

The discussion that follows demonstrates how the interpretation of our mission and translation of that interpretation can be seen in our practice. For each core theme we will present the objectives that we have identified, describe the assessable measures of achievement, acceptable threshold, and explain our rationale for the identification of those measures.

**Core theme #1: Excellence in liberal arts foundation**

At George Fox University helping our undergraduate students gain a strong liberal arts foundation and academic preparation is central to our mission. It is our desire that our graduates acquire the foundations for participation in work, life and citizenship both at home and abroad. The liberal arts curriculum builds general knowledge and develops students’ rational thought, critical thinking and intellectual capabilities. Our undergraduate majors each embrace a liberal arts core; the bulk of which is typically completed during the first two years of study. Students then declare a major and step into a specialized curriculum. Our majors allow students a specified number of elective credits, which they can use to broaden their liberal arts studies or deepen their major concentrations.

In the fall of 2011, the Office of Academic Affairs and the General Education Committee, comprised of faculty from the liberal arts program, began an assessment of the general education curriculum or liberal arts core. Using the Association of American Colleges and Universities (AAC & U) [\*Liberal Education and America’s Promise\*](#) (LEAP) essential learning outcomes as a frame for measuring excellence, the committee began an extensive review and assessment of the University’s general education curriculum and the program’s student learning outcomes. Because our general education curriculum is a core component of our liberal arts program, the committee felt that the essential learning outcomes could also serve as a frame for our first core theme. As a result, the three original core theme objectives, outlined in our Year One report, were then reviewed and revised to create six new objectives. Aligned with the mission component, “prepares students academically,” the following objectives, when combined, not only represent our vision for a strong program, but serve as a benchmark for measuring excellence in a liberal arts foundation and evidence to support fulfillment of our mission’s “key” outcomes that graduates at George Fox University would *think with clarity and act with integrity*.

Table 6 Core theme #1: excellence liberal arts foundation

<b>Objectives</b>	<b>Assessable Measures of Achievement</b>	<b>Acceptable Threshold</b>
1.1 GFU undergraduate students demonstrate depth of knowledge in their chosen field of study.*	Major field tests or other knowledge based assessment in science, mathematics, social sciences, humanities, fine arts, and Christian Theology.	Meets established criteria as set by programs

1.2 GFU undergraduate students will develop intellectual and practical skills	SAILS Information Literacy Test  LEAP VALUE rubrics: inquiry & analysis, critical & creative thinking, written communication, oral communication, quantitative literacy, information literacy, teamwork & problem solving	At or above comparison groups  Meets established criteria defined by GE Committee (Baseline established in 2012)
1.3 GFU undergraduate students gain personal and social responsibility including skills for lifelong learning.*	LEAP VALUE rubrics: for personal & social responsibility measuring student learning outcomes in: civic knowledge, intercultural knowledge, ethical reasoning, foundations and skills for lifelong learning  Student Life Community Accountability Survey	Meets established criteria as set by GE Committee (Baseline established in 2012)  Meets established criteria as set by program
1.4 GFU students integrate a breadth of core disciplines across general and specialized studies into their academic work.*	GEED 490 Senior Capstone assessment – poster project rubric  GEED 490 Senior Capstone assessment – “ways of knowing” rubric	Rating of proficient or higher  15.5/20
1.5 The Liberal Arts program is grounded in excellent educational practices that promote success and retention.	Student graduation and retention rates  Benchmarks of Effective Educational Practice (NSSE 7h and related benchmark questions)	Graduation rates: 58% Retention 1 <sup>st</sup> to 2 <sup>nd</sup> year: goal - 82%  Above comparison groups 73% (NSSE 2010)
1.6 Faculty will be excellent in their fields as evidenced by preparation, practice and teaching.	Student satisfaction: course evaluations  Faculty growth plan rubric scores	Good to excellent range on course evaluations  Faculty score of 9-12 indicates good progress; 8 and under needs attention

\* “key” core theme objectives and assessments that contribute to the definition of mission fulfillment

The discussion that follows provides a rationale for measuring Excellence in Liberal Arts Foundation.

