is the state's oldest school of law. It was reorganized as a private institution in 1915, and merged with Lewis & Clark College in 1965. It remains the only law school in Portland, and enrolls approximately 750 students in three degree programs, a three year full time J.D. program offered during the day, a four year evening part time J.D. program, and an LL.M. degree in environmental and natural resources law.

The Graduate School of Education and Counseling was formed in 1984 and enrolls approximately 800 students in the following degrees and programs: Master of Arts in Teaching, Master of Education, Master of Arts in Counseling Psychology, Education Specialist in School Psychology, and the Doctor of Education in Leadership.

The three schools of the College occupy a campus of 137 acres. Separately and together, they embrace and promote the values expressed in the College's motto: *Explorare, Discere, Sociare* ("to explore, to learn, to work together").

Dr. Barry Glassner became Lewis & Clark's 24th president in October 2010. Prior to his appointment, Dr. Glassner served as Executive Vice Provost and Professor of Sociology at the University of Southern California. He is nationally recognized for his many publications in the fields of communication and sociology.

CHAPTER ONE

SECTION I: Standard 1.A Mission

The mission of Lewis & Clark College is to know the traditions of the liberal arts, to test their boundaries through ongoing exploration, and to hand on to successive generations the tools and discoveries of this quest. By these means the College pursues the aims of all liberal learning: to seek knowledge for its own sake and to prepare for civic leadership.

The College carries out this mission through undergraduate programs in the arts and sciences and postgraduate programs in the closely related professions of education, counseling, and law. The College mounts these programs as both separately valid and mutually supportive enterprises. In all its endeavors it seeks to be a community of scholars who are alive to inquiry, open to diversity, and disciplined to work in an interdependent world.

The mission statement was adopted by resolution of the Board of Trustees in May 1997 following two years of discussion among faculty, staff, and trustees. It affirms the central importance of learning and scholarship both as ends in themselves and as the means to a life of responsible citizenship. It also recognizes Lewis & Clark's distinctive identity as an academic community that includes a residential undergraduate college, a law school, and a graduate school of education and counseling, in a campus setting designed to balance autonomy with shared facilities and services. The programs offered by the three schools are "closely related" and "mutually supportive" because of their common heritage in the time honored traditions and ideals of liberal education. Though remaining unstated, these traditions are grounded in the breadth and interconnectedness of knowledge, the value of human communication and expression, and the lifelong importance of critical thinking, intellectual inquiry, and reasoned argument.

Implicit in the mission statement is Lewis & Clark's commitment to a set of enduring priorities. First is the advance of learning through excellence in teaching and scholarship: being alive to inquiry, testing the boundaries of knowledge through ongoing exploration, and passing on the tools and discoveries of the quest. This priority is articulated in the first core theme:

Be a community of scholars vigorously engaged in learning, teaching, research and creative inquiry.

Second is the ongoing application of what has been learned through preparation, discipline and hard work to practical outcomes for the benefit of society. This is expressed in the second core theme:

Be a community that integrates theory and practice within the overall educational experience.

Third is the affirmation that being open to – not merely tolerant of – diversity and human interdependence is the route to achieve and ensure the health of our world for succeeding generations. This is elaborated in the third core theme:

Be a community that commits itself to diversity and sustainability as dimensions of a just society.

Fourth is the belief that education provides the impetus and confers the responsibility for community involvement and the privilege of civic leadership. This is the basis for the fourth core theme:

Be a community that cultivates leadership and engagement in a complex and interdependent world.

These are priorities that the institution reaches for and strives to pursue, acknowledging that fulfillment is always incomplete. However, progress toward achieving them can be charted and assessed. Lewis & Clark exists primarily for its students but it realizes its mission as a larger community that includes faculty, staff, trustees, alumni and supporters. Thus, one critical dimension of mission fulfillment will be the recognition across all constituencies that they do indeed belong to this community, that they understand and agree with its mission, and that they share a commitment to its future. There are ways for collecting evidence about this, and for measuring and documenting change. The current exercise of defining a set of core themes that encompass the different elements of the institutional mission has itself been a community wide project drawing on the insights and input of all the constituencies mentioned above. It owes this model of broadly based participation in priority setting to two earlier institutional planning initiatives, one conducted by the Planning Taskforce of Lewis & Clark College in 2005-06, and the other by the Institutional Technology Strategic Advisory Committee in 2008-09. Both of these projects adopted an approach that up to that point had been unusual at Lewis & Clark: they were institution focused rather than school specific, and they solicited input from the ground up.

