

PACIFIC UNION COLLEGE

EDUCATIONAL EFFECTIVENESS REPORT

Prepared for:
Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities

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Introduction

THIS HAS BEEN A PARTICULARLY PROPITIOUS TIME FOR US TO COMPLETE our *Educational Effectiveness Review* (EER). When we started our *Institutional Proposal* (IR), we did not realize we were moving into a period of declining enrollment coupled with daunting financial challenges. By the time we completed our *Capacity and Preparatory Report* (CPR) we had lost almost 18% of our student body, and as a school that depends largely on tuition for operation, we experienced several years of income that did not meet even significantly streamlined expenses. Our 2008–09 fiscal year audited statement revealed that in spite of cutting operational budgets every year, we had a deficit of nearly four million dollars. When we submitted our CPR, our president had resigned, a replacement had not yet been named, and our board was in transition.

Now, as we submit our EER, we find ourselves in an entirely new position. We have a new president with a clear vision for the future, a reinvigorated board, a fully implemented, carefully designed marketing and recruitment plan, and an operational budget that in one year’s time went from being \$3.9 million in the red to \$1.6 million in the black. We begin the current academic year on track for a second straight year of increasing enrollment and no operational deficits. Our academic program continues to be strong, supported by a well-established program review process and reinvigorated by our new emphasis on high-impact teaching strategies and more intentional alignment with our co-curricular program. We still have significant challenges, of course, but with increased confidence in and control of our data, and an office of Institutional Research, Assessment, and Planning with a full-time director in place, we are much better positioned to deal with them effectively.

ORGANIZATION OF THE EER

Section 1

“A Learning Community,” with its sub-sections on “A Community Learning about Itself” and “A Community of Learners,” is the longest part of our EER. We discuss

how we have used program reviews to integrate learning and assessment, deepen our students' active learning experiences, and more closely align curricular and co-curricular programs. It is in this section that we describe our processes for maintaining and improving educational quality and engage the issue of educational effectiveness in depth. It is also where we further develop our student success efforts and deepen our analysis of retention and graduation rate data.

Section 2

“A Culture of Service” develops our approach to using evidence to get a more realistic understanding of how successfully we are meeting our rather ambitious service commitments, and then using this understanding to make systematic improvements. Included is a discussion of how we have continued to develop our new Office of Service, Justice, and Missions as one primary means of creating multiple opportunities for service.

Section 3

“Conversations about Faith, Learning, and Adventist Identity” explores the variety of ways we encourage meaningful conversation that takes seriously our commitments both to our faith and to liberal education, through such avenues as theater, film, campus colloquies, worships, clubs, ministries, curricular programs, and individual student-teacher interactions.

Section 4

“Diversity” updates the concerns and projects we addressed in the CPR and discusses our reflections on what we have learned from some of our recent disaggregations of enrollment and employee data.

Section 5

In this concluding integrative essay we reflect on what we have learned during this reaccreditation cycle and identify several overarching themes. We also identify the most important of our remaining challenges and

discuss the mechanisms and cultural habits we have put in place to address them in the future.