Objective 1.1 states that GFU undergraduate students demonstrate depth of knowledge in their chosen field of study. As students complete their desired major, it is critical that they have acquired the theory, methods, tools, terminology, literature, complex problems or applications

associated with the specialized field. We have identified assessments that will provide us with important information regarding students' specialized knowledge. The primary assessment is major field test or assignments in individual programs. These projects or exams assess the specialized learning outcomes identified in each particular field of study and are described in detail in [Standard 1.B Core Themes exhibits](#).

Objective 1.2 focuses on developing students' intellectual and practical skills. Our assessment for this core theme objective includes the Standardized Assessment of Information Literacy Test (SAILS), a nationally-recognized assessment of information literacy skills. This test is based directly on the Association of Colleges and Resource Libraries ([ACRL Information Literacy Competency Standards for Higher Education](#)). The second assessable measure for this core theme are [AAC & U's Valid Assessment of Learning in Undergraduate Education \(VALUE\) rubrics](#). These instruments are used to measure student learning outcomes in Inquiry and Analysis, Critical Thinking, Written Communication, Oral Communication, Quantitative Literacy, Information Literacy, and Teamwork and Problem Solving. In the spring of 2012, we began a pilot implementation of the AAC & U VALUE rubrics across the general education or liberal arts core program. Data collected will be used to determine a baseline as we establish targets and thresholds. Data from this pilot is being analyzed by the General Education Committee. This work has potential to create cross-disciplinary conversations about the skill level of our students and ways that faculty in majors might use similar assessment tools and provide consistent data to students, thus accelerating their growth.

Objective 1.3 states that students gain personal and social responsibility; including skills for lifelong learning. ACC & U's VALUE rubrics were aligned with coursework and piloted in the spring of 2012 in the areas of civic knowledge, intercultural knowledge, ethical reasoning, and foundations and skills for lifelong learning. Data from this pilot is being analyzed by the General Education Committee.

Our Student Life Department is an integral component of undergraduate education here at GFU. Aligning with this Liberal Arts core theme objective, Student Life assesses the development of student character and moral and ethical decision-making as manifested by future student behavior. (Community Life Objective 4-a). To measure this indicator, our Student Life program administers a [Community Accountability Survey](#) and assesses and reviews outlined targets for improvement on a yearly basis.

Objective 1.4 states that GFU students integrate a breadth of core disciplines across general and specialized studies into their academic work. It is not enough for our graduates to simply embody the core foundations of the liberal arts; we expect students to integrate that knowledge in meaningful ways and consider solutions to complex problems from the perspective of at least several academic fields. Our students demonstrate critical thinking as they integrate core disciplines and wrestle with truth seeking. Undergraduate students are required to complete the GEED 490 Liberal Arts and Critical Issues (LACI) senior capstone course. This advanced liberal arts course is specifically designed to integrate the varied strands of general education in a rich, common capstone experience. Students are challenged to

develop a coherent Christian worldview and deepen their understanding of how truth and practice impact one's approach to understanding the basic problems of human existence. The course, with 16 sections per year, uses two common assessments that help faculty discern the level of our students' ability to integrate their knowledge of core disciplines and apply it at an advanced level. Each student writes a "ways of knowing" paper guided by a common construct containing four essential elements. Additionally, drawing on Christian liberal arts training and through a collaborative, interdisciplinary effort, students design and conduct research to develop a well-considered response, or solution, to a chosen issue of public concern. Teams present their findings in a visual display critiqued by the George Fox campus community. Faculty members judge these displays using a standard rubric that evaluates the quality of the research and its potential to make a real difference in the global community. The data from these two major projects inform us about the ability of our students to integrate and apply knowledge around current issues of importance for citizens.

Objective 1.5 states the Liberal Arts program is grounded in excellent educational practices that promote success and retention. In 2008, AAC & U identified a set of "high impact practices," based on research, that have been shown to have a positive impact on educational success at the undergraduate level. These practices include first year seminars, common intellectual experiences, learning communities, writing intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, service learning, internships, capstones and projects. National survey data taken from the NSSE, specifically item 7h, "student assessment of high impact practices: completed a culminating experience," is currently the tool used to assess this objective. In the future, other survey instruments, like CIRP, may be substituted. Data obtained from these instruments, although indirect, measures student participation in high impact practices. We believe that understanding students' perceptions can help inform the conversation about program excellence. Student Graduation and Retention Rates (CSRDE) are another measure of program excellence validating students experience as positive and also productive.