Academic excellence is manifested in the curriculum, the scholarly accomplishments of faculty, the passion for learning among students, and the quality of the facilities, equipment and technical expertise that support the educational program. Lewis & Clark has made strides in all these areas, and has miles still to go. A minimum threshold for fulfillment of this aspect of its mission will be when four fifths of graduates report strong satisfaction with their academic experience, when a corresponding proportion of faculty and staff accord a similar ranking to the results of their work at the college, and when external sources of information validate the strength of Lewis & Clark's academic programs.

Ensuring the practical relevance of what is taught and learned at Lewis & Clark to vocation, service, graduate education and lifelong learning is an imperative that is pursued through regular review and continuous efforts for improvement. The alumni represent a valuable source of information for this task along with evidence from employers of graduates, and data provided by regional and national agencies. At a minimum, four fifths of alumni who remain connected to Lewis & Clark should be able to confirm that their education prepared them well to learn the professional, occupational or graduate level skills they need for success in their chosen career.

Members of the Lewis & Clark community overwhelmingly recognize the value of diversity in its many dimensions – political, socio-economic, religious, ethnic, sexual orientation, and geographic – and the importance these human differences carry for achieving a sustainable and just society. This finding was convincingly demonstrated in the responses to a recent online survey of the campus community, and the theme has appeared consistently in student surveys over the past decade. Much lower rates of satisfaction are expressed when it comes to the extent to which students experience the benefits of diversity, and in particular ethnic diversity, as part of life on campus. There has been progress in diversifying the ethnic profile of the student body and faculty through new initiatives in recruitment, retention and financial aid, but progress has been gradual. At a minimum these demographic indicators, along with measures of student satisfaction, need to be trending higher.

The goal of preparing students for lives of active citizenship, disciplined lifestyle, and ethical leadership in an interdependent world is one that has animated curricular and co-curricular programs in all three schools. Volunteer service in the community, opportunities to exercise and train the body as well as the mind, and participation in campus life involve almost all students in leadership roles of various kinds. Lewis & Clark has a strong tradition of educating American students who go on to serve with distinction in foreign countries, and international students who return to positions of leadership and responsibility in their home countries. It also has alumni throughout the United States who are recognized for their contributions to society at the national, regional and local level. Beyond the celebrities and star performers, however, Lewis & Clark's vision is to instill in all graduates a responsibility to serve their communities. Recent surveys point to the high proportion of Lewis & Clark graduates who work in the non-profit sector, particularly in education, health care and public interest law. We also have data about the extent and variety of alumni involvement in volunteer activities. The minimum threshold for fulfillment of this goal would be evidence that four fifths of alumni in contact with the college are involved in activities, through their careers or outside of regular work hours, for the benefit of their communities.

With the arrival of a new president and the prospect of a new strategic planning initiative that he will guide, the institutional mission statement is likely to be reviewed and refined over the next few years. The aspirations it expresses will continue to influence the long term priorities of Lewis & Clark and are articulated in the core themes discussed below.

SECTION II: Standard 1.B Core Themes

Core Theme One: Be a community of scholars vigorously engaged in learning, teaching, research, and creative inquiry.

The first theme speaks to Lewis & Clark's primary role as an academic institution that is committed to, and intensively engaged in the acquisition, understanding, dissemination, and creation of knowledge. The four activities mentioned in the theme – learning, teaching, research and creative inquiry – are mutually supportive and common to all programs. Their synergism leads to what the mission statement refers to as “ongoing exploration” and to the transmission of knowledge to successive generations. The choice of words is intentional: as a “community” we are inclusive and encouraging of each other in this endeavor, and as “scholars” we strive for the highest intellectual standards but also acknowledge that we are still in school.

In the on-line survey of faculty, staff and students, 85% of respondents endorsed this theme as “highly important,” and an additional 13% considered it of “moderate importance.”

The theme is pursued through a set of associated objectives.

- (a) Attract, develop, and retain high quality faculty, students and staff.

Fundamental to the idea of a community vigorously engaged in learning is the presence of faculty, students and staff of the highest caliber. Achievement of this objective requires attention to recruitment, to opportunities for intellectual and professional growth, and to retention and program completion. Quantitative and qualitative indicators exist for tracking performance in these areas. Resources allocated to student recruitment, to student financial aid, to faculty and staff recruitment, to faculty and staff development and to salaries represent quantitative input data. Student retention and graduation rates, and faculty and staff turn-over statistics provide quantitative output data. Honors, awards and other forms of external recognition of student, faculty and staff achievements represent qualitative evidence for the outcomes pursued through this objective. Exit surveys conducted by each school ask students to report on the quality of their interactions with faculty, staff, and fellow students.

- (b) Commit to continuous improvement in learning, teaching, research and creative inquiry.

