

REPORT OF THE WASC VISITING TEAM
CAPACITY AND PREPARATORY REVIEW
Fresno Pacific University

19-21 March 2013

In Partial Fulfillment of the Requirements for
Reaffirmation of Accreditation

Team Roster

Team Chair - Douglas McConnell
Provost and Senior Vice President, Fuller Theological Seminary
Team Assistant Chair - DawnEllen Jacobs
Vice Provost/ALO, California Baptist University
Team Member - Carole Huston
Associate Dean College of Arts & Sciences, University of San Diego
Team Member - Roger Ono
CFO, Sofia University
Team Member - Lisa Bissell Paulson
Vice President for Student Services, Pacific Union College
WASC Staff Liaison – Richard Osborn

The team evaluated the institution under the WASC Standards of Accreditation and prepared this report containing its collective for consideration and action by the institution and by the Accrediting Commission for Senior Colleges and Universities. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WASC website.

TABLE OF CONTENTS

	Page numbers
SECTION I. OVERVIEW AND CONTEXT	3
A. Description of the Institution and Visit	3
B. The Institution’s Capacity and Preparatory Report	4
C. Response to Previous Commission Issues	5
SECTION II. EVALUATION OF INSTITUTIONAL CAPACITY BY THEME	
Theme 1: Student Achievement and Strategic Assessment	9
Theme 2: Aspects of Diversity	18
Theme 3: Resources and Financial Stability	22
Theme 4 & 5: Writing and Critical Thinking	25
Theme 6: Rigor and Meaning of Degree	32
SECTION III. FINDINGS AND RECOMMENDATIONS	36
SECTION IV. PREPARATION FOR EDUCATIONAL EFFECTIVENESS REVIEW	38
APPENDICES	
1. Report on off-campus and distance education programs	40
2. Credit Hour	50
3. Compliance audit	52

SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Visit

Founded in 1944, Fresno Pacific University is the only four year, faith-based liberal arts university located in California's central San Joaquin Valley. When the institution changed its name in 1997 to Fresno Pacific University, the institution was comprised of three schools: Fresno Pacific College, Fresno Pacific Graduate School, and Fresno Pacific School of Professional Studies. In 2005, the University was restructured to include four schools: the School of Business; the School of Education; the School of Humanities, Religion, and Social Sciences; and the School of Natural Sciences. Mennonite Brethren Biblical Seminary became the fifth school under the University umbrella in 2010 changing its name to the Fresno Pacific Biblical Seminary to better identify with an institution grounded in Anabaptist evangelical theology and Mennonite tradition. Regional centers in Bakersfield (2004), Visalia (2004), North Fresno (2005), and Merced (2011) offer graduate programs and degree completion programs. The Visalia Center was visited as a part of this Capacity and Preparatory Review visit, and a report is included as Appendix 1.

Fresno Pacific defines itself by three metaphors: a Christian University, a Community of Learners, and Prophetic. *The FPU Idea* calls for the building of community, inclusion of voice, embracing diversity, peacemaking and reconciliation, and prophetic action in serving the community and the world.

FPU is classified by the Carnegie Classification system as Masters M: Master's Colleges and Universities (medium programs) that provides undergraduate and graduate education to a diverse population, with an emphasis on teacher preparation and professional/applied programs. FPU offers more than 47 bachelor and master degree programs in over 60 subject areas. The

institution serves a student body of approximately 3,603 students and, since 2009 has been designated as a Hispanic-Serving Institution.

The University is regionally accredited for all of its educational programs and locations by the Western Association of Schools and Colleges (WASC). The institution's last accreditation visit was in 2003. Regional centers in Visalia and Bakersfield were approved by WASC in 2003. An Interim Progress Report was completed in 2007 and WASC identified 6 areas for continued attention. These areas formed a major focus of the institution's CPR Report. No special follow up, new program or doctoral program review, or compliance audit was included in this visit.

B. The Capacity and Preparatory Review Report: Alignment with the Proposal and Quality and Rigor of the Review and Report

Fresno Pacific University's Capacity and Preparatory Review Report narratively describes "who we are, where we want to go, what we have and what we need to get there, how we will check our progress, and what adjustments we are prepared to make to reach our destination." The Institutional Proposal focused on three initial themes which align directly with recommendations noted in the 2007 WASC report: student achievement and strategic assessment, aspects of diversity and resources and financial stability. Although following the old review model, FPU has elected to look ahead to the new review process and has added reflections on two of the newly identified core competencies, writing and critical thinking, and discussion of the meaning and rigor of degrees. The Team commends FPU for this forward-thinking addition to their Review and notes it as evidence that they are a learning institution. Consistent with the recommended areas for continued attention, FPU has expanded their attention to student achievement and strategic assessment to include co-curricular areas.

The institution has made excellent use of the period between the 2007 report and this visit to engage in serious self-review and to make a significant number of changes that will position FPU well for subsequent reviews and assure sustainability of educational effectiveness. The Team found the CPR Report to be well-organized around the six themes identified by the institution as a result of previous WASC recommendations and the self-study. The report was clearly written and presented the Team with appropriate data, examples, and exhibits to support the narrative. The Team particularly noted and commends FPU for the transparency of the Report and the honest self-examination that seems to have marked the review process. The institution seems to have a clear understanding of where they stand and where some of their challenges and strengths lie, and are eager to obtain the feedback necessary to take the next steps in continuing to improve the quality of the University.

The Team was impressed by the degree to which the FPU community reflected active involvement in the review process. Inquiry Circles each addressed one of the six Report themes and were comprised of faculty, staff and students, representing a wide cross-section of the campus community. Campus interviews during the visit revealed a generally wide-spread familiarity with the review process, engagement in the major themes, and commitment to continued quality improvement. The Team uncovered consistent evidence that there has been a culture of rigorous inquiry among these Circles as they employ various methodologies to acquire data and identify steps to be taken. Because of the numerous changes taking place at the institution, much of the institutional energy and many of its resources have gone into building the processes and providing the infrastructures necessary to gather data and support its use; thus, while there was little evidence of the effective use of this data at this visit, the Team feels the institution has demonstrated its core commitment to institutional capacity.

C. Response to Previous Commission Issues

Following the 2003 self-study, WASC made recommendations for continued attention in the following three areas: 1) sustaining institutional capacity, 2) developing diversity initiatives and promoting multiculturalism, and 3) embedding and extending learning-centeredness.

Following the interim progress report in 2007, WASC recommended that FPU continue to focus attention in the following six areas: 1) a more structured cycle for program reviews with external reference points; 2) need to develop expectations of scholarship, community service, and the culture of research and explicitly state these; 3) clearly demarcated faculty governance of structures; 4) data and analysis of the decentralization of services and the performance and quality of the Regional Centers; 5) the development of a more comprehensive Diversity Plan to help focus campus priorities; and 6) closing the assessment loop-demonstrate that assessment data and program review outcomes are being used to inform change at the institutional and departmental levels.

The FPU CPR Report identifies seven major contextual opportunities that reflect internal and external factors impacting the institution's response to these recommendations: leadership changes; the recession, financial stability, enrollment; regional centers; university designation as a Hispanic serving institution; faculty rank and scholarship; the biblical seminary; and the move from NAIA to NCAA athletics. It is apparent from the Capacity and Preparatory Review Report that Fresno Pacific University has taken these recommendations very seriously and that it has made a concerted effort to address each one of those issues as the University continues its development as a learning-centered institution.

In improving institutional sustainability, FPU has created regional centers, merged with the Mennonite Brethren Biblical Seminary to form the Fresno Pacific Bible Seminary, made strategic resource allocations, and created

varied enrollment strategies. Numbers of traditional and degree completion students have steadily increased over the last four years, and enrollment in graduate programs is beginning to rebound as well. The institution has added a \$1 million enrollment contingency and begun a more conservative approach to using enrollment projections as a basis for budgeting.

As the community around them changes, FPU has responded to the resulting diversity as an Hispanic-Serving Institution. Development of new regional centers affords this new demographic an opportunity to pursue a four year degree in a way that might not be possible otherwise. Although formal Diversity and Gender Equality plans are still being developed in response to the WASC recommendation, the institution has already begun taking steps to address diversity by creating opportunities for faculty, staff and students that foster intercultural competence, appointing diverse student leadership teams who provide leadership and service to internal constituencies, and increasing the recruitment and retention of a diverse faculty and staff. Two program student learning outcomes (#2 and #8) in the Traditional Undergraduate (TUG) curriculum focus on intercultural competence. In lieu of a designated Diversity Officer, a faculty member works with the Provost on diversity issues. Finally, the significance of the institution's decision to hire Dr. Peter Menjares cannot be overlooked as it makes FPU only the second of 116 CCC&U member schools to appoint a minority candidate to the office of president.

The institution's work to develop a more structured cycle of program reviews as they continue to define student success and move towards learning centeredness has been impressive. Steps taken to improve strategic assessment include the adoption of TaskStream, creating and staffing the Office of Instructional Effectiveness (OIE) in 2012, empowering the Office of Student Success and Retention (OSSR), hiring an institutional research director, and initiating a seven year cycle of program reviews for both academic and co-curricular programs, mapping student learning outcomes at

all levels. Although many of these steps are in their infancy, collectively they demonstrate the seriousness with which FPU has taken this recommendation from both the 2003 and 2007 reports.

The CPR Report describes FPU's response to the need to define an expectation of scholarship, community service and culture of research by initiating a system of faculty rank and adopting a new compensation schedule to be phased in over the next three years as a "momentous shift" in institutional culture. New policies on rank and continuing status were approved by the Personnel Committee and the Trustees in 2011.

New policies developed in 2011-12 revised membership guidelines and voting rules for various University committees in response to the recommendation to demarcate faculty governance structures. These structures create a shared governance model that involves administration, faculty and staff in a more participatory model emphasizing data-driven decision-making.