Objective 1.6 states that faculty will be excellent in their field as evidenced by practice, preparation, and teaching. Assessable measures of achievement are student satisfaction ratings in course evaluations with median faculty evaluation summary in good to excellent range, and positive ratings on the faculty growth plan. We believe these measures, when combined, provide a picture of faculty excellence.

## **Core theme #2: Excellence in professional preparation**

Alongside the liberal arts, the University offers many professional programs that prepare undergraduate and graduate students for careers to meet society's pressing needs. Theory and practice coexist in these programs; the big ideas of academia are connected to the practical matters of making a life and a living, equipping students to serve the changing world's needs. Our desire is to provide our graduates with an academic background that addresses the specific professional knowledge, skills, and dispositions to which they are called. We provide students with multiple opportunities to practice their professions as they work toward meeting the competencies defined by their respective fields. We teach students in every discipline that

service to the community and to the world is an indispensable component of professional excellence.

Aligned with the mission component, “prepares students professionally,” the following objectives and assessable measures listed in Table 7, when combined, represent our vision for excellence in professional preparation. Additionally, these measures serve as evidence to support fulfillment of our mission’s “key” outcome that graduates of George Fox University would *think with clarity* and *act with integrity*.

Table 7 Core theme #2: excellence in professional preparation

<b>Objectives</b>	<b>Assessable Measures of Achievement</b>	<b>Acceptable Threshold</b>
2.1 GFU students demonstrate competence in their respective fields of study by obtaining licensure/credentials needed to practice in the field.*	Pass rates on national exam: nursing, teacher education, clinical psychology, counseling, accounting, athletic training, engineering	Meets established criteria as set by programs (minimum 80%)
2.2 GFU students apply professional competence by successfully obtaining entrance to graduate school, additional preparation, and/or successful employment in the field.*	Professional programs: graduate school entrance and employment data  Career Services Survey	Meets established criteria as set by programs  Improvement in number of students in graduate school and employed
2.3 GFU students demonstrate an ethical orientation, shaped by Christian values, in their professional practice.*	Program specific ethics assessments: UG teacher education field evaluation, MAT professional dispositions evaluation, Alumni survey, Social work field evaluation, Psy.D. – annual review  Student Life Community Surveys	Ratings in <i>good</i> to <i>excellent</i> range  Meets established criteria as set by program
2.4 Program Excellence: GFU programs achieve state and national accreditation or certification, where appropriate.	National accreditation designation  Student licensure/certification designation	Accreditation – full and clear  Student licensure/certification: 80% minimum
2.5 Faculty Excellence: Faculty will demonstrate excellence in preparation, practice, and teaching.	Student satisfaction: course evaluations  Faculty growth plan rubric scores	Good to excellent range on course evaluations  Faculty score of 9-12 indicates good progress; 8 and under needs attention

\* “key” core theme objectives and assessments that contribute to the definition of mission fulfillment

The discussion that follows provides the rationale for the assessable measures.

Objective 2.1 states that GFU students demonstrate competence in their respective fields of study by obtaining licensure/credentials needed to practice in the field. All of our professional programs at George Fox have been approved by their state licensing bodies, and many are nationally accredited. These accrediting bodies have established rigorous professional standards that students must meet to obtain their licensure and/or credentials to practice in their respective fields. Students demonstrate their competency by meeting the established threshold on the national or state exams. George Fox professional programs create goals for their candidates to meet or exceed the national threshold. An examination of the GFU pass rates on those exams will yield data about the preparation of our graduates. Examining the comparative data with like programs across the nation also provides us with data about our programs' effectiveness. As departments analyze their data, they will be able to make curricular and pedagogical decisions that will impact and shape student learning.

Objective 2.2 states that GFU students apply professional competence by successfully obtaining entrance to graduate school, additional preparation, and/or successful employment in the field. Students in applied fields either begin practicing their work by obtaining employment in the field or continue to pursue the competencies articulated for their profession at more sophisticated levels in order to further prepare them for practice. Our Career Services Department conducts a graduate survey with undergraduate and Adult Degree Completion students. The survey investigates the number of students who have begun practice in the field and those that are pursuing graduate work or further preparation in their field. Career Services is developing a similar survey tool for our graduate professional program completers. This data, along with graduate survey data from individual programs, will provide critical information to faculty in relation to their established targets for core theme 2.2.