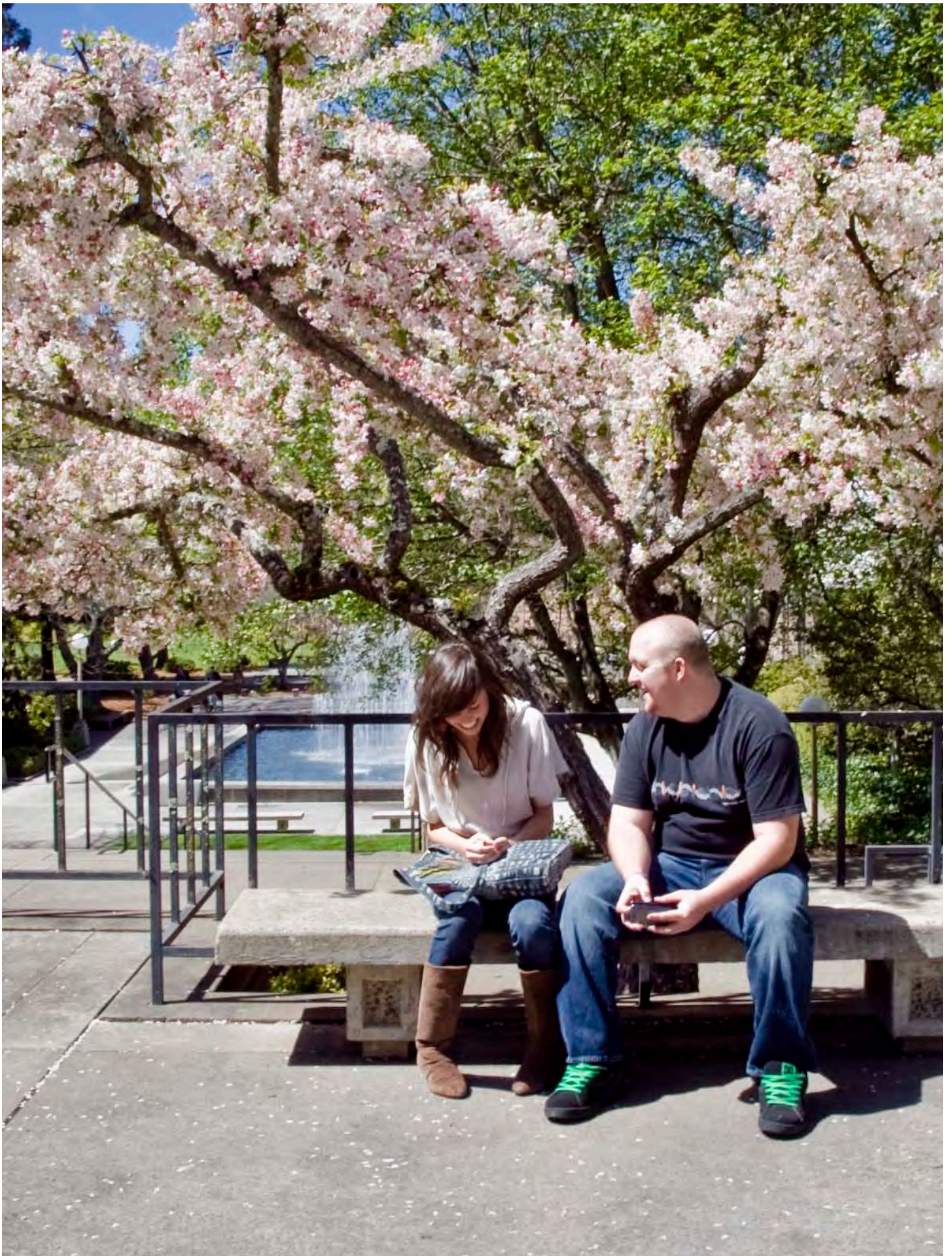
Supplement: Response to Action Letter

The action letter we received from the WASC Commission after our CPR clearly detailed six areas of concern. Our response to these concerns is described in a supplement to the EER.

PROCESS FOR DEVELOPING THE EER

Consistent with the long tradition of a strong faculty governance culture at PUC, the EER is primarily a faculty-driven document. The WASC Planning Committee (WASC-PC) is chaired by a faculty member and has five faculty members (one emerita) in addition to the academic dean. WASC-PC coordinated the EER process and was responsible for the preparation of the report (see **Appendix A: Membership and Assignments of WASC-PC**). We began work on the EER concurrently with our work on the CPR. Two of the three taskforces created to help coordinate work for the CPR also contributed to the EER: the Learning Community Taskforce, chaired by the president, and the Educational Effectiveness Taskforce, chaired by the academic dean. These taskforces, comprised of faculty, staff, and students, worked on developing specific instruments, procedures, and initiatives needed to prepare for the EER (see **Appendix B: Taskforce Membership and Assignments**). Throughout the process WASC-PC regularly consulted with and updated the campus community (including faculty, staff, students, administrators, and trustees) in a variety of ways (see **Appendix C: Consulting with the Campus** for more details on this consultation process).

The process went much farther than simply working to complete a satisfactory EER. We are pleased that we were able to use the work of reaccreditation to strengthen and better align the academic, social, spiritual, and financial components of the campus, enhancing accountability and our culture of evidence. We hope this reinvigoration manifests itself throughout the report.





WE HAVE LONG SEEN OURSELVES AS A WARM AND SUPPORTIVE
COMMUNITY OF LEARNERS WITH HIGH STANDARDS AND
EXPECTATIONS FOR OUR STUDENTS.



SECTION I: A LEARNING COMMUNITY (THEME I)

THE LEARNING COMMUNITY THEME PROVIDES THE FOUNDATION FOR our entire reaccreditation effort. It captures two important characteristics of our campus identity. We have long seen ourselves as a warm and supportive community of learners with high standards and expectations for our students (see the *PUC Institutional Proposal* (IP)¹ pp. 3–5). More recently we have committed to becoming a community that systematically and effectively learns about itself. We were pleased to receive encouraging feedback during the capacity and preparatory phase of the reaccreditation process on both aspects of our learning community.

We identified six outcomes for the Learning Community theme in our *IP* (p. 8). In our *Capacity and Preparatory Report (CPR)*² we described significant progress on each of these. In the current section, we update and expand upon the report of our progress with these outcomes, and describe in some detail progress in related areas as well. We first provide a brief summary of progress on each outcome, tell where it is expanded upon elsewhere in the review, and then present an integrated report that includes a discussion of these outcomes with additional learning community issues.

Learning Community Outcomes

- 1. A process of program reviews to ensure evidence-based decision-making will be in place for all campus departments.**

Development has continued on academic and college service program reviews. All departments on campus now go through a rigorous and systematic self and peer review that focuses on evidence-based decision making (see below, “Program Review”).

- 2. Faculty will develop student learning outcomes based on high expectations at all levels, from broad institutional goals through general education, program, and course goals.**

¹ <http://www.puc.edu/academics/accreditation/institutional-proposal>

² <http://www.puc.edu/academics/accreditation/capacity-preparatory-review>

As noted in the CPR, we do have institutional, GE, program, and course-level student learning outcomes in place. The presence and alignment of course level SLOs in class syllabi are verified during program review.