Overall the institution has shown itself to be very open to WASC recommendations. They have made significant efforts to respond in ways that are institutionally appropriate and which have contributed to improved educational and organizational effectiveness, although the resulting changes have not been without challenges.

SECTION II – EVALUATION OF INSTITUTIONAL CAPACITY BY THEME

Since Fresno Pacific University has chosen a thematic approach to their review, the Team has elected to organize their Report along those themes and address the CFR in that context. These themes target the major challenges facing the institution, and the thoughtful essays organized around these themes as well as information provided before and collected during the visit demonstrated to the Team the plans and processes underway to address these challenges. Resources generally appear to be adequate to allow FPU to

fulfill its mission effectively and continue to operate. A theme that has been a recurring one for the institution, and which emerged as a significant issue during the visit, was strategic planning.

In the face of the appointment of a new president and the appointment of several key interim administrators, leadership has probably been wise to continue to use the 2006 strategic plan as it takes time to listen to the pulse of the institution and as it drafts a new strategic plan; however, it seemed clear to the Team that the need to finalize and adopt this plan as the institution continues to prioritize human, physical, technological and financial, and academic needs is fairly urgent if FPU is to restore the equilibrium necessary to move forward in establishing priorities for aligning institutional resources with the institution's mission and goals. [CFR 4.1 – 4.3]

Significant energy has gone into identifying tools and resources with which to support a more robust culture of institutional assessment. Many elements of this culture are very new, but as the institution becomes more experienced in assessment, the FPU community will be able to demonstrate ways in which they have effectively achieved their educational purposes, met their learning objectives, accomplished institutional goals, and positioned themselves to respond to their changing context. [CFRs 4.4, 4.5]

THEMATIC Essay 1: Student Achievement and Strategic Assessment

Processes Related to Student Achievement and Strategic Assessment

Student achievement, strategic assessment, and necessary infrastructures, are rapidly creating a culture of evidence at FPU. The Team noted a well defined direction and progressive approach during the CPR visit that was clear and carefully outlined to ensure campus wide training, participation, EER preparedness, and institutional success. The University community, led by the Continuous Improvement Committee, participated in identifying FPU's

own strengths, challenges, and gaps in the four WASC standards. The university conducted a WASC Accreditation Survey based on WASC standards and CFRs which was administered to staff, faculty, students, and Board of Trustee Members in 2009-2010. This led to identifying valued programs which became the basis for identifying major issues to address in the reaccreditation process. This “University-wide” assessment was embraced by the deans who encourage faculty to drive the process. Assessment became a Friday night “date night” during the fall of 2011 and spring 2012 where humor and meaning pulled people together, defined the direction, and centralized the function of assessment. [CFR 2.4] Inquiry Circles, another tool used to create community around issues of assessment, student success, and educational effectiveness.. Members of Inquiry Circle 1, which included faculty from music, kinesiology, institutional effectiveness, nursing, spiritual formation, business, curriculum & instruction, early childhood development, marriage/family/child counseling, assessment staff are to be commended for providing such a transparent self-assessment for Theme I. [CFR 2.9]

When it comes to defining and evaluating student achievement, faculty report, “we’re doing what we’ve always been doing, just in a new way.” This new way involves using direct and indirect measures of student learning, regularizing the Academic Assessment Cycle, and strategically assessing curricular and co-curricular learning. Implementation of this process allows the institution to define and evaluate student achievement and strategic assessment campus-wide including areas such as institutional academic assessment initiative, program review, administration of academic and student satisfaction surveys, the Satisfactory Academic Progress policy, and the co-curricular assessment of student life, athletics, and spiritual formation. [CFR 2.9, 2.11]

FPU’s assessment structure is spearheaded by the Assessment Committee under the coordination of the Office of Institutional Effectiveness (OIE),

which implemented in Fall 2011 the Institutional Academic Assessment Initiative. FPU is now using the campus-wide learning achievement tool, TaskStream, to track and cross-connect data collection in the four point rubric. [CFR 1.2, 2.3] The Team noted that formative and summative signature assignments from 60% of all programs were on TaskStream with the goal of evaluating 85% of courses by Spring, 2013.

The OIE facilitated a communication plan and an implementation plan, as well as workshops and training [CFR 2.6, 3.4, 4.4, 4.5], with the goal of achieving a sustainable and holistic assessment of USLOs and PSLOs via TaskStream. [CFR 1.2 - 2.6] Ninety percent of the programs completed the following: PSLOs, linkage of PSLOs to USLOs, linkage to CSLOs to PSLOs, curriculum maps, signature assignments, and assessment rubrics. [CFR 1.2] The institution will need to interpret and make sense of the data from this extensive collection of data as it moves forward to the EER. Institutional use of TaskStream data will need to be used to inform curricular and co-curricular change and close the assessment loop. [CFR 2.6] Program Review, though just getting started, is a significant player in continuous improvement at FPU. By 2015, FPU projects that a full cycle of department reviews will be housed in TaskStream for all departments. [CFR 2.5, 2.7, 4.4, 4.5, 2.10, 2.11] A revised Program Review Manual includes the purpose, best practices, and infrastructure resources and needs as they pertain to the department under review. [CFR 2.1] Based on the 2008 WASC recommendation, FPU is now on a 7 year cycle of ongoing program review. The review includes direct and indirect assessment measures and requires both internal and external reviewers. Recommendations that come as a result of these reviews are beginning to guide administrative decision making and budget.

FPU administers numerous institutional surveys such as HERI, IA and SS Surveys. National Survey of Student Engagement data will be available in Spring 2013. [CFRs 2.5, 2.10, 4.4, 4.5] Additional national survey data including HERI, CIRP, and CSS provide comparisons to other like institutions

and assist FPU in evaluating the student experience. [CFR 2.10, 2.11, 4.4, 4.5] The Student Perception Inventory (SPI) was used for over 20 years to assess the traditional undergraduate students' satisfaction with course and program satisfaction. Most recently the use of the IDEA Student Rating of Instruction has been used to measure student perception of faculty effectiveness in instructional strategies and course goals. In the spring and summer 2012, there was a notable 65% return rate for both TUG and GRAD. [CFR 2.5, 2.10, 4.4, 4.5]

The Office of Student Success and Retention (OSSR) administers several student satisfaction surveys: Adult Student Priorities Survey, Institutional Priorities Survey, Student Satisfaction Interest Inventory. These results inform the student life and retention efforts, highlights potential change to meet student needs, improve retention, and increase enrollment. FPU might be well-served to revisit the College Senior Exit Survey to see if this tool could be useful in measuring components of the FPU IDEA and USLOs. Additionally, clarifying the relationship and alignment of the FPU IDEA and the USLOs would be helpful in the overall assessment process.

Graduation rates and retention rates were the primary focus of Goal 1 in the FPU Strategic Plan 2006-2011. Retention rates were noted as exemplary (90%) for the extended campus and excellent (80%) for on-campus students. Throughout the Team visit, mention of the data tracking was noted but there was little mention of using this data to inform decision making, assessment, or achievement. Appendix C was a helpful internal response document to the WASC Retention and Graduation Rate Committee assessment in 2012 which outlines FPU's response to issues in preparedness for the EER. [CFR 2.7] The Team encourages FPU to continue to monitor and delineate graduation rates and ensure the sustainability of retention rates as it applies to questions necessary to establish educational effectiveness.

The Satisfactory Academic Progress (SAP) is used to track TUG students. The Team noted evidence of the way in which warnings, intervention by mentors, academic support services, financial aid, and the registrar worked together to ensure support for students through SAP. This early intervention infrastructure was noted by the WASC Team as helpful and essential campus-wide. The Academic Catalog has all policies, procedures, and notification protocols in place to further assure student success. [CFR 2.2, 2.5, 2.12, 2.13, 2.14]

In the Co-curricular Assessment areas, student life data informs the co-curricular department of achieved goals and objectives as it relates to departmental priorities which support the USLOs. [CFR 1.2, 2.10, 2.11] Leader Training in residence life has been ongoing and supports the USLOs, interpersonal communication and respect agreements in the areas of moral reasoning and critical thinking. The next step for Student Life is to focus on learning outcomes and centralize data into the TaskStream system to ensure mapping, tracking, and interpretation of data for future decision making. Additionally, the Career Center is able to use a reflective, summative assessment measures, and grad school exit survey to align PSLOs with the USLOs. [CFR 2.10, 2.1, 4.8]

The Student Life Division uses participation, satisfaction levels, and focus groups to assist new students in their collegiate transition. Mentor Assistants are given pre/post tests focusing on the impact of their training, ongoing responsibilities, leadership, and service. USLOs (moral reasoning and critical thinking) are addressed. [CFR 2.4, 2.5, 2.6, 2.11, 4.8] A committee has been assigned to revisit the Freshmen Orientation experience, using data , with new program implementation Fall 2014. The Team commends the use of data gathered about the experience to refine Freshman Orientation and encourages FPU to continue this sort of best practice as it moves forward to the EER visit.

Athletics at FPU aims to support the overall mission through a highly competitive, distinctively Christian, community service and engagement emphasis. [CFR 1.1, 2.11] The Athletics program goals link directly to the USLOs of building Christian Character (moral reasoning, service), academic excellence (knowledge), competitive excellence (knowledge, oral communication), and encouragement of community service and engagement (service and reflection). [CFR 2.3, 2.4, 2.10] The Student-Athlete Perception Inventory and the Student-Athlete Exit Interview evaluate the experience and growth during participation with resulting data used to continue to develop the program and the athletes. [CFR 2.11] FPU is in the second of a three year process required by NCAA. This successful navigation reinforces the alignment of department SLOs with USLOs.