Implicit in the core theme is the recognition that the structure and processes through which the community advances its academic mission are not static and thus need to be reviewed on a regular basis and be open to innovative change. Achievement of this objective requires particular attention to outcomes assessment. At the undergraduate level there are currently four methods for gathering information about learning outcomes: student surveys, using nationally tested questionnaires that include items related to academic challenge, interaction with faculty, and enhancement of intellectual and practical skills; annual assessment reports by academic departments regarding discipline specific and general education outcomes; data from end of program tests and examinations such as the Graduate Record Exam and the Collegiate Learning Assessment; and alumni surveys that include items about the benefits and relevance of the undergraduate program reflecting the hindsight of five and ten years work and life experience. In the Graduate School, the professional accrediting bodies require documented demonstration of

students' knowledge and skill development in core competency areas. Each of the different programs has developed an assessment system to measure these outcomes. The Law School, which also is reviewed on a regular cycle for accreditation by the American Bar Association and Association of American Law Schools, collects evaluation data from internship and externship supervisors, state bar examination pass rates, placement statistics, and end of program and alumni surveys. In the College of Arts and Sciences, it has been the practice for each academic department or program that offers an undergraduate major to conduct a self study for an external peer review every ten to twelve years. All three schools make extensive use of course and faculty evaluations and use the results for curricular and pedagogical improvements.

(c) Promote collaborative research and teaching across roles and disciplines.

One of the rewards for teaching and studying at a relatively small institution like Lewis & Clark is the opportunity for faculty, students and staff to work together as partners in learning and research, and to move across disciplinary boundaries and specializations within the curriculum. This kind of "vertical" and "horizontal" cooperation is a hallmark of liberal education and is fundamental to the College's mission. Indicators of progress toward fulfilling this objective come from several sources. Undergraduate students are asked to complete national surveys during and at the end of their degree program and there are items on these surveys directed to student satisfaction with collaborative learning and with enhancing interdisciplinary skills. The Registrar reports enrollment data for interdisciplinary courses, interdisciplinary majors and minors, and faculty level data for courses that undergraduate faculty teach outside their department as part of the general education curriculum or as interdisciplinary courses serving several different major programs. Research and publication by faculty in the Graduate and Law schools frequently includes collaboration and co-authorship with student researchers, and has often involved partnerships with local agencies related to areas of special interest or need. In the College of Arts and Sciences, there has been an active program for awarding grants for joint faculty student summer research projects for nearly two decades. Initially the bulk of the funding went to projects in the mathematical and natural sciences, but in recent years the program has been significantly expanded to include projects in the social sciences, humanities, and fine arts. Trends in annual funding levels and the narrative documentation of collaborative research projects and outcomes across all three schools will provide qualitative indicators for assessment of this objective.

(d) Prepare students through academic, co-curricular, and professional engagement for lifelong learning.

Successful completion of Lewis & Clark's undergraduate and professional degree programs requires high levels of student engagement inside and outside the classroom. In the two professional schools, there are a wide array of opportunities to complete a practicum, internship or externship as a component (in some cases a requirement) of the degree program. At the undergraduate level, there are also practical learning opportunities relevant to different disciplines that can be completed for credit. Beyond these, however, all undergraduates live on campus for at least two years and the residence program encompasses a variety of other activities intended to supplement and enrich their academic interests and experience: intercollegiate athletics, club sports, performances, exhibits, work study assignments, internships, community

service, and student government. Indicators for assessing fulfillment of this objective are of two types: registration data recording credits awarded for practica, internships, externships, editorial responsibilities, etc.; and data about participation in these co-curricular activities gathered from surveys of students during, at the end, and five years after completion of their program. A new development is the recent award of a grant from the President's strategic initiative funds for the design and implementation of a co-curricular transcript. An outside consultant will be working with staff from the Information Technology Division and from the career advising departments in the three schools to develop a system for integrating the entry and retrieval of co-curricular information with the College's administrative and academic database. The project is intended to be useful for students from all three schools.

(e) Foster independent and critical thinking.

A number of respondents to the online survey drew attention to the fact that all of Lewis & Clark's programs are anchored in the values imparted by a liberal arts education. This may seem self-evident in the case of the undergraduate degree program, but comments by respondents from the other two schools reflected the same thinking. Professional education aims broader and deeper than craft or technique in order to explore and critique prevailing philosophical, ethical, socio-economic and environmental assumptions. All three schools share a commitment to pursue the primary purpose of liberal learning: to foster independent and critical thinking. In the College of Arts and Sciences, the required first year seminar "Exploration and Discovery" challenges all undergraduate students to develop and apply skills of independent and critical thinking and to practice them in writing and speaking. Faculty teaching in the course meet before and at the end of each semester to evaluate how well the syllabus has served to improve these skills. Most departments conduct a similar assessment of their graduating seniors. The data provided by these indicators tend to be qualitative. They can be supplemented by information on student perceptions gathered from relevant items from the annual student surveys, and by the results on performance tasks in the Collegiate Learning Assessment tests. In the case of the professional schools, the evidence that this objective is important is to be found in the space within the curriculum that is devoted to exploring philosophical and ethical questions facing the profession. Students' portfolios, work samples, theses and dissertations provide qualitative evidence for the way that independent and critical thinking can be brought to address real world problems.