Objective 2.3 states that GFU students demonstrate an ethical orientation, shaped by Christian values, in their professional practice. Learning to think and act with integrity is a developmental process that we purposefully seek to encourage in our professional programs. We hold our students to high standards of ethical orientation as they take their first steps into the profession through internships or practica. Our data suggests that employers often seek out our graduates, not only for the rigorous preparation they receive, but also for the high ethical standards that are embraced in our programs. Our students are challenged to *act with integrity* in each phase of work in their programs. As an additional measure of this indicator at the undergraduate level, our Student Life Department administers [Community Surveys](#) and assesses and reviews outlined targets for improvement on a yearly basis.

Objective 2.4 states that GFU programs achieve state and national accreditation, or certification, where appropriate. We believe national accreditation is one measure of program excellence as well as the percent of students who qualify for licensure from our programs.

Objective 2.5 Faculty will demonstrate excellence in preparation, practice, and teaching. Assessable measures of achievement are student satisfaction ratings in course evaluations with

median faculty evaluation summary in the good to excellent range, and positive ratings on the faculty growth plan. We believe these measures, when combined, are a good indicator of faculty excellence.

Preparing students professionally is a central component of our mission statement and one of our core themes. The multiple assessment measures around each core theme objective will help us to determine the extent to which we are meeting our mission for core theme two: professional preparation.

### **Core theme #3: Christ-centered community**

Christ-centered community provides the context for the work of faculty, staff and students and is our third core theme. Christ-centered commitments influence the way in which we teach the content of our disciplines and further apply that knowledge and skill in ways that hopefully impact the world. The mission outcomes --think with clarity, act with integrity and serve with passion--are pervasive in our community. Faculty and staff seek to help students understand these foundational constructs and then model those ideas for students. They mentor students, giving them feedback, as individuals develop these commitments in their lives.

One of our goals at George Fox is to seek truth together in community. *Thinking with clarity* includes the ability to think rationally: to look carefully at evidence, to realize and understand bias, to learn how to differentiate and weigh the values of competing points of view and to recognize and hold these competing points in healthy tension. It is in community, alongside faculty, staff and administrators that students begin to know what it “looks like” and “sounds like” to think with clarity as it is modeled for them.

Learning to *act with integrity* is a developmental process involving congruence between values, beliefs and actions. Our Christ-centered community provides students with a place where they can ask difficult questions as they seek to synthesize their learning from academic texts, current research, class discussions, and human experience. Over time students develop a framework that reflects an assimilation of new ideas into a coherent belief structure that can adapt and respond to new ideas. The Christ-centered community provides both challenge and support for students to act in ways that are consistent with their Christian worldview. Acting with integrity may involve subtle behavior changes: avoiding gossip, demonstrating stewardship, or committing to a spiritual discipline. However, acting with integrity may also involve significant risk and courage as students move beyond their close friends and family to demonstrate God’s love to an increasingly diverse, global community.

At the center of our Christ-centered community is the belief that **all** are gifted and “spiritually called” to service in a needy world. One of our hopes is to identify the gifts of students, faculty, staff and administrators, and to equip them for the tasks to which they have been called: their vocation. *Serving passionately* within a person’s giftedness results in fruit such as love, peace, joy, patience, kindness, generosity, faithfulness, gentleness, and self-control that enriches the

whole world. Implicit in this hope is a desire to be purposeful in our community about providing service opportunities as well as encouraging campus dialogue surrounding significant issues.

As a result of this exposure, students increasingly model a capacity for making reflective and responsible decisions regarding involvement and engagement with the broader community of which they are a part. This “ethic of service” is integrated into students’ experiences on both a curricular and co-curricular level in our Christ-centered community.

The five objectives and assessable measure listed in Table 8, when combined, represent our vision for the Christ-centered community within which we teach, work, and learn. Additionally, these measures serve as evidence to support fulfillment of our mission’s “key” outcome that graduates of George Fox University would *serve with passion*.