The Office of Spiritual Formation (OSF) is the hub of student engagement in spiritual programming, service, missions, and multicultural experiences. Spiritual maturity is the focus throughout the description of outcomes and goals for the OSF. The Mature Faith Index (MFI) determines students' understanding of diversity issues, decision making, and the importance of service. The OSF challenges students to become mature spiritual leaders, engage with God, each other, and the world with the purpose of transforming one's life. [CFR 1.1] Often a challenge at many faith-based institutions, assessment seems counterintuitive to spirituality. The Team was impressed with the way FPU has grappled with this issue and strived to find meaningful ways to measure student learning, faith maturity and development, reflection, and personal assessment of growth.

The Team commends FPU for its efforts to measure student learning and educational effectiveness in co-curricular units, particularly the important dialogue regarding assessment occurring in the Office of Spiritual Formation.

Infrastructure

The WASC team was impressed with FPU's administrative support and leadership in establishing a culture of assessment with support systems in place to ensure student success and implementing processes, training, and tools necessary for strategic assessment. FPU's emerging academic and co-curricular assessment infrastructure was created with sustainability in mind. The OIE employs three personnel who oversee and manage the assessment system and TaskStream. Additionally, the Office of Institutional Research (OIR) provides quantitative demographic, retention, and graduation data to government and other internal and external entities. [CFR 3.1, 4.2] The Office of Student Success and Retention (OSSR) facility has doubled in size in response to the volume and services it provides to ensure the success of FPU students. Tracking four year guaranteed graduation rates; SAP reporting; the appeals process; the academic support center, which provides tutoring, exam proctoring accommodations for students with disabilities and online tutoring for DC students are all under the umbrella of the OSSR. [CFR 2.13, 3.1] Additional support structure includes the Center for Online Learning (COL), which provides instruction for online and blended course development and reviews courses for specific criteria for the university. [CFR 3.4, 3.7]

The curricular structure includes the Division of Student Life (DSL) with six areas: Residence Life, Housing, Student Conduct, Student Programs, Orientation, Career Services, International Service, and Health Services. The Office of Spiritual Formation (OSF), led by the University Pastor and the Dean of Spiritual Formation, provides spiritual development, counseling, and services to students on campus and at the regional centers. Athletics houses 16 intercollegiate sports, staffed by the Athletic Director, four Associate ADs, two Assistant ADs, ten head coaches, 29 assistant coaches, and 11 staff to serve students.

FPU may find it helpful to align the process and support systems used by co-curricular departments to centralize data, analyze data, and implement

strategic assessment with those used in the academic departments. Intentionally incorporating PSLOs into the central hub/TaskStream, focusing on student learning outcomes, while still including satisfaction levels, correcting areas where gaps between importance and satisfaction levels are issues, and tracking participation data are all issues that the institution will want to continue to examine as it moves forward with its assessment efforts.

Progressive and innovative work to support student achievement and strategic assessment at FPU's Regional Centers is to be commended. Infrastructure support and services include recruitment, admissions, advising, cohort, lead instructors, writing tutors, faculty support (COL), and student help desk (SOS). Assessing essential services will be an ongoing need at FPU if the institution is to ensure a right-sized infrastructure that is stable and sustainable both on and off campus.

Support through Resource Allocation

The WASC team particularly noted the recent and significant allocation of personnel and technological resources to support assessment. The centralization of assessment procedurally, structurally and technologically with the TaskStream tool shows the importance of mission through recognizing, valuing, and supporting student achievement, student learning, and strategic assessment. The Team observed how the addition of personnel in the several areas created this synergy. Between 2009-2012 record enrollments led to financial stability allowing for several strategic administrative steps and specific plans to move forward with student achievement and strategic assessment became a reality. Staffing additions included Student Success Coordinator, office assistant in the OSSR, director of IR, Dean of Degree Completion with an assistant, and Executive Director for the Center for Online learning. [CFR 3.1, 3.2, 3.5, 3.6, 3.7] Most recently an Associate Dean of Institutional Effectiveness, an Assessment Systems Manager, and an Assessment Assistant were added to create the OIE. [CFR

[3.1](#), [4.2](#), [4.5](#), [4.6](#)] FPU has clearly allocated, integrated, and aligned resources towards student achievement and strategic assessment in meeting its mission.

FPU assesses its success in part by ensuring the University infrastructure aligns and supports student achievement and strategic assessment. The Team room was organized with categories of evidence and an index outlining the Standards and matching evidence for each CFR. Both hard copies and intranet access allowed for previewing academic policies and procedures, quality assurance details, core functions, specific supports for student learning, and commitment to learning. The Team focused on the FPU-identified main infrastructures for self assessment in ensuring student achievement and strategic assessment: Program Review, Course Syllabi Audit, TaskStream training, and General Surveys. Program includes both an internal assessment process and an external reviewer. This commitment involves a seven year assessment rotation and promotes academic excellence at all levels. Given that the addition of TaskStream to the process of program review is in its early stages, the institution will need to be ready to demonstrate results and use of data by the time of the EER. The Team encourages FPU to sustain momentum and encourage wide-spread buy-in from all levels beginning with alignment of the course SLOs, PLSOs and USLOs in preparation for the EER. [[CFR 2.3](#), [2.4](#), [2.7](#), [4.6](#)]

All course syllabi offered each semester are audited for course student learning outcomes (CSLOs), linkage of CSLOs to PLSOs, signature assignments, associated rubrics, and a credit hour summary. [[CFR 2.3](#), [2.4](#), [2.7](#), [4.6](#)] The agreed-upon course template includes essential components and links TaskStream usage to the level of instructor and course learner expectations and outcomes. Expectation for use applies to all courses offered at FPU whether on or off campus.

Taskstream training and use will include a biannual assessment by faculty and students beginning Spring 2013. [CFR 3.4, 4.8] The institution will need to move from observations and comments about the training and implementation to actual assessment of the efficacy of the tool in accomplishing the institution's goals for strategic assessment. FPU will need to evaluate the tool's capacity for housing assessment data and student artifacts. Further examination of TaskStream's abilities may reveal, for example, that capstone projects, exit interviews, and other forms of student learning might best be housed as quantitative data and not qualitative data. Even the use of rubrics may not completely assess the intended outcome. FPU is already grappling with these challenges.

General institutional surveys such as HERI, NSSE, CIRP, SSI, ASPS, and IPS allow FPU to benchmark with other like institutions and are located on the Institutional Effectiveness/Assessment page on the FPU Intranet. [CFR 2.7, 2.10., 2.11] This data was reviewed by Team members, and of particular interest was how various committees received and used the data (ie Retention, IPEDs, CIRP, and SSI).

The WASC Team concurs with the Inquiry Circle's recommendations for Student Achievement and Strategic Assessment, but encourages prioritization of the ten recommendations with which the Circle concluded their essay.

Thematic Essay II – ASPECTS OF DIVERSITY

The 2007 WASC letter stated that the development of a more comprehensive Diversity Plan was necessary to help focus campus priorities. In following up on the recommendation, the CPR Report Thematic Essay II addresses various aspects of diversity.

With the Diversity Advisory Committee to report directly to the newly appointed President Pete Menjares, FPU entered a new phase of their commitment expressed in Goal 2 of the 2006-2011 Strategic Plan (SP 06). (The FPU Organizational Chart should be adjusted to reflect the change in the reporting relationship.) Work on the next Strategic Plan should reveal and direct the tangible gains toward fully realizing their expectations of becoming a leading institution in developing diversity initiatives and promoting multiculturalism. [CFR 1.5]

An institutional tendency to set aggressive goals is evident in the aspects of diversity. [CFR 1.5] The four strategies set under Goal 2 of the 2006 Strategic Plan reflect a discrepancy between the institution's high expectations and their ability to identify realistic outcomes. [CFR 2.3] One example is the relationship between the budget realities in the end of the Irvine Grant and the departure of FPU's Diversity Officer, which led to delays developing a comprehensive diversity plan. Adjusting for this loss of momentum, FPU appointed a faculty member to work alongside the Provost and Diversity Advisory Committee. [CFR 3.1, 3.2]

The institutional commitment to diversity evidences an important recognition of the demographics of the San Joaquin Valley of California. Advances in recruitment, retention, regional centers, and international programs are commendable. Growth in international students from 72 in 2007 to 94 in 2012 demonstrates institutional commitment and capacity. Student services were expanded along with recruitment activities in further support of Goal 2 SP 06 (Attachment C2). [CFR 2.3] Overall, FPU demonstrates a strong response to the diversity goal in the recruitment and retention of students. [CFR 2.10, 2.14, 3.1]

Gains in student recruitment in the degree completion program (DCP) and graduate programs were facilitated by concerted efforts by counselors familiar with the needs of the communities. [CFR 3.1, 3.4] An example of

this was seen in the Visalia campus where graduates of the DCP were employed as bilingual counselors who understand the unique challenges within the local Hispanic community. Marketing efforts by the University expanded to include testimonials for the programs, which were observed by the WASC team through interviews in the Visalia visit. [CFR 1.7, 1.9]

Examination of the changes in ethnicity for students and staff reveal areas of need for further development. [CFR 1.2, 1.5] An example are the ratios of White to Hispanic/Latino students and staff in the five year period from 2007-2011. Based on the headcounts of enrollment by race and ethnicity, the White student population in the Bachelor's degree program decreased 6%, while the Hispanic and Latino population grew 8.4%. In the same period, the number of White staff decreased 4.5% while Hispanic and Latino staff dropped <1%. [CFR 3.1] A decrease in White faculty from 85.5% to 82.8% and in Hispanic faculty from 4.3% to 2.8% [CFR 3.2] reflects the rapid increase in enrollment, without a corresponding increase in faculty/staff.