Core Theme Two: Be a community that integrates theory and practice within the overall educational experience.

The second theme elaborates the principle implicit in the mission statement that the pursuit of knowledge is both an intrinsic good and also a means to contributing to the welfare of society. Preparing students who are “disciplined to work in an interdependent world” means providing them with the academic and intellectual skills necessary to be successful practitioners in a wide range of occupations. While this is a clear focus for the programs offered by the professional schools, it is also true at the undergraduate level where co-curricular opportunities for learning through practice and service are designed to complement the theoretical and analytical skills acquired through academic coursework. For example, the Catalog for the College of Arts and Sciences (p.11) lists among the essential elements of a liberal arts education the “application of theory and knowledge developed in the liberal arts to the search for informed, thoughtful, and responsible solutions to important human problems.”

In the on-line survey 69% of respondents ranked this theme as “highly important” and a further 28% considered it “moderately important.” The theme is demonstrated through the following set of objectives.

- (a) Seek connections between one’s education, values and aspirations for the future.

On the national survey of College Freshmen conducted by the Higher Education Research Institute of UCLA students entering Lewis & Clark consistently accord a much higher rating to “developing a meaningful philosophy of life” as an important reason for going to college than do their national peers. This characteristic coincides with their responses to many other values and aspirations probed by the survey and suggests that they are motivated more by ideals of service and by opportunities for learning than by prospects of higher income. The Law School and the Graduate School are also known for the high numbers of their students who choose careers serving the public interest in the non-profit sector. They are encouraged to take advantage of field experiences directly related to their future professional careers and they have ample opportunities to explore different career directions through events organized or sponsored by the career counseling staff. Our knowledge is less complete (particularly in the case of undergraduates) when it comes to assessing how well the degree program has helped them to make connections between their learning, their ideals and their ambitions. To measure the outcomes for this objective will require analysis of information collected from the National Survey of Student Engagement (NSSE), and from senior and alumni surveys. Over the past three years there have been efforts by faculty in the College of Arts and Sciences to improve the quality and relevance of pre-major advising for students and advisors by encouraging first year students to think about longer term goals, and to develop a four year academic and co-curricular plan around these goals. Each new initiative in this area has included a formal evaluation, and the results of these assessments inform and improve subsequent iterations of the program.

- (b) Engage students as active participants in the practices of their disciplines.

The undergraduate curriculum expects that all students, in addition to broadening their perspectives and skills through general education, will study a subject in depth and “master the

modes of thought and analysis necessary to advance that study.”(Catalog, p.11) Thus, one priority implicit in the integration of theory and practice stated by this core theme is for students to become practitioners of the discipline they have chosen for their major – being adept at applying its terminology and its analytical or experimental methods to address issues of concern in the discipline. Most undergraduate major programs include a course or project taken in the final year that constitutes a capstone experience through which students are expected to draw on skills and knowledge acquired from several different areas within the discipline and apply them to a new question or problem. For the past five years departments have used evaluations of capstone projects in their annual assessment reports on student learning outcomes, and in many cases these evaluations have led to changes in the curriculum or in graduation requirements. The professional programs in the Graduate and Law Schools also conduct surveys and interviews with students completing internships, and receive evaluations from their mentors or employers. These provide data for assessing the extent to which students are engaged in the practice of their disciplines.

- (c) Test and develop skills through practice, feedback, and reflection, inside and outside the classroom.

This objective speaks to the ways that Lewis & Clark seeks to increase students’ competence and confidence through opportunities to experiment, to take risks, and to learn through trial and error, in a context oriented to personal development and growth. Many courses require students to practice skills such as public speaking, working with others on problem solving, and organizing available time and resources. Programs in the professional schools include key course assignments or mid-program assessments designed explicitly to measure alignment with state and national standards of competency. There are opportunities outside the classroom in which students are able to exercise these same skills. Nationally administered questionnaires such as the Law School Survey of Student Engagement (LSSE), the Faculty Survey of Student Engagement (FSSE) and exit surveys of graduates from all three schools will provide benchmark comparisons for assessing the extent to which Lewis & Clark respondents consider that this objective is being met. Other indicators include formal written evaluations by work study supervisors, and supervisors of field experiences, internships, externships and practicum assignments.