Our enhancement of this core theme includes the addition of two Christ-centered community objectives; 3.4 and 3.5. Objective 3.1 is specifically focused on undergraduate students; the remaining objectives are applicable to our entire community. We have chosen to assess all facets of our community as we see faculty, staff, and administrators walking alongside students and modeling for them how the GFU culture is rooted in a Christ-centered perspective. The discussion that follows provides the rationale for the identification of the assessable measures presented.

Table 8 Core theme #3: Christ-centered community

Objectives	Assessable Measures of Achievement	Acceptable Thresholds
3.1 Traditional undergraduate students demonstrate basic understanding of Christian scripture, church history, and orthodox theology.	BIBL100 Bible Survey – pre/post exam	Improvement in pre/post scores
	Undergraduate RELI 300 Christian Foundations – pre/post exam	Improvement in pre/post scores
3.2 GFU students, faculty, and staff/administrators demonstrate how Christian faith influences their learning and vocation.*	GEED 490 Senior Capstone – poster project rubric (faith integration criterion)	Rating of proficient or higher on criterion
	Student Life indicators measuring spiritual growth and development	Meets established criteria as set by programs
	Faculty Growth Plan Rubric	Faculty score of 9-12 indicates good progress; 8 and under needs attention
	Integration of faith essay in faculty portfolios	Meets established criteria
	Staff /Administrator Evaluation	Meets established criteria



<p>3.3 GFU students, faculty, and staff/administrators are exposed to the foundational Quaker beliefs and practices of simplicity, peace, integrity, community and equality.</p>	<p>RELI 300 Christian Foundations pre/post exam</p> <p>Spiritual Life Survey</p> <p>Attendance at New Faculty Institute and Faculty Business meetings</p> <p>Staff/Administrators attendance at chapel and University meetings</p>	<p>Improvement in pre/post scores</p> <p>Meets established criteria as set by Spiritual Life program</p> <p>Meets established criteria as articulated in the Faculty Handbook</p> <p>Meets established criteria as set by departments</p>
<p>3.4 All students, faculty, and staff/administrators experience a caring community that is rooted in the grace and truth of God revealed in Jesus Christ.*</p>	<p>Student Satisfaction Survey (SSI: traditional undergraduate item 62)</p> <p>Student Survey Data (NSSE: item 8b)</p> <p>Career Services Survey Report (Seminary: item 3b)</p> <p>Faculty, staff, and administrator surveys (<i>The Best Christian Workplace Survey</i> – Christian Witness: items 10-15)</p>	<p>5.76/7.0</p> <p>At or above comparison group</p> <p>Improvement on indicators of “experiencing” community, utilizing resources</p> <p>At or above comparison groups</p>
<p>3.5 The GFU community represents the diversity of God’s kingdom.</p>	<p>UG student ethnic and gender diversity</p> <p>Graduate ethnic and gender diversity</p> <p>Faculty, staff and administrator ethnic and gender diversity</p>	<p>Achieving target indicators articulated in the <i>Blueprint for Diversity</i> (2010)</p> <p>Achieving target indicators articulated in the <i>Blueprint for Diversity</i> (2010)</p> <p>Achieving target indicators articulated in the <i>Blueprint for Diversity</i> (2010)</p>

\* “key” core theme objectives and assessments that contribute to the definition of mission fulfillment

Objective 3.1 focuses on undergraduate students developing foundational understandings of Biblical content. All undergraduate students take BIBL 100, Bible Survey, and RELI 300, Christian Foundations, to meet their general education requirement. The Religion department has created a pre/post exam for each course that offers students the opportunity to demonstrate

their understanding of the aforementioned content. This data is invaluable in that it reveals concepts that students understand and those that students have not yet been able to demonstrate. The department will use this data to think critically about their current curriculum and pedagogy. These assessments hold promise for yielding data that will drive improvements in the curriculum and thus impact student achievement.

At GFU faith integration is a concept that is infused and assessed in the academic work of students and the professional work of faculty, staff and administrators. Objective 3.2 and associated assessable measures of achievement help us know about the effectiveness of our efforts to help community members integrate their faith with their learning and vocation. All of our undergraduate seniors complete a GEED490 Senior Capstone poster project where faith integration is required and assessed. Most of our graduate and undergraduate majors have capstone program projects that require demonstration of the integration of faith within the program content. Additionally, GFU's Student Life program identifies and assesses how their programs and offerings facilitate the development of spiritual growth and development in students. Two key instruments used to measure these are Health and Counseling Department's Student Survey and Spiritual Life Department's annual survey.