The CPR report recognizes the problem and provides reasonable ways to strengthen the institution's capacity to recruit and retain diverse faculty, staff and administration . While the Human Resource Department is building capacity to monitor searches for staff and faculty, the absence of guidelines and support for search committees is an ongoing challenge to institutional standards for diversity. [CFR 1.5, 3.1-4] The CPR visit response anticipates substantial progress toward implementing the six recommendations prior to the EER visit by the WASC Team. [CFR 3.2, 3.10]

Curricular changes reflect the development of the diversity goals while pointing to areas of on-going need. [CFR 2.1, 2.2, 2.3] For example, General Education PSLO 2 and 8 are clearly evidence of institutional change. Course additions in General Education in support of SP 06 Goal 2 along with adjustments to other PSLOs (#4-8) further demonstrate the appropriate

consideration of diversity in the TUG curriculum. [CFR 2.3, 2.4] Graduate programs have integrated diversity into their programs in similar ways to the TUG curriculum. For example, Seminary faculty scholarship and affiliations provide support for the diversity goal as do the courses in the Cross-Cultural Encounter/Cross-Cultural Counseling series of the seminary further engage students in diversity. [CFR 1.5, 2.2] In support of the curricular changes, areas of content integration within the programs (TUG, DCP, GRAD) as noted in the FPU CPR Report recommendation number 6, should be purposefully addressed in the appropriate committees including student feedback and other sources of data as evidence of the program review processes. [CFR 4.3, 4.7, 4.8]

The FPU CPR Report identifies its institutional capacity as emerging in response to increases in diversity among the students. [CFR 3.1] The Aspects of Diversity Inquiry Circle #2, Inquiry Circle #2 noted gains within the University in the areas of awareness, program expansion addressing the needs of students at risk, faculty commitment to identify and assist at risk students, and assistance in advising and student finances. [CFR 2.10-2.13] The emphasis on increasing diversity in enrollment is highly developed, especially in the DCP. For example, in student interviews at the Visalia Campus the range of backgrounds and ethnic diversity provided inspiring stories of success for those who lacked the opportunity or did not succeed in previous attempts. University wide programs to serve the diverse student body include special emphasis through Diversity Week and College Hour. Increased awareness has initiated broader hiring practices that provide diversity opportunities.

The Team commends the University's efforts to serve the goal of diversity. The increases in recruiting and retaining diverse populations of students are evidence of achieving important aspects of Goal 2 in the 2006-2011 Strategic Plan. Special mention is due to the Office of Spiritual Formation in their efforts to support Diversity Week, the College Hour, pastoral care at the

Regional Centers, and the model they provide through the diverse staff. The Team also commends the Information Technology and The Center for Online Learning (COL) for their efforts in raising the profile of online education in the DCP and serving the at risk students through the new SOS program and implementing the blended system. The coordinated work between faculty and the writing tutors in the Regional Centers in developing the support for DCP students has been a significant aspect of the gains in diversity; particularly seen in student success tracking, APA training, ESL exam, writing exam, and training writing tutors.

Various group interviews during the Visit raised the challenge of providing for students and employees with disabilities. The Team observed that expanding the definition of diversity to include persons with disabilities will raise the profile within the institution. A by-product of enrollment growth is the pressure on the institutional capacity to serve these diverse communities. The Aspects of Diversity Inquiry Circle #2 was also clear that diversity training at all levels is required as the University develops capacity. In support of the DAC interview, concern was expressed by staff that the HSI status due to growth in student enrollment is not represented in faculty and staff leading to the impression that diversity is not valued as highly in institutional practice. In order to fully develop the institution's diversity commitment, the Team affirms the necessity to expand the focus on building capacity through the eight recommendations outlined in the FPU self-study. . Given the need for on-going attention to institutional learning in the area of diversity, FPU will need to review its capacity and financial commitment to "recruit and equip a diverse community of faculty, staff, students, and administrators" (Goal 2 SP 06). [CFR 3.1, 3.2]

Thematic Essay III - RESOURCES AND FINANCIAL STABILITY

In Thematic Essay III, FPU addresses the core commitments of human resources, physical resources, fiscal resources, technological resources,

organization and governance structures and institutional planning.

Human Resources - FPU's Human Resources (HR) department is "currently in the midst of an extended period of transition." Over the last few years the department has been hampered by inadequate staffing, which necessitated the staff to focus on the minimum to provide basic services to allow FPU to operate. While there has been more consistency in faculty searches, these searches have been mainly driven by individual departments [CFR 3.2].

FPU's HR is in the process of better aligning FPU's personnel policies and practices with the university's mission and has undertaken an evaluation of them. They are also embarking upon a review of current job descriptions that should lead to an analysis of proper staffing levels at the University [CFR 3.1]. Included in these reviews is an analysis of what training would be beneficial to the development of staff and what training is mandated by law. Examples include training on sexual harassment and FERPA regulations (mandated by law) and the target implementation in spring 2013 of ConnectionsNow! customer service training University-wide for new hires. [CFR 3.1, 3.4].

While commendable, FERPA and sexual harassment training are legally mandated training and FPU needs to develop systems to assess staff performance as well as staff development needs [CFR 3.4]. While there should be recognition of FPU's efforts to improve its HR functions (increased in staffing in 2 to 6), FPU should continue improvement in providing consistency in HR functions across campus and to monitor compliance with applicable federal and state personnel laws.

Prior to 2012, faculty development had been a joint effort of the Deans and Provost, with no particular assignment for oversight. This year, an additional step was made in offering a partial assignment to one of the deans for work particularly with new and early career professors. FPU has increased support

to faculty for research projects and given additional funding to those faculty presenting at conferences [CFR 3.4].

In the 2010-11 academic year, the administration and faculty developed, and the Board of Trustees approved, a system of rank for the faculty. According to the WASC March 17, 2008 Action Letter, these have been the first steps in developing an “explicit understanding of how scholarship, teaching and community service are valued and weighed in terms of evaluating faculty for promotion.” This is an important step in “developing expectations of scholarship, community service, and the culture of research typical of a university,” as identified in the same letter [CFR 2.8, 3.4]. These changes have been integrated into FPU’s Faculty Handbook [CFR 3.4].

Physical space at FPU has increased substantially over the past decade, with the addition of the Seminary buildings and grounds to the footprint of the main campus and in the additional space acquired through the Regional Centers. Currently, the main campus consists of 386,081 square feet of space and 1,072 rooms, including 41 classrooms, 13 laboratories (science and computer), 15 study areas, 18 conference rooms, 352 residential units, 309 offices, and 281 general use and support rooms.

The Bakersfield Regional Center is 22,012 square feet with 13 classrooms and 12 offices. The Visalia Regional Center is 31,685 square feet with 22 classrooms and 18 offices. The Merced Regional Center is 4,803 square feet with four classrooms and four offices. The North Fresno Regional Center has been expanded twice to a total of 18 classrooms and 23 offices, with a total space of 23,366 square feet [CFR 4.2].

The *Building on Excellence* capital campaign is partially funded, and many have delayed pledge payments. Badly needed facilities for music and theater, as well as an education building, remain on the drawing board until final funding becomes available. Fortunately, loyal supporters of the University

have continued to give during the downturn, and annual fund giving has remained stable [CFR 3.5, 4.1].

The University's Campus Master Plan, developed in November 2007, laid out an aggressive capital improvements program (i.e. residence hall, performing arts center, library, and completion of the athletic complex). Unfortunately, the economic downturn combined with a corresponding reduction in capital project donations dictated that the University reposition itself by taking a more fiscally conservative approach towards the implementation of that Master Plan. Since that time, and continuing today, the University has concentrated on the implementation of goals and strategies as set forth in the University's 2006 Strategic Plan. Facilities growth is not clearly articulated in the Plan (except for reference to review of regional centers) and it is unclear how maintenance of facilities is governed.

Fiscal Resources - The financial crisis of 2008-09 was felt immediately in the fall of 2008 and through the spring of 2009 with the loss of about 300 students compared to optimistic budget projections (actual enrollment remained even). Even through the economic downturn, FPU continued to have clean audit reports. To hedge against other unplanned disruptions of revenue, the Board of Trustees mandated detailed plans from the administration, regular reporting, and the establishment of a reserve of 1.5% per year on an annual basis until achieving an overall 10% of unrestricted revenue be developed by 2015. FPU is currently ahead of schedule for this reserve. [CFR 3.5, 3.9]

In response to the centralization of the budgetary authority, a new budgeting policy and procedure was prepared by the administration in the fall of 2012 and reviewed by the Budget Advisory Committee and is currently being implemented. This process should allow for more transparency in the budgetary process. [CFR 3.5]

With current (FY2013) tight budgets due to softening enrollments in Degree Completion programs and continuing declines in continuing education (despite growth among Traditional Undergraduate – TUG - and stability in graduate programs), the second half of the salary step increases linked to the implementation of faculty rank has to date been delayed.

Technology - Information technology expenditures are essentially earmarked for subscriptions (bandwidth, software), service contracts, and maintenance needs. An array of technological resources have been provided toward supporting student achievement and strategic assessment, including 92 multi-media-equipped classrooms, 19 video conferencing rooms, 25 student computer laboratories (yielding a 12 students: 1 computer ratio) across the campus. [CFR 3.7] To be effective, the information technology strategic plan must be driven by the strategic goals and objectives of the organization.

In a major improvement initiative implemented by Hiebert Library in 2011-12, the Encore search system replaced an antiquated online method to make searching of all library holdings accessible via one search field. [CFR 3.6]

Organization, Governance Structures, and Institutional Planning

Organization

The University has an independent Board of Trustees which appoints and evaluates the President. The President is the CEO of the organization and is supported by a team of vice presidents, each with clear areas of responsibility. [CFR 3.10] With the reorganization of the University into four schools and the leasing and expansion of new Regional Centers from 2005-07, the University's budget was reorganized and budgetary decisions were centralized under the President, Provost, and CFO. FPU is currently operating with an interim chief financial officer and is in the process of searching for a full time CFO. [CFR 3.10] A new Vice President for Enrollment Management

was appointed and a standing Enrollment Committee was created in Spring 2008.