- (d) Promote students’ active participation in institutional governance and community life on and beyond the campus.

It is difficult to study or work at Lewis & Clark without becoming involved in one or more of the multitude of community activities that go on during the academic year. This is obviously part of the richness and attraction of college life. Most students choose to enroll in a small graduate, law or undergraduate degree program because they expect to be deeply engaged in the intensive discourse, concerns and activities of an academic community. Students are the ones who make this dimension of college experience happen, and by doing so they enhance their own education and that of their peers. Each school has its own student association with elected officers responsible for developing programs, funding and organizing events and nominating representatives to institutional governance committees. In the case of the CAS, with its numerous opportunities for athletic participation and its extensive structure of clubs, organizations, student

run symposia, and faculty and board committees the number of students taking on leadership roles is considerable. Hitherto the College has been inconsistent about keeping records and evaluating the outcomes of this important dimension of college education. Survey data from students at the end of their program and from alumni several years after completion provide general information about the respondents' participation each year in activities such as student government, political and cultural groups, athletics, performing arts, campus media and volunteer service. More precise information will become available with the forthcoming implementation of a co-curricular transcript. Analysis of these data will provide a clearer picture of how well the schools are promoting this active kind of engagement and how it correlates with the enhancement of students' practical skills.

Core Theme Three: Be a community that commits itself to diversity and sustainability as dimensions of a just society.

The third theme asserts that the long term health and survival of society are closely tied to the value of human diversity and the pursuit of justice. Understanding and promoting all three priorities remain a central focus for Lewis & Clark. This theme derives from, and expands on, references in the mission statement that underline the importance of diversity and interdependence. It also reflects a recent restatement of these principles by the Board of Trustees (May, 2007):

“Therefore, the College explicitly acknowledges and affirms its conviction that diversity with respect to race, ethnicity, national origin, socio-economic background, religious orientation or spirituality, physical or sensory disability, gender, and sexual orientation, on the Lewis & Clark campus provides an educational benefit for all students that can be realized only by enhancing and preserving the presence of students and education professionals from diverse backgrounds within our learning community. In creating and sustaining such a community, we engage to the extent possible, in practices that will ensure a high degree of diversity on our campus, simultaneously meeting the highest standards of academic excellence of which we are capable.”

The affirmation that diversity is fundamental to the future of Lewis & Clark has been accompanied by recent moves to clarify the significance of sustainability within its mission. The College has a long tradition of environmental advocacy and “green” initiatives on campus. In the fall of 2010 a Sustainability Taskforce with faculty, staff and student representation was commissioned to examine the scope of the College’s responsibility for sustainability and to recommend how this understanding should shape its study and practice.

The Taskforce has drafted a statement defining Lewis & Clark’s commitment to sustainability as follows:

“Lewis & Clark College is committed to learning, innovation, and principled action on matters related to sustainability, as grounded in our educational mission to cultivate global thinkers and leaders. Our approach to sustainability will build on the best available scholarship and practice; recognize the importance and interrelatedness of ecology, economy, and equity; and operate on scales stretching from our campus to the world.”

The third core theme was ranked “highly” or “moderately” important by 92% of respondents to the on-line survey and elicited over one third of all the open ended comments. It is supported by the following objectives.

- (a) Strive for diversity of perspective, background, and experience among students, faculty and staff to achieve greater breadth and depth in the education we offer.

The College of Arts and Sciences has achieved national recognition for the quality and scope of its overseas programs, most of which are led or directed by Lewis & Clark faculty or staff and

many of which take students to non-traditional Third World sites. For the past three years as part of its global law program the Law School has provided opportunities for approximately twelve students each year to take courses in Chinese law at Peking University. More recently it has launched an international exchange and collaborative research program with India's three leading law schools, the National Law School of India in Bangalore, the National Academic of Legal Studies and Research in Hyderabad, and the National Law University in Delhi. This is the first joint venture of this kind and will put Lewis & Clark at the forefront of US law schools teaching global law. All three schools have an impressive record of recruiting and graduating foreign nationals, and the result is that Lewis & Clark is supported by a world wide circle of alumni.

Lewis & Clark has struggled, like many of its regional peers, to recruit domestic students of color and faculty of color. However, there has been modest progress over the last decade and there have been several initiatives aimed at improving admission and graduation rates for minority students. The indicators used to assess outcomes for this objective will include data on student admissions, retention and graduation, faculty and staff hiring, and information from exit survey questions about how well respondents have learned to relate to people of different races, nations and religions, and how satisfied they have been with diversity on campus. The Graduate School also tracks demographic diversity in the school sites where students complete their practice teaching.

- (b) Provide opportunities for all members of the campus community to understand, experience and work effectively and collaboratively in a diverse society.