Faculty, staff and administrators, in their respective evaluation processes, are assessed on how they integrate their faith with their professional practice. For faculty evidence can be found in their faculty growth plans. For staff and administrators, evidence can be found in their yearly evaluations.

Objective 3.3 shows the commitment the University has to its Quaker heritage. This objective states that "GFU students, faculty, and staff/administrators are exposed to the foundational Quaker beliefs and practices of simplicity, peace, integrity, community and equality." All undergraduate students take RELI 300, Christian Foundations, to meet their general education requirement. The Religion department has created a pre/post exam for this course that offers students the opportunity to demonstrate their understanding of foundational Quaker beliefs and practice. Each fall our Spiritual Life Department sponsors a Quaker Heritage Week. During this week students learn about foundational Quaker commitments, testimonies, and practice through chapel services and special events on campus.

Our new faculty all participate in a semester long New Faculty Institute. Several sessions of the institute are dedicated to helping new faculty learn about our Quaker heritage, and foundational Quaker beliefs and practices. Our Faculty Business Meetings are facilitated by a Faculty Clerk. The Faculty Clerk not only facilitates discussion, but determines the "sense of the meeting" in the process of Quaker consensus decision-making. The business process parallels the methods used by Quakers when doing business in their church settings. Faculty have sufficient opportunity to be exposed to Quaker foundational belief and practices. Our staff and administrators also receive exposure through chapel gatherings, University meetings, and staff development events.

Objective 3.4 states that, “All students, faculty, and staff/administrators experience a caring community that is rooted in the grace and truth of God revealed in Jesus Christ.” Data from student satisfaction and engagement inventories, the Best Christian Workplace study, and other survey instruments provide metrics for this objective. At the undergraduate level, student satisfaction surveys are used to measure a “caring” community from the student perspective. At the graduate level, individual programs utilize survey data from Career Services as well as other program assessments. *The Best Christian Workplace Survey*, specifically aggregated “Christian Witness” items, and data from other surveys administered here at GFU, articulate faculty, staff and administrators perceptions aligned with this objective. All of these measures, when taken together, provide data to assess our Christian climate here at George Fox University.

One of our Institutional values at GFU is that our Christ-centered community will reflect the diversity of God’s people. Objective 3.5 embraces and assesses this value. This objective will be measured using data collected from indicators articulated in GFU’s *Blueprint for Diversity*. Our Dean of Transitions and Inclusion works with a team to set diversity targets for our undergraduate and graduate students populations as well as our faculty, staff and administrator diversity. We continue to embrace initiatives that are helping us grow a community that reflects the diversity of God’s people.

Assessable measures associated with our Christ-centered community objectives 3.1 through 3.5 provide data that can help us evaluate the Christ-centered nature of our community.

#### **Core theme #4: Local and global engagement**

At George Fox, we value experiential learning, both locally and globally. This learning is often aimed at understanding and improving the human condition. We desire to serve and connect with people from diverse cultures through relationships and reciprocal teaching and learning opportunities.

Preparing students to serve with passion arises out of a belief that meeting the needs of others is essential to fulfilling our Christ-centered and Quaker commitments. Implicit in this goal is a desire to be intentional about providing service opportunities as well as fostering campus dialogue surrounding significant issues. As a result of this exposure and dialogue, students develop a broadened perspective characterized by concern for the world’s poor and marginalized and a spirit of generosity toward others. These experiences are both character-forming and culture-forming; they prepare our students to meaningfully engage and make reflective and responsible decisions with respect to the broader community of which they are a part.

The three objectives and assessable measures listed in Table 9, when combined, represent our vision for local and global engagement. Additionally, these measures serve as evidence to support fulfillment of our mission’s “key” outcome that graduates of George Fox University would *serve with passion*. Our revision of this core theme includes a holistic perspective of how

all members of our community are involved both locally and globally and enhanced data to inform our work. The discussion that follows provides the rationale for the identification of the assessable measures presented.