FPU describes the University's organization and culture as decentralized, with such positive attributes as creativity, innovation, empowerment, and shared governance. This decentralization has the potential to allow policies to fall between offices and lines of responsibilities to blur. The Provost has taken steps to reorganize, to realign administrative roles, and to reapportion tasks more clearly and is encouraged to continue to consult with other constituents across the campus as FPU continues its assessment of the needs of the organization.

Governance

The Faculty Senate and new governance policies balancing faculty responsibility for curriculum and academic personnel matters and administrative responsibility for the university as a whole were developed in the 2010-2011 academic year and approved by the Board of Trustees in June 2011. The governance system, designed for broad consultation and collaboration, supports the institution's educational objectives, reflects a commitment to participatory processes, and supports the university in moving more aggressively towards evidence driven decision-making. [CFR 3.3, 3.11, 4.4]

Institutional Planning

Budget priorities were shifted to develop regional center marketing and enrollment growth, as well as to cover costs, and athletic teams were added (Swimming in 2008 and Baseball in 2009) together with their additional expenses. The purpose of these moves was to prioritize growth, stabilize the financial model of the institution by developing new programs offered in regional centers, to develop Fresno Pacific as a regional Master's level

university, and to raise the profile of the University in the region. Some felt that academic programs were not given high enough priority and that budgetary decision-making was not transparent enough. [CFR 3.5, 3.8] Enrollment goals were more clearly articulated following the downturn in 2008-09. The five year goal of 1250 traditional undergraduates was virtually met with 1225 in fall 2012.

Despite its contention that the institution has “conducted formalized planning for the past 40 years” the Team notes that limited analysis of revenue and costs of various programs of the University coupled with limited dissemination of information about the budgeting process to the broader University community make it difficult to assess the effectiveness of budgeted priorities in carrying out the University’s educational mission and its goal of the continued development of an academic culture appropriate to a regional Master’s institution. The Team did not find much evidence of consistent strategic planning “by environmental scans, data collection, and period review and analysis.” FPU does identify that one of the first tasks of the new CFO must be to establish long range budgets, to provide analysis of costs and efficiencies of programs, and trajectory of expenses as indicative of priorities over time. A further step must be to ensure that academic plans are fully integrated into the budgeting process as FPU moves beyond the recession. [CFR 3.5 4.2]

FPU has recently embarked upon a re-examination of its 2006 Strategic Plan (which was updated in 2010), and a new Strategic Plan is in development. This exercise is now engaging multiple constituencies in institutional reflection and planning, including faculty, staff, students, board members, alumni, donors, pastors of the Pacific District Conference of the Mennonite Brethren, and local businesses and community members. The plan is projected to be completed and presented to the Board of Trustees by June 1, 2013.

Thematic Essays IV & V: CRITICAL THINKING AND WRITING

FPU chose to focus on two competencies and rigor of degree as a voluntary move in the direction of the new approach to WASC accreditation reviews. They are to be commended on their initiative. This essay will focus on two of the competency areas: critical thinking and writing.

Critical Thinking

In its attempts to ensure their students' development of core learning abilities [CFR 2.2a, 2.2b] FPU's Critical Thinking Inquiry Circle (CT Inquiry Circle) is to be commended on the inductive, data-driven approach to the study of critical thinking as a learning outcome using two conceptual mapping strategies: examination of stated CSLOs and PSLOs from undergraduate and graduate assessment artifacts and analysis of narrative descriptions of "critical thinking" from program directors and co-curricular directors. These two analyses confirmed for their campus audience [CFR2.3, 2.4] that critical thinking as an outcome is integrated into numerous curricular and co-curricular programs. It also confirmed that conceptual definitions and applications for this outcome varied widely from program to program. [CFR 2.2, 2.11]

Members of the CT-Inquiry Circle attended several workshops and training sessions (e.g., WASC workshop on Critical Thinking and Information Literacy) as learning opportunities and used these opportunities to strategize how to assess critical thinking on their campus. This spring, two faculty trained in the use of the Critical Thinking Assessment Test (CAT) intend to institute pre- and posttest measures in several courses in the sciences (nursing and biology), the freshman seminar, and 2-3 senior capstones in history and biblical studies as pilots and potential pilot projects. In the process, the CT Inquiry Circle members noted that training faculty in CAT scoring has led to productive discussions and opportunities for faculty development about critical thinking as a construct and its potential application. They confirmed

that their efforts will support formal review process of undergraduate and graduate programs, and General Education requirements. [CFR 2.7]

The CT-Inquiry Circle explored essential connections among critical thinking conceptualizations, the FPU Idea (e.g., the “prophetic voice”), and writing as an inextricably tied outcome to the critical thinking process. They have looked at a variety of possible assignment types, such as portfolios in Education, and measurements (e.g., AAC&U’s CT Value Rubric) to capture the complexities of the outcome and provide them with a potential means for benchmarking their data. Whereas a broad conceptualization may link well with the general mission and vision of FPU, the faculty are also aware of the need to remain sensitive to the variation in definition and application across disciplines and in General Education courses, at undergraduate and graduate levels, in more professionally applied programs, and across curricular and co-curricular programs; they will continue to work with units, such as Student Life and Office of Spiritual Formation, for more complete integration. [CFR 2.2, 2.4, 2.11]

The FPU CT-Inquiry Circle identified a need to establish a work group around critical thinking with representation from all facets of the institution. The Team agrees with this recommendation and encourages continued exploration and discussion regarding this competency outcome, including the USLO definition for critical thinking which may not have been considered earlier.

The Team would also concur that conceptualizations of critical thinking should be expanded beyond course-levels to consider alignment with the FPU Idea, program-level outcomes (PSLOs) at undergraduate and graduate levels, in professionally applied programs, in general education, and across co-curricular programs. The Team encourages the work group to continue research and faculty development opportunities so that conceptions of critical thinking are refined and adequate measures are adopted for this outcome’s

assessment strategies at all levels of the institution. [CFR 2.1-2.7] The Team looks forward to results from piloted projects with multiple measures, including those with benchmarking capabilities (e.g., CAT).

Writing

The FPU Writing Inquiry Circle is to be commended for collecting and analyzing campus-wide efforts on writing. Members included a wide cross-section of faculty and administrative staff from English, the sciences, library, education, business, the writing center, tutorial staff, degree completion, and regional centers. Writing has been identified as one of the campus core essentials and has received special attention because of larger proportions of the student population who face challenges in this area (e.g., Spanish-first speakers, international students, etc.). [CFR 2.3, 2.4; 4.1, 4.7]

Faculty and staff established the English Placement Testing and tracking systems for their undergraduate students on both the main campus and regional centers. Writing assessments are in place on the main campus for traditional undergraduate student (TUGs) screening. Over several years of consistent testing, procedures have been developed for placing students in either a one-semester or two-semester sequence of basic English composition courses; continued pre- and post-testing verifies the effectiveness of the process. There is increasing recognition of the effectiveness of tailoring courses toward specific student cohorts. Recent developments include composition courses for Honors students and two-sequence course for students in the STEM disciplines. [CFR 2.2a, 2.4, 2.5, 2.6, 2.10, 2.11; 4.3, 4.7]

Faculty and staff focused additional attention on the DCP students at the regional centers. Working with the English department, the regional centers have ensured that the DCP teachers and tutors are fully qualified to teach the basic writing courses. Placement exams and assessment of student work

through signature (key) assignments will help to ensure continued progress of DCP students. Faculty and tutorial staff verified adequate support for DCP and TUG lower division basic courses. They will concentrate on developing syllabi and online curricula for DCP courses, COM-109 and COM-111 to meet a blended requirement and TaskStream data entry set for this spring [CFR 2.4-2.6; 2.10, 2.12, 2.14]. The General Education program started its program review process in 2013 and will complete the review in 2014. [CFR 2.7, 4.4, 4.7]

The institution recognizes the need to broaden the writing program to upper division and graduate-level courses, to include the assessment of transfer students, and to embed information literacy. Exploratory projects, which include assessing writing in the first two semesters of a one-unit graduate class, assessing discipline-specific writing in an upper division social science course, and integrating an information literacy module through the library are commendable. [CFR 2.2a, 2.2b, 2.12, 2.13; 4.3, 4.7]

The WASC Visiting Team concurs with the Inquiry Circle's recommendations for continued faculty preparation, training, and evaluation (particularly at upper division and graduate levels), assessment of student writing, and student skill building. The Team encourages continued work in the following areas:

- Assistance to faculty and tutorial support on the assessment process for writing and information literacy (e.g., plagiarism, APA style, etc.).
- Development of observation-based evaluation methods for teaching strategies on writing and information literacy.
- Expansion and integration of "writing-across-the-curriculum", discipline-specific strategies for students in upper division courses and graduate programs, and assessment of their effectiveness.
- Assessment of proficiency-levels and needs of transfer TUGs and DC students and the development of support strategies to meet their needs. [CFR 2.14]

- Ongoing evaluation of the sufficiency and effectiveness of curriculum support resources (e.g., tutorial staff, workshops for faculty, staff, and students, etc.) for students in writing-intensive courses, particularly at upper division and graduate levels and for those students who score very low on the English Placement Test.