Changing the profile of the campus in terms of ethnic representation is a long term endeavor. In 2009, the College established a Diversity Advisory Committee, chaired by the Dean of Students and Chief Diversity Officer, and including students, faculty, staff, trustees, and alumni from all three schools, with the goal of creating a more inclusive and diverse campus community. The committee has been active in exploring opportunities for student and staff development around issues of equity and diversity. Annual reports of the Committee's work provide one source of data for measuring outcomes related to this objective.

There are also opportunities for students to experience national, ethnic and socio-economic diversity beyond the boundaries of the campus, and this objective underlines the importance of taking advantage of these. Narrative summaries of participation in overseas programs and reports on volunteer service while studying abroad will provide evidence for ways that students meet this objective, along with data about participation in community service projects in Portland and the local region that will be recorded in the co-curricular transcript.

- (c) Explore and question ideas and ideals of the just society.

This objective recognizes that an important purpose of liberal education is to lead students to question dogma and challenge intellectual uniformity. This principle applies equally to defining the desired end state for human society and to ways for reaching it. Graduation requirements in each of the degree programs include courses in which students are asked to grapple with ultimate questions of justice and fairness. Enrollment data in these courses represent one kind of indicator for how this objective is being pursued. The College of Arts and Sciences also has a long

tradition of annual student run symposia addressed to issues of justice: these include the International Affairs Symposium (the oldest student run symposium in the U.S.), the Gender Studies Symposium, the Ray Warren Multi-Cultural Symposium, and the Environmental Affairs Symposium. Many of the presentations at these symposia are structured as debates and involve students and faculty participants. Information about participation and attendance will be used for assessment of results related to this objective. Another source of information will come from students' responses on annual exit surveys to questions about how their understanding of moral and ethical issues and their awareness of social problems have been enhanced by their college education.

- (d) Engage with our internal and external communities to explore and address issues in the service of justice.

Because of the proximity to a major urban center it has been Lewis & Clark's good fortune to have an edge in recruiting students who wish both to be part of a small academic community and to be engaged in the life of the city and the larger world beyond. Opportunities abound for students to complete internships or other kind of volunteer service with schools, community clinics and non-profit agencies. Funding and scholarships have been designated to support these activities and recognize the students who participate in them. Again this is an area where data exist but until recently have not been consistently collected and reported. Other indicators will include numbers of graduates who go on to serve with the Peace Corps, Teach For America, and AmeriCorps. Each of the programs in the Graduate School prepares an annual report with specific data related to contributions by faculty and students to the social justice mission of the school.

- (e) Promote investigation, debate and action on local, national and global issues affecting ecological, social and economic sustainability.

The scope of sustainability at Lewis & Clark is broader than environmental conservation, and encompasses thought and action on social issues such as economic fairness, access to employment, the long term health of human communities and the survival of ecological systems. Informed debate on these issues occurs in courses offered at all three schools and at the student run symposia mentioned earlier. Action occurs on the campus, in the Portland and regional communities, and, increasingly, in other countries as students from all three schools participate in projects overseas.

- (f) Pursue, test, and apply innovative ideas and approaches for sustainable planning, policies, and practices.

The Sustainability Taskforce is currently engaged in a conversation with the community intended to demonstrate that sustainability, broadly construed, is integral to the College's educational mission. It has proposed that assessment be implemented through monitoring sustainability initiatives within campus planning, institutional decision making and resource allocation, public communications, student life programs, off-campus and overseas education, teaching, research and professional service, as well as by tracking participation in activities promoting sustainability that range in scope from the surrounding neighborhood to international contexts.

Core Theme Four: Be a community that cultivates leadership and engagement in a complex and interdependent world.

This core theme speaks to the privilege of working and studying at Lewis & Clark, and to the responsibility that flows from this lifelong association. It derives from principles articulated in the mission statement regarding the duty to pass on the benefits of education to succeeding generations, to lead by action as well as word, and to recognize our obligations as citizens of the world. In the on-line survey 55% of respondents ranked this theme as highly important and 36% ranked it as moderately important.

- (a) Build upon Lewis & Clark's distinctive achievements as a leader in global and international education and involvement.