3. These outcomes will be carefully assessed and changes made to improve learning based on the evaluation of evidence.

We now have plans in place to systematically assess all SLOs, at every level. We have begun to institutionalize formal interpretation and reflection on this data in support of decision making, and we expect these processes to develop and mature under the supervision of our new full-time director of institutional research, assessment, and planning, who started November 15, 2010. Program and course SLO assessment is discussed below under program reviews. Assessment of Institutional SLOs is then discussed.

4. More active teaching strategies will be used to improve student learning.

We have made significant progress on our active teaching outcomes, focusing on George Kuh's work on "high-impact" educational strategies. Following Kuh, we have established that our goal now is for every student at PUC to have at least three high-impact experiences, and we have implemented the practices necessary to ensure this outcome. This is discussed at some length below (see "High-Impact Strategies").

5. Academic advisement and mentoring by faculty will be supported and improved.

We have continued to assess the quality of faculty advising of students and to reflect upon the implications of this data. We are pleased that targeted attempts to enhance training and support of academic advising appear to have paid off, with noticeable improvement in several key indicators in this area. These data, and efforts to enhance advising, are discussed below ("Advisor Evaluations").

6. Graduation rates at PUC will be better understood and steps taken to improve them.

We are now confident in the reliability of graduation rate data since 2008. The average over those last three years is 46%, approaching, but still short of, our goal of 53%. We have continued to track disaggregated graduation rate data, allowing us to begin thinking more strategically about how better to support specific sub-groups of students who may be having more difficulty achieving successful outcomes. Graduation rate data (along with retention rate data) are discussed in more detail below (see "Student Success").

The remainder of this section is shaped around the two major ways we look at ourselves as a learning community: 1) A Community Learning about Itself and 2) A Community of Learners. The first subsection focuses on what we have learned from our multiple program-review processes and self-evaluation procedures. The second examines how we are incorporating active-learning pedagogies through selected high-impact learning strategies, and more intentionally integrating our curricular and co-curricular elements to meet our learning outcomes.

A COMMUNITY LEARNING ABOUT ITSELF

Program Reviews [CFR 1.2; 2.1; 2.2; 2.3; 2.4; 2.6; 2.7; 2.II; 2.I3; 4.2; 4.4; 4.6]

We have been working on developing a campus culture of evidence centered on a deeply ingrained process of ongoing and periodic program review for more than 15 years. Academic departments have each been through at least two reviews (on a 5-year cycle), and we have now extended this to rest of the campus with our College Service Program Review process. As noted in the Commission's action letter following our CPR, our progress in this area has been limited primarily by the inadequate state of our institutional research function. Now that we have added a full-time Director of Institutional Research, Assessment, and Planning we believe that we are well positioned to fully benefit from the program review-based culture we have put in place.

Academic Program Reviews (APRs)

We have spent considerable time analyzing the effectiveness of our APR process. Each department is reviewed every five years (see **Appendix D: Schedule of APR**). Faculty members are required to provide student learning outcomes (SLOs) for both their courses and their program and show how they are aligned with each other and with the college's mission and institutional SLOs. Faculty members are also required to evaluate their program's SLOs, both in the formal program review document produced every fifth year, and in annual assessment reports sent to the Academic Dean (see **Appendix E: Annual Departmental Assessment Report form 2009–10**). In the review they are expected to compare the results of their evaluation to appropriate benchmarks. The APR documents are closely reviewed: internally by the department faculty, externally by a campus-wide faculty governance committee (Curriculum and Efficiency Committee,

CECom), and by the full Academic Senate. CECom and the senate provide evaluative feedback and recommendations for improvement, which are used by the department to improve student learning and provide the basis for the next round of annual assessment reports and program review. Starting in the fall quarter of 2010, APR guidelines now state that departments will invite an off-campus external reviewer to offer evaluative feedback and recommendations in alternating reviews (see **Appendix F: Academic Department Program Review Instructions, Fall 2010, Revision** for complete guidelines). The academic dean goes over the Annual Assessment Reports with department chairs each year, providing feedback and noting strengths and weakness to be worked on in preparation for the next program review (see **Appendix G: Outline of APR** for a summary of the APR process).

Until recently a weak link in our APR process has been the inadequate integration of program review with campus budgeting and long-term planning. This was significantly improved with several steps taken in the fall of 2010:

1. CECom now separates recommendations for the department from recommendations for Administration, more clearly signaling decisions needing administrative action.
2. Program Reviews are now not considered complete until administration provides a written response to the administrative recommendations for each department.
3. Our new president instituted an annual "Budget Priorities & Planning" meeting for Administrative Council, beginning in the 2009–10 school year. At this meeting vice presidents are required to prioritize needs, based in part on evidence from departmental reviews.

The APR has become the cornerstone of our efforts to learn about ourselves and ensure that all

departments engage in a thoughtful and thorough analysis of student success. We also use APR to monitor and enhance the alignment of academic departments with ISLOs. Departments are asked to reflect on how they contribute to institutional outcomes (a list of commendations and recommendations for