Theme VI: RIGOR AND MEANING OF DEGREE

Academic rigor, as defined by FPU in their CPR, is determined not just by “what is taught but how it is taught, and how it is assessed.” As is stated in the CPR Report, the highly valued FPU degree, based in the liberal arts tradition, helps students to develop social response, intelligence, and practical skills, and ability to apply knowledge. This realization of the FPU’s mission has endured over the years even though course offerings have changed. [CFR 1.1, 1.7, 2.1, 2.2a, 2.2b]

The CPR report is consistent with the FPU’s chosen themes, and the essay on rigor and meaning of the degree supports the institution’s emerging assessment process. This process is being refined through professional growth days, utilization of the Degree Qualifications Profile (DQP) and Degree Profile Matrix, establishment of the Inquiry Circle, and oversight of the OIE in implementing assessment processes which aim to align learning outcomes with the FPU Idea and the USLOs. [CFR 4.1, 4.2, 4.4, 4.5, 4.7, 4.8]

Development of the assessment process involves weaving and aligning the FPU Idea and FPU mission into every course, program of study, and student learning both inside (curricular) and outside (co-curricular) the classroom. [CFR 4.6] Reexamining and establishing structures, policies and practices to ensure academic rigor resulted in change in 2004-5. The revised academic model resulted in four disciplinary schools housing the Bachelors and Masters programs respectively. A fifth school, the Fresno Pacific Biblical Seminary, was added in 2010. The programs housed in these schools utilize various

delivery modes beyond face-to-face including blended and online learning. Additionally, school caucuses continue to provide a forum wherein academic program, rigor, meaning of the degree, and other issues can be addressed. [CFR 4.1, 4.2, 4.4, 4.5, 4.7, 4.8]

The Team found evidence that many faculty were able to speak knowledgeably of how they were involved in ensuring alignment, assessing data, using TaskStream. Some departments spoke of using the data and/or feedback to make decisions in their programs. [CFR 4.3] Currently 90% of the academic departments are involved in using TaskStream at some level. This embracing of student learning in an environment of academic excellence, innovative programming, and spiritual vitality seems to be the very imprint of FPU.

The DQP application exercise, organized by Inquiry Circle 6, engaged faculty from communication, biblical seminary, accreditation administrator, ministry, Education, History, degree completion, seminary administrator, registrar's, and admissions who analyzed PSLOs with DQP degree outcome levels in a lively discussion which produced an uncertain unanimity. Clarification and differentiation on rigor at each level, Bachelors and Master's programs, is needed. [CFR 2.1, 2.4, 2.6]

Key areas for the DQP included curriculum based on the liberal arts, providing students with broad knowledge of the wider world (e.g. science, culture, and society), in-depth study in a specific area of interest, social responsibility, as well as strong and transferable intellectual and practical skills (communication, analytical and problem-solving skills), and ability to apply knowledge and skills in real-world settings. The following key findings came from the faculty DQP application exercise as it relates to all undergrad/grad degree programs:

- All university faculty agreed that all five spider-web strands in the DQP [civic learning, applied learning, intellectual skills, specialized knowledge, broad integrative knowledge], are represented in their assigned programs at least moderately. Balance in the areas of emphasis was evident and a clear strength of most programs.
- FPU graduate programs tended to be more specialized in focus than undergraduate programs.
- FPU graduate programs tended to assume that "broad, integrative knowledge" was already a part of students' skill sets and that most graduate programs sought to build on this acquired knowledge.
- It was noticed that other strands, particularly applied learning and specialized learning, also built on broad integrative knowledge. As such, broad integrative knowledge seemed foundational to the educational experience at FPU, not only in terms of what we are teaching students, but in terms of how we build to higher levels of knowledge.
- There was a strong desire to continue the dialogue throughout the institution about what FPU means by Bachelor's and Master's degrees, given the obvious differences in what the programs associated with them value.
- Groups found it easier to explain their programs and the learning competencies when they looked at the tri-fold description of areas of emphasis rather than the web diagrams. The descriptions of each value in the tri-fold were very clear and easily grasped. However, the web falsely implied that the values listed next to each other were connected or more similar to each other, either in terms of their meaning or how they are practiced. Conversely, the web implied that values such as applied and specialized were almost opposing ideas, given how far away they are from each other. The working groups wondered if these values were either independent from each other or connected to each other or both. The working groups also felt that the web graphic did not make this clear.

The Rigor and Meaning of Degree Inquiry Circle #6 did a Spot Audit which included the SLOs and Bloom's Taxonomy Audit and examined the relatedness between program-level learning outcomes with general outcomes in DQP document to test for level of complexity in learning. This, along with the Lumina assessment, indicates compliance with academic standards. However, conversations continue to highlight the need to ensure rigor and meaning in both TUG and DC degrees. This articulation process has begun.

Faculty and staff are to be commended for their participation in innovative assessment and inquiry to ensure rigor and meaning in the FPU degree and encouraged to continue to fine tune this process and focus on the key findings/recommendations regarding rigor and meaning of degree, defining expectation for degrees, and adopting competencies based on the DQP.

In the continued efforts of aligning PSLO's with USLO's, the institution should seek to determine congruence of USLO's with the FPU idea and determine if there is a need to include characteristics for the FPU idea into the USLO's. The Team noted that the FPU self reports uncertainty of the influence of the characteristics of the FPU Idea--reconciliation, peacemaking, learning partnerships student/professor, on learning outcomes. Further discussion about whether these ideas should stand alone as USLO's or be incorporated as components of current USLOs should take place. The DQP suggests that faith-based institutions might have another dimension in their web that would directly reflect this institutional identity.

Further work will need to define strategic assessment systems and support for co-curricular staff, similar to academic process (UAC, DCAC, GAC, and the Academic Cabinet) with support in writing PSLO's, aligning PSLO's with USLO's, using TaskStream, and assessing the data. Finally, FPU will want to more broadly communicate to internal and external constituencies the USLOs in preparation for EER.

SECTION III – FINDINGS AND RECOMMENDATIONS

Commendations

1. The Team commends the Provost for providing continuity and stability during the period of significant transition.
2. The Team commends Fresno Pacific University for looking forward to the changes in the WASC review process by voluntarily addressing two of the newly identified core competencies—writing and critical thinking, and for engaging in discussion of the rigor and meaning of degrees.
3. The Team commends FPU’s sense of the unique role it plays in meeting the needs of the Central Valley population with its diverse population, particularly for first generation students. This sense of purpose is an excellent reflection of the FPU Idea commitment to “prophetic action in serving the community.”
4. The Team commends the significant steps FPU has taken in creating a culture of assessment, particularly in the use of tools for centralizing information and data analysis and encourages the institution to continue these good efforts as it moves forward to the EER.
5. The Team commends FPU for including student learning and educational effectiveness in co-curricular units in their assessment activities. The Team particularly noted the important dialogue and questions taking place in the Office of Spiritual Formation.
6. The Team commends the efforts of the institution to be more data driven in enrollment projections and encourages the institution to utilize this data driven decision making to inform and strengthen their financial management and budgetary processes.
7. The Team commends the progressive and innovative work at Regional Centers.
8. Finally, the Team commends the Campus Community for its widespread involvement in the preparation of the CPR Report and

particularly notes the use of Inquiry Circles and other collaborative forums.

Recommendations

The Visiting Team recommends the following:

1. Continued work to finalize and implement the Strategic Plan. [CFR 4.1, 4.2]
2. Greater attention to clarity and definition of the annual budgeting process. [CFR 1.2, 3.5]
3. Greater transparency and better communication across units at all levels within the University and among all constituents and stakeholders. [CFR 1.7, 4.1, 4.2]
4. Attention to clarifying the lines of responsibility and reporting in order to stabilize the infrastructure. [CFR 3.8, 3.10]
5. Strategic prioritization of the numerous self-identified recommendations within the thematic areas of the CPR Report. [CFR 4.1, 4.2, 4.3, 4.4, 4.5]

SECTION IV – PREPARATIONS FOR THE EDUCATIONAL EFFECTIVENESS REVIEW

In many ways, Fresno Pacific University has positioned itself well to move ahead to the Educational Effectiveness Review. It has done much to create systems and provide the infrastructure and mechanisms by which data can be gathered and analyzed to measure educational effectiveness and student achievement and evaluate student learning. Because the institution has worked effectively in addressing issues identified in previous WASC reports and bringing them forward through the Institutional Proposal and the CPR Report, some of this data is already being gathered and analyzed. Although this activity is scattered among various academic and co-curricular units, the

enthusiasm with which it is happening bodes well for institutional ability to foster the synergy necessary for the activity to permeate the institution and create a culture of assessment that is consistent and robust.

The institution has been exceptionally candid in their self-assessment and has identified a plethora of recommendations for follow-up activity. While it may be valid to say that all these recommendations need to be addressed, the institution would be well-served to use the Visiting Team Report to prioritize these recommendations and strategically target those that will have the most impact on the institution as it prepares for the EER. A strategic timeline might help the institution map continued activity up to, through and beyond the EER and give the institution a better sense of what they can realistically accomplish before the EER visit.

While it is clear that the institution has the capacity to collect data and has taken significant steps to organize, analyze, aggregate, and disaggregate that data, the Educational Effectiveness Review will require evidence that such synthesis of the data is taking place widely among academic and co-curricular units, that the results of this synthesis is informing and driving the budgeting and strategic planning processes.

APPENDICES

1. Report on off-campus and distance education programs
2. Report on substantive change-related issues
3. Compliance audit

Team Report Appendix 1

Fresno Pacific

OFF-CAMPUS SITE

Institution:

Kind of Visit: CPR

Date: 3/19/13

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed¹. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address

Visalia Regional Center
 245 N Plaza Drive
 Visalia, CA 93291

(Of the 4 FPU regional centers, Visalia was visited by Doug McConnell and Lisa Bissell Paulson.)

2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a regional center or off-campus site by WASC)

The Visalia Center is a direct extension of Fresno Pacific University's main campus serving over 800 students, 40% Hispanic, 70% females, with a comparative grid below indicating numbers of full time and part time faculty/instructors:

	2007	2008	2009	2010	2011
FT	25	29	31	28	29
PT	94	103	114	123	138

The Visalia Region Center offers accelerated bachelor's degree completion programs as well as master's degrees and credentials (see list of Visalia Degrees below). All courses are offered in the evening and are taught or team taught by experienced lead faculty and/or instructors. Additional onsite services include: admissions, recruitment, academic advising, career services, writing tutor, spiritual counseling, IT support via help desk, access to library resources via mail, and bookstore purchases via courier.