Internationalism is a hallmark of Lewis & Clark's identity. Nearly two thirds of graduates from the College of Arts and Sciences spend at least one semester studying abroad, most of them on programs designed and led by Lewis & Clark faculty and staff. The Graduate School has developed connections with programs in Latin America, Africa, and South Asia, and the Law School is pioneering an ambitious educational program linking it with three premier law schools in India to sponsor student exchanges, externships in both countries, and faculty and student research collaborations. Lewis & Clark also enrolls a large contingent of international students – both foreign nationals and US citizens who have lived much of their lives abroad. It has built an active alumni base outside the U.S. numbering more than 1,100 graduates living in over 90 foreign countries. Over the past decade Lewis & Clark has consistently outranked most of its peer schools for the number of graduates who have been awarded Fulbright scholarships and for the number accepted into the Peace Corps. The College is continuing to build on these achievements through new initiatives and opportunities. A recent example has been our success in recruiting, retaining and graduating international students, particularly African students, from schools belonging to the network of United World Colleges (UWC). In 2010-11 there were 37 UWC students from nine different schools around the world enrolled in the College of Arts and Sciences.

- (b) Support leadership, innovation, service and community engagement.

In the College of Arts and Sciences the Center for Career and Community Engagement (CCCE) has special responsibility for helping students discover their goals and interests, connect to opportunities in the community for service and leadership, and prepare for successful lives beyond college. CCCE is leading the initiative to develop a co-curricular transcript for undergraduate, law and graduate students that will be the basis for collecting, storing and reporting on students' learning activities outside the classroom. The Graduate School maintains numerous partnerships with local schools and agencies, and programs are required to report on their community activities in their annual reports. The Graduate School's Center for Community Engagement sponsors professional development opportunities for professionals working in local and regional schools and counseling agencies.

There are many other ways that the College seeks to support leadership and service: awarding scholarships to new students who have shown leadership in their local communities, allocating

work study funds for non-profit organizations to employ Lewis & Clark students (the Law School directs all its work study funds to this purpose), honoring distinguished community service through named awards and scholarships, and providing leadership training to students who hold positions in student government or as resident advisors. The Senior Survey and the Alumni Survey include questions about leadership skills and about participation in volunteer service and these items represent one source of information for assessing students' evaluation of their experience in these areas.

- (c) Strengthen relationships with alumni for the mutual benefit of both the institution and its graduates.

Lewis & Clark recognizes the need to build strong and lasting relationships with its alumni, which is an area where the College has fallen short of desired expectations. There are exceptions to this general situation with respect to particular affinity groups such as students who participated together in a particular overseas program, but otherwise there is much ground to be made up. The objective clearly acknowledges that the benefits of the alumni relationship must flow in both directions. Alumni provide remarkable opportunities for current students in terms of career advising, internships and networking, and the College is seeking to extend similar networking and professional and academic benefits to alumni. Several indicators will be used to measure progress on this objective: the percentage of alumni who are active in terms of attending sponsored events, responding to surveys, offering advice and career enhancing opportunities, and supporting the institution financially; and the number of students who take advantage of the alumni network to make career connections, apply for internships, and seek other kinds of advising assistance.

CONCLUSION

The process of developing the framework of core themes presented in this report provided an unusual opportunity for the Lewis & Clark community to think about how the College intends to pursue its mission over the coming decade. This kind of reflection typically tends to be crowded out by more urgent claims on time and effort. Thus, it was gratifying for the Institutional Planning and Effectiveness Committee to discover that the invitation to help in defining Lewis & Clark's priorities stimulated a high level of community engagement and interest, and resulted in a surprising measure of agreement. Many respondents to the on-line survey found the mission statement to be inspiring and welcomed the chance to think more deeply about its implications. In this respect the task of preparing the Year One Report has served to reinforce a culture of assessment and accountability.

Another result of the exercise has been to identify sources of data that exist or can be created but that have not been effectively exploited for improving outcomes. The College has participated for many years in national student surveys and home grown instruments that collect and summarize a significant number of variables, but their relevance for priorities other than those captured in the first core theme has largely been neglected. This report has highlighted the opportunity to make better use of these data and the need in some cases to develop new sources of information.

By way of summary, the core themes and their supporting objectives are listed below.

1. Be a community of scholars vigorously engaged in learning, teaching, research and creative inquiry.
 - (a) Attract, develop, and retain high quality faculty, students and staff.
 - (b) Commit to continuous improvement in learning, teaching, research and creative inquiry.
 - (c) Promote collaborative research and teaching across roles and disciplines.
 - (d) Prepare students through academic, co-curricular, and professional engagement for lifelong learning.
 - (e) Foster independent and critical thinking.
2. Be a community that integrates theory and practice within the overall educational experience.
 - (a) Seek connections between one's education, values and aspirations for the future.
 - (b) Engage students as active participants in the practices of their disciplines.
 - (c) Test and develop skills through practice, feedback, and reflection, inside and outside the classroom.
 - (d) Promote students' active participation in institutional governance and community life on and beyond the campus.