Table 9 Core theme #4: local and global engagement

Objectives	Assessable Measures of Achievement	Acceptable Thresholds
<p>4.1 GFU students, faculty, and staff/administrators apply their leadership knowledge and skills in communities, both local and global.</p>	<p>Career Services Data: % of UG and Graduate internship experiences</p> <p>Student Survey Instruments (NSSE item 7a and 7b)</p> <p>Student Life Program Assessments (indicators CL 3a, 3c; RL 2b; SL 1a, 1c, 3a, 3b; LSS 4a; SPL 2c, 5a, 5b, 5c)</p> <p>Faculty, staff &amp; administrators: % of GFU employee leadership and development projects in local and global communities</p>	<p>Meets established criteria as set by programs</p> <p>At or above comparison groups</p> <p>Meets established criteria as set by Student Life program</p> <p>Increasing (baseline established in 2012)</p>
<p>4.2 GFU students, faculty, and staff/administrators demonstrate engagement in improving the human condition by serving people both locally and globally.*</p>	<p>Student Survey Instruments (NSSE item 7b)</p> <p>Student Life Assessments (Spiritual Life Survey, ACHA-NCHA data)</p> <p>Serve Day participation data</p> <p>Winter Serve, Spring Serve &amp; May Serve participation data MLK Serve day participation</p> <p>Portland Center Community Service initiatives</p> <p>Involvement in sustainability efforts at the local level (waste reduction/reduction of electricity)</p>	<p>At or above comparison groups</p> <p>Meets established criteria as set by the Student Life program</p> <p>100% participation of Newberg-based students, faculty, staff and administration</p> <p>Meets established criteria as set by programs: Winter – 38 Spring – 55 May – 17</p> <p>Meets established criteria set by the Portland Center leadership</p> <p>Waste: 30% less Electrical: 15% less</p>

<p>4.3 GFU students interact with people from diverse cultures both locally and globally.</p>	<p>Act Six data Perspectives on diversity survey</p> <p>Number of students involved in cross cultural study (US News &amp; World Report, Juniors Abroad and Study Abroad)</p> <p>Student Survey Data (NSSE)</p>	<p>Meets established criteria as identified in the <i>Blueprint for Diversity</i> (2010)</p> <p>US News &amp; World Report: top 20% Juniors Abroad: 180 Study Abroad: 33</p> <p>At or above comparison groups</p>
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\* "key" core theme objectives and assessments that contribute to the definition of mission fulfillment.

Objective 4.1 states that GFU students, faculty, staff and administrators apply their leadership knowledge and skills in communities. Most of our undergraduate and graduate programs offer students the opportunity to apply their knowledge and skills in a practica, internships, field experience, clinical assignments, and/or a community-based project. Data from both undergraduate and graduate programs will help us discern the percentage of students involved in these field experiences. The data from these assessments will help us know if we have met our established thresholds and assist us in setting future participation goals. These hands-on learning opportunities are an invaluable part of the learning experience for GFU students. In addition to these direct measures, survey data will serve as an additional measure for this objective. Targeted student survey data allow us to investigate our undergraduate students' perceptions of their levels of participation. Specifically, NSSE (2010) item 7a, "practicum, internship, field experience, co-op or clinical assignment" as well as other student survey questions will be compiled and analyzed. A select group of Student Life program assessments will be used as well. Student Life programming provides leadership development opportunities to explore, identify, and apply student's leadership gifts and talents. Specific [Student Life programming indicators](#) aligned with this objective are Community Life 3a, 3c; Residential Life 2b; Student Leadership 1a, 1c, 3a, 3b; Learning Support Services 4a; and Spiritual Life 2c, 5a, 5b, 5c.

Objective 4.2 states that GFU students, faculty, staff and administrators demonstrate engagement in improving the human condition by serving people both locally and globally. Our undergraduate and graduate students have many opportunities to engage locally and globally. Student Survey data will provide us with a "big picture" representation of the percentage of undergraduate students who participate in volunteer or community service work while attending George Fox. Specifically, NSSE (2010) item 7b, "percent of students who participated in community service or volunteer work" will be used as one assessment point. Data from GFU's Student Life department on the percent of students involved in global issues and peacemaking events, and data from ACHA-NCHA assessment tool on the "number of students volunteering one or more hours per week," will be used to further evaluate this objective. Career Services data illuminates graduate participation in local and global service.