Faculty support services, Center for Online Learning, are available for online and blending learning courses, course syllabi template assistance, and TaskStream usage. The Student Online Services (SOS), assists all adult learners with extended hours and weekend help desk availability.

The Visalia Center was founded and WASC approved in 2003. The Visalia Campus is 36 miles away, approximately 45 minutes driving time, from the main FPU campus. The previously Visalia location was in an older, smaller building until 2009 and the new center now showcases, state-of-the art construction. Built and leased from a “friend” of the University, the 31,685 square foot complex houses 22 classrooms and 10+ offices, and break/snack rooms.

Over the last three years, the campus has dealt with a 50% increase in enrollment and celebrates a 90% retention rate. Cohorts are 54 strong. Additional strengths of the extended campus include a strong teacher/mentor involvement, intense collaborative learning over a 6 week period of time, and value-added support services for students.

Visalia Degree Completion Programs

- Business Administration: Management Emphasis
- Business Administration: Organizational Leadership Emphasis
- Christian Ministry & Leadership
- Criminology & Restorative Justice Studies
- Early Childhood Development
- Liberal Arts
- RN to BSN

Graduate Programs

- School of Business
 - Global MBA
 - Leadership Studies
- School of Education
 - Administrative Services
 - Curriculum & Teaching
 - Educational Technology
 - Integrated Math/Science Education
 - Math Education
 - School Counseling - Credential
 - School Counseling - Master's
 - School Psychology
 - School Counseling/School Psychology Dual Program
 - Special Education

Teacher Education
 Teacher Librarian
 School of Natural Science
 Kinesiology
 Biblical Seminary
 Marriage, Family & Child Counseling

Observations and Findings

Lines of Inquiry	Observations and Findings	Follow-up Required (identify the issues)
<p><i>Fit with Mission.</i> How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? [CFR 1.2, 3.1, 3.5, 4.1]</p>	<p>Through the regional center, FPU met a community need in serving greater numbers of Hispanics, many of which are first generation. Serving the needs in the community is very much a part of the FPU Idea and mission of a Christian community of learners serving the greater community Based on leadership input, community needs assessment and institutional offerings, specific programs of study became the focus at regional centers. Onsite directors oversee the operation.</p>	<p>Create intentional strategic plans for regional centers to address strategic needs, growth/enrollment management, academic offerings, infrastructure/support service needs, and budgeting. The centers are currently receiving numerous requests to serve undergrads, TUG students, general education courses that are full at community colleges, and additional areas outside of the current scope and offerings.</p>
<p><i>Connection to the Institution.</i> How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? [CFR 1.2, 2.10]</p>	<p>FPU imprint and institutional identity is visible through signage, marketing materials, name tags, and messaging. Integration of off-campus students into on-campus meetings occurred throughout the WASC visit via V-com. This live streaming occurs regularly to integrate students and faculty to the campus. Examples include the Campus Hour, presentations and interviews, training</p>	<p>Continue to nurture and integrate Regional Campus students onto the FPU campus to ensure they have a sense of the total FPU experience.</p>

	<p>sessions, and other programming (ie Business department Disney training).</p> <p>The integration of spiritual values and culture at regional centers also exists with a regional chaplain onsite daily; available for spiritual counseling and support, devotionals, conflict resolution, and students are invited to campus spiritual programming via V-com.</p>	
<p><i>Quality of the Learning Site.</i> How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? [CFR 1.8, 2.1, 2.5, 3.1, 3.5]</p>	<p>Opened in 2003, new structure/site in 2009, this state of the art facility fosters a learning environment with smart boards, V-Com, collaborative learning classrooms, and support services to assist faculty-student contact in blended classes and online learning. The onsite, full time director for Visalia Center meets regularly with all regional center directors and the Executive Director, Interim VP for Student Services to ensure that the off-site campus is well-managed. Dean of the Degree Completion program, Office of Institutional Effectiveness, and Associate Dean, Accreditation/Registrar sit on Academic Cabinet and various academic committees to ensure oversight to the academic program. Recently an evening operation manager/security person assists until facility closes at 10:30 p.m.</p>	<p>Continue to link academic department leadership into the oversight of student learning and the curriculum.</p>
<p><i>Student Support Services.</i> CPR: What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? EER:</p>	<p>FPU's response to staffing needs is done through student input, teacher observations, and staff identified needs.</p>	<p>Further processes and a needs assessment of staffing and/or cross training should occur to</p>

<p>What do data show about the effectiveness of these services? [CFR 2.11-2.13, 3.6, 3.7]</p>	<p>Onsite services (from a few hours a week to full time) include admissions, recruitment, financial aid, academic advising, career services, writing tutor, spiritual counseling, IT support via help desk, access to library resources via mail and online (Link plus system in place by July/August 2013) and bookstore purchases via courier.</p> <p>Students voiced greater need for academic counselors and writing tutors.</p>	<p>provide clear evidence of effectiveness and adequate staffing.</p> <p>Ensure policies are in place for midstream transitions, program changes, finances, and expectations once a cohort has begun. (ie 13 month program changed to 18 month midstream for 1 semester cohort; others were in a teach-out program.)</p>
<p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty are involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? [CFR 2.4, 3.1-3.4, 4.6]</p>	<p>Academic Cabinet oversees FPU's academic programs both on and off campus. Dean of the degree completion program works with deans of various schools/departments who then oversee their regional curriculum and assign lead teachers to work with regional center teachers (part time, adjunct, or onsite professors). Courses are reported as being held to the same expectations as campus for academic rigor and core competencies. Thematic Inquiry Circle #6 did a Spot Audit which included the SLO's and Bloom's Taxonomy Audit. This examined the relatedness between program-level learning outcomes with general outcomes in DQP document to test for level of complexity in learning. This, along with the Lumina assessment, indicates compliance with academic standards. However, conversations continue to highlight the need to ensure rigor and meaning in both</p>	<p>Include schools/departments in the regional center strategic planning.</p> <p>Continue to ensure academic oversight and approvals on programs, courses, and strategic assessment.</p> <p>Continue to ensure rigor and meaning in both TUG and DC degrees</p>

	<p>TUG and DC degrees. This articulation process has begun.</p> <p>Best practices for online instruction and the Online Blended Course Quality Initiative started in 2012.</p> <p>SOS (Supporting Online Students) and the Center for Online learning team assists students and teachers with online and blended classes. Instructor training and orientation occurs in the creation, design, and technical details of online/blended course development and in the use of Moodle, course management software. Across campus, the use of a course template ensures essential information be included in every course which also assists in the upload of SLO's and other pertinent assessment linking information to Taskstream, one of FPU's assessment and reporting tools.</p>	
<p><i>Curriculum and Delivery.</i> Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? [CFR 2.1-2.3, 4.6] [Also submit credit hour report.]</p>	<p>See Faculty notes above, plus, teachers use the course syllabus template and work with lead teacher on course design. Dean of the Degree Completion program, Office of Institutional Effectiveness, and Associate Dean, Accreditation/Registrar sit on Academic Cabinet and various academic committees to ensure oversight to the academic program. Regular semester course syllabi audits and the program review process, which includes both internal and external reviews, hold all levels accountable. Discussions onsite with deans of schools noted how adult</p>	<p>Continue participation and implementation of self reported recommendations within the CPR, Rigor and Meaning of Degree.</p>

learners successfully accomplishing course content, SLO's, and expectations in a consolidated period of time.

Clarification in credit hour policies occurred in May, 2012 with the following Definition of Policy

Practice:

Each program will meet the DOE/Accreditation Credit Hour Policy in ways distinct to its programmatic structure, yet fully in compliance with all new regulations. The syllabus for each course will include a record of estimated times for the work of the class as a guide to students and to demonstrate compliance.

Degree

Completion/Undergraduate:

Seat time will be met by a combination of face-to-face, traditional classroom instruction regularized in the 2011-12 program modifications of DC programs (two weeks per unit of instruction), along with mediated/online instruction which has the effect of making all DC programs (General Education, elective, and cohort) hybrid/blended programs. Homework hours will continue to be 30 hours per unit of credit as has been the policy and practice. Total instructional and homework time will equal 45 hours per unit.

Online Courses: Seat-time and homework time in online courses are difficult, if not impossible to isolate. Total instructional and independent work will equal or exceed the total required time of

	<p>traditional undergraduate and graduate courses respectively according to Carnegie standards. Course design will balance instructional activities and will be guided by best practices as developed in 2011-12 in the “Online/Blended Course Quality Initiative” by the Online Instruction Committee and the Center for Online Learning, and approved in May 2012.</p> <p><input type="checkbox"/> Internships, practica, studio and lab work, independent programs (e.g. IMAP) will include “at least an equivalent amount of work” (see WASC Credit Hour Policy) as required in classrooms, guided by standard higher education conventions.</p>	
<p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? [CFR 2.6, 2.10]</p>	<p>FPU is to be commended for remarkably high retention rates both on campus 80% and at the Regional Centers 90%.</p> <p>Retention rates are collected and reported on the university website on the Disclosures page. Resulting data show that retention rates at regional centers are higher than on the main campus as noted above. One reason they believe this is occurring is due to the strong bonding and support within the cohort group.</p>	<p>Continue with high impact retention decisions such as the structure of cohorts and the value added features of worship/fellowship/eating together prior to class session.</p>