3. Be a community that commits itself to diversity and sustainability as dimensions of a just society.
 - (a) Strive for diversity of perspective, background, and experience among students, faculty and staff to achieve greater breadth and depth in the education we offer.
 - (b) Provide opportunities for all members of our campus community to understand, experience and work effectively and collaboratively in a diverse society.
 - (c) Explore and Question ideas and ideals of the just society.
 - (d) Engage with our internal and external communities to explore and address issues in the service of justice.
 - (e) Promote investigation, debate and action on local, national and global issues affecting ecological, social and economic sustainability.
 - (f) Pursue, test, and apply innovative ideas and approaches in sustainable planning, policies, and practices.

4. Be a community that cultivates leadership and engagement in a complex and interdependent world.
 - (a) Build upon Lewis & Clark's distinctive achievements as a leader in global and international education and involvement.
 - (b) Support leadership, innovation, service and community engagement.
 - (c) Strengthen relationships with alumni for the mutual benefit of both the institution and its graduates.

Sources of Data Providing Indicators of Achievement or Progress:

Recruitment, retention, graduation statistics [1(a) 1(d)]
 Student Enrollment data [1(c) 3(a) 3(c) 3(e)]
 Overseas program participation [3(b) 3(e) 3(f) 4(a)]
 International Student Enrollments [3(a)]
 NSSE, LSSE, FSSE [1(b) 1(c) 2(c) 3(a)]
 Course and Faculty Evaluations [1(b)]
 Annual departmental reports on learning outcomes [1(b) 2(b) 3(c)]
 GRE results, Collegiate Learning Assessment Results [1(b)]
 Certifications, State Bar examination pass rates [1(b) 2(b)]
 Specialized Accreditation Reports [1(a) 1(d)]
 External program reviews [1(a) 1(b) 1(c)]
 Supervisor evaluations for internships, externships, field practice [2(c)]
 HEDS Senior Surveys and Alumni Surveys [1(d) 1(e) 2(a)]
 Exit Surveys [1(d) 1(e)]
 Co-Curricular Transcripts [1(d) 2(d) 3(d) 4(b)]
 Annual Sustainability Reports [3(f)]
 Peace Corps, Teach for America, Fulbright participants [4(a) 4(b)]
 Alumni participation rates [4(c)]

IPEC Core Themes Survey

Be a community of scholars (faculty, students and staff) vigorously engaged in learning, teaching, research and creative inquiry.

Answer Options	What is your status?			What is your status?			Response Percent	Response Count
	Student	Faculty	Staff	Student	Faculty	Staff		
High Importance	596	192	207	81%	96%	89%	85.3%	995
Moderate Importance	123	6	23	17%	3%	10%	13.0%	152
Limited Importance	10	2	1	1%	1%	0%	1.1%	13
No Importance	5	1	1	1%	0%	0%	0.6%	7
<i>answered question</i>								1167
<i>skipped question</i>								5

IPEC Core Themes Survey

Be an institution that integrates theory and practice within the overall educational experience.

Answer Options	What is your status?			What is your status?			Response Percent	Response Count
	Student	Faculty	Staff	Student	Faculty	Staff		
High Importance	494	142	165	67%	71%	71%	68.6%	801
Moderate Importance	208	49	64	28%	25%	28%	27.5%	321
Limited Importance	29	8	3	4%	4%	1%	3.4%	40
No Importance	5	1	0	1%	1%	0%	0.5%	6
<i>answered question</i>								1168
<i>skipped question</i>								4

IPEC Core Themes Survey

Develop understanding and respect for diversity and collaborate for a just and sustainable community.

Answer Options	What is your status?			What is your status?			Response Percent	Response Count
	Student	Faculty	Staff	Student	Faculty	Staff		
High Importance	457	117	169	62%	59%	73%	63.8%	743
Moderate Importance	210	57	58	29%	29%	25%	27.9%	325
Limited Importance	57	20	4	8%	10%	2%	7.0%	81
No Importance	12	4	0	2%	2%	0%	1.4%	16
<i>answered question</i>								1165
<i>skipped question</i>								7

IPEC Core Themes Survey

Model and cultivate leadership and engagement in a complex and interdependent world.								
Answer Options	What is your status?			What is your status?			Response Percent	Response Count
	Student	Faculty	Staff	Student	Faculty	Staff		
High Importance	378	116	148	52%	58%	64%	55.2%	642
Moderate Importance	287	57	79	39%	29%	34%	36.4%	423
Limited Importance	53	20	4	7%	10%	2%	6.6%	77
No Importance	15	6	0	2%	3%	0%	1.8%	21
answered question								1163
skipped question								9

IPEC Core Themes Survey

What is your status?						
Answer Options	What is your status?				Response Percent	Response Count
	Student	Faculty	Staff			
	737	0	0		62.9%	737
	0	201	0		17.2%	201
	0	0	234		20.0%	234
					answered question	1172
					skipped question	0