The University offers three “serve trips” per year that are specifically designed to send teams of students out to serve organizations within U. S. communities and abroad. During Spring break 2011, four teams of undergraduate students will serve in the following locations: Flying H. Ranch Yakima, WA, Center for Student Missions Los Angeles, CA, Urban Impact and New Horizons Ministries Seattle, WA and Makah Indian Reservation Neah Bay, WA. Each May, we send a team of student to serve abroad. In May of 2010 GFU sent a team of undergraduate students to Swaziland. They served at “care points” throughout the country providing meals and child supervision and education during the day. The University sponsors a “serve day” each September. Approximately 1600 Newberg based students and faculty serve at local organizations around the greater Portland area. Graduate students are offered service opportunities through their degree programs and the Portland Center campus sponsors serve opportunities for students and faculty annually. Data provided by the graduate programs and the Portland Center leadership will help us determine the percentage of graduate students that participate in service opportunities during their time at George Fox. Our goal for objective 4.2 is to include percentages of students serving and the frequency with which they serve. The assessable measures identified will provide us with important data that will guide our goal setting as we seek to help students deepen their commitment to service.

Objective 4.3 states that GFU students interact with people from diverse cultures both locally and globally. We are continually working to improve the ethnic diversity on campus. We also strive for our students to connect with fellow students from a variety of ethnic backgrounds around critical issues to all learners. GFU’s [Act Six Leadership and Scholarship Initiative](#) is a full-tuition, full-need Urban Leadership Scholarship program for emerging urban leaders who want to use their college education to make a difference on campus and in their communities at home. Using a four-part strategy, GFU locally recruits and selects diverse, multicultural cadres of promising urban student leaders. We then train these groups of students in the year prior to college, equipping them to support each other, succeed academically and grow as service-minded leaders. After that we send the teams together with unsurpassed scholarships for four years of education at partner colleges. Finally, GFU provides strong campus support, ongoing leadership development and vocational connections to inspire scholars to serve their home communities. Data from Act Six cohorts is used as one measure of this core theme objective, as well as data from our “perspectives on diversity” survey.

George Fox offers opportunities for cross-cultural study. As reported in US News and World Report, our goal at GFU is that we stay in the top 20% of universities in this area. Juniors Abroad is one cross cultural study program that provides transportation-subsidized overseas course to any junior student who has fulfilled the appropriate requirements. Most of the trips occur during May term. Annually, student groups travel to locations around the globe. Many of our graduate programs, including students from the School of Education, School of Business, and the Seminary, take students on study abroad trips. These trips include opportunities to engage with the culture, the profession and often include service opportunities. For example, our Master of Arts in Teaching (MAT) program takes students to Ecuador, Austria, and China to engage with children and teachers in their local schools. Participation data in these programs can give us information about the number of students that are taking advantage of

opportunities to engage with people from diverse cultures globally. We want to delve into our students' changing paradigms as they engage with diverse populations. Data from the NSSE item "Had serious conversations with students of another race or ethnicity," can provide us with one piece of evidence regarding our students' ability to connect with people from diverse cultures locally. The University offers undergraduate students a program designed to enrich the students' intercultural and international awareness.

Core theme #4, local and global engagement, embraces our commitment to experiential learning and service. The assessment related to objectives 4.1, 4.2, and 4.3 will provide us with critical data regarding our progress toward meeting these objectives and will help us set future goals to increase the percentage of student engagement with diverse populations both locally and globally.

### Chapter Summary

Our updated chapter one report shows the revision work our core theme teams, University Assessment Committee and Executive Accreditation Task Force have accomplished in the last nine months. We have identified four core themes that collectively represent the institution's interpretation of mission.

- 1) Excellence in Liberal Arts Foundation
- 2) Excellence in Professional Preparation
- 3) Christ-centered Community
- 4) Local and Global Engagement

For each core theme, we have identified enhanced core theme objectives, assessable measures, and thresholds, which will provide us with critical information about the extent to which we are fulfilling our mission. Our work with core themes is ongoing. Next steps for us include continued collection and analysis of core theme data, review of this data by campus constituents and planning and coordination in order to strengthen our core theme work by the core theme teams, University Assessment Committee and the Executive Accreditation Task Force. We look forward to receiving feedback from our peer evaluators as we continue to shape and grow this good work at George Fox University.