<p><i>Student Learning. CPR:</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? <i>EER:</i> What are the results of student learning assessment? How do these compare with learning results from the main campus? [CFR 2.6, 4.6, 4.7]</p>	<p>Assessment of student learning at FPU has a long history with 10 years of school specific assessment and all assessment under the purview of the University Assessment Committee. Both FPU and regional centers are included in the student learning assessment processes, reporting, and use of Taskstream. The assessment of writing and critical thinking skills are also part of this process. The structure of assessment is inclusive of regular program review, course syllabi audit every semester, and biannual Taskstream data assessment.</p> <p>Regional centers added a writing placement exam and writing tutors based on reported needs.</p> <p>Regional centers do have the SOS/Online Center team to assist with online/blended course design and TaskStream use assistance.</p>	<p>Continue to monitor student success, learning, and needs at regional site and as compared to the main campus.</p>
<p><i>Quality Assurance Processes: CPR:</i> How are the institution’s quality assurance processes designed or modified to cover off-campus sites? <i>EER:</i> What evidence is provided that off-campus programs and courses are educationally effective? [CFR 4.4-4.8]</p>	<p>Quality assurance details and processes for online/blended courses are noted in the evidence and comply with Standard 2.</p> <ol style="list-style-type: none"> 1) Online Blended Course Initiative 2) New Course Outline Template 3) Course Syllabus Template- Degree Completion 4) New Course Proposal Flowchart 5) Course Hours Worksheet <p>In addition to the Student Learning notes above, the recent process of Inquiry</p>	<p>Ensure all face-2-face, blended, and online programs be involved in campus assessment processes, competencies, and rigor for all degree candidates.</p>

	<p>Circles, Lumina DQP, and discussions about academic rigor and the meaning of the degree showed student success in achieving SLO's to be similar both on campus and at regional centers.</p>	
--	--	--

Team Report Appendix 2

Institution: Fresno Pacific University
CREDIT HOUR POLICIES AND PROCEDURES
 Kind of Visit: CPR Date: 3/20/13 – 3/22/13

A completed copy of this form should be appended to the team report for all CPR, EER and Initial Accreditation Visits. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)	Verified Yes/No
Policy on credit hour	Does this policy adhere to WASC policy and federal regulations?	Yes
	Comments: FPU adopted a credit hour policy in compliance with the WASC policy in the Fall of 2012.	
Process(es)/ periodic review	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)?	Yes
	Over the past two years FPU implemented a policy requiring all syllabi to include a credit hour assessment of the individual course. This requirement is for all faculty, regular and adjunct. The policy is new, so it has not been part of a periodic review to date, but they have a review all syllabi every quarter for compliance with the policy.	
	Does the institution adhere to this procedure? Yes, as evidence in the Capacity and Preparatory Review Team Room Data/Exhibits.	Yes
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? Undergraduate 1 hour of class time = 2 hours of outside work; Graduate 1 hour class time = 3 hours of outside work	Yes
	Comments: Courses at both the main campus and the regional campuses.	
Sample syllabi or equivalent for online and hybrid courses	What kind of courses (online or hybrid or both)? Blended (online and hybrid) How many syllabi were reviewed? 2 What degree level(s)? BA, MEd What discipline(s)? Early Childhood Development, Education	Yes
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	Yes
	Comments:	
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours	What kinds of courses? Traditional, graduate, degree completion, online & blended, internships/practica, studio & lab, and independent studies. How many syllabi were reviewed? In addition to the templates for credit hour worksheet for undergraduate and blended classes, we reviewed 10 syllabi. What degree level(s)? BA, BSN, MA, MBA, Med, MSN What discipline(s)? Chemistry, Communications, Critical Thinking and Composition	Yes

WASC CPR REVIEW TEAM REPORT – FRESNO PACIFIC UNIVERSITY, MARCH 20-22, 2013

(e.g., internships, labs, clinical, independent study, accelerated)	(English), Economics, Education, Kinesiology, Marketing (MBA), Mathematics, Nursing (BSN, MSN), Old Testament (MA)	
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded?	Yes
	Comments:	

Team Report Appendix III

Compliance Audit Checklist

Name of Institution: Fresno Pacific University

Date of Visit: March 20-22, 2013

These items are all located in the Electronic Evidence Room by Standard and CFR and highlighted in “red” in the Index of Team Room and Data Exhibits.

CFR	Documents Required	
Standard 1		
1.1	Mission statement	X
1.2	Educational objectives at the institutional and program levels	X
1.2.1	Public statement on student achievement (retention, graduation, student learning	X
1.3	Organization chart (X 3.8, 3.9, 3.10)	X
1.4	Academic freedom policy	X
1.5	Diversity policies and procedures; Procedures for Special Accommodations	X
1.6	-	-
1.7	Catalog (online _x_, hard copy ___) with complete program descriptions, graduation requirements, grading policies (X 2.10.1) -- http://www.fresno.edu/registrar	X
1.7.2	Student complaint and grievance policies	X
1.7.2.1	Policy for grade appeals	X
1.7.2.2	Records of student complaints	X
1.7.3	Faculty grievance policies	X
1.7.3.1	Record of faculty grievances	X
1.7.4	Staff grievance policies	X
1.7.4.1	Record of staff grievances and complaints	X
1.7.5	Employee handbook	X
1.7.6.1	Up-to-date student transcripts with key that explains credit hours, grades, levels, etc.	X
1.7.6.2	Admissions records that match stated requirements; complete files	X
1.7.6.3	Policies and procedures to protect the integrity of grades	X
1.7.6.4	Tuition and fee schedule	X
1.7.6.5	Policies on tuition refunds	X
1.7.6.6	Policy on credit hour/award of credit	X
	Processes for review of assignment of credit	X
	Review of syllabi/equivalent for all kinds of courses	X
1.8	Regular independent audits of finances (X 3.5)	X
1.9	WASC-related policies to ensure sub change policies	X
1.7-1.9	Documents relating to investigations of the institution by any governmental entity and an update on the status of such investigation	X
	A list of pending legal actions by or against the institution, including a full explanation of the nature of the actions, parties involved, and status of the litigation	X
Standard 2		
2.1	List of degree programs, showing curriculum and units for each (X 1.7)	X
2.2	Complete set of course syllabi for all courses offered	X

CFR	Documents Required	
2.2.1	(For associate and bachelor’s degrees) statement of general education requirements (X 1.7)	x
2.3	SLOs for every program	x
2.4	-	-
2.5	-	-
2.6	-	-
2.7	Program review process with clear criteria, which include assessment of program retention/graduation and achievement of learning outcomes	x
2.7.1	Regular schedule of program review (including for non-academic units)	x
2.8	Policies re faculty scholarship and creative activity	x
2.9	-	-
2.10	Data on student demographics	x
2.10.1	Data on retention and graduation, disaggregated by demographic categories and programs	x
2.10.2	Collection and analysis of grades at the course or program level, as appropriate	x
2.10.3	Policies on student evaluation of faculty	x
2.10.4	Forms for evaluation of faculty by students	x
2.11	List of student services and co-curricular activities	x
2.11.1	Policies on financial aid	x
2.12	Academic calendar (X 1.7 catalog)	x
2.13	Recruitment and advertising material for the last year	x
2.13.1	Registration procedures	x
2.14	Policy on Transfer of Credit	x
Standard 3		
3.1	Policies on staff development	x
3.2	List of faculty with classifications, e.g., core, full-time, part-time, adjunct, tenure track, by program	x
3.3	Faculty hiring policies	x
3.3.1	Faculty evaluation policies and procedures (X 2.10)	x
3.3.2	Faculty Handbook if available	x
3.4	Faculty development policies	x
3.4.1	Faculty orientation policies and procedures	x
3.4.2	Policies on rights and responsibilities of non-full-time faculty	x
3.4.3	Statements concerning faculty role in assessment of student learning	x
3.5	Audited financial statements (X 1.8)	x
3.5.1	Appropriate financial records	x
3.5.2	Appropriate policies and procedures for handling of financial aid (X 2.11)	x
3.5.3	Campus maps	x
3.6	Inventory of technology resources for students and faculty	x
3.6.1	If online or hybrid, information on delivery method	x
3.6.2	Library data/holdings, size	x
3.7	Inventory of technology resources and services for staff	x
3.8	Organization chart (X 1.3 and 3.1)	x
3.9	Board list	x
3.9.1	Board member bios	x
3.9.2	List of Board committees	x
3.9.2.1	Minutes of Board meetings for last two years	x
3.9.2.2	Governing board bylaws and operations manual	x

CFR	Documents Required	
3.10	CEO bio	x
3.10.1	CFO bio	x
3.10.2	Other top administrators' bios (e.g., cabinet, VPs, Provost)	x
3.10.3	Policy and procedure for the evaluation of president/CEO	x
3.11	Faculty governing body charges, bylaws and authority	x
3.11.1	Faculty organization chart (if applicable)	x
3.11.2	Minutes of last year's faculty meetings	x
Standard 4		
4.1	Strategic plan	x
4.1.1	Operations plan	x
4.1.2	Academic plan	x
4.2	Description of planning process	x
4.2.1	Process for review of implementation of strategic plan	x
4.3	-	-
4.4	New program approval process	x
4.4.1	Program review process (X 2.7)	x
4.5	Description of IR function and staffing	x
4.6	Process for review and analysis of key data, such as retention, graduation (X1.2)	x
4.7	-	-
4.8	-	-

Comments: All documents are available in the online Evidence Room, checked and used by the Team to verify the content of the CPR report.

Related to Substantive Change		
1	Locations of all off-campus sites and programs offered at such sites (more than 50% of program)	x
1a	Number of students enrolled at such sites	x
1b	Date of first offerings	x
2	Names of all programs for which 50% of the program is offered through distance education	x
2a	Number of students enrolled in each	x
2b	Date each was first offered	x
3	Names of all hybrid programs	x
3a	Number of students enrolled in each	x
3b	Date each was first offered	x
Accuracy and Availability of Records		
	Policies and procedures for students, faculty and staff are stated consistently in all media	x
	Policies, procedures, and information are readily available to relevant constituents	x
	Records are accurate and up to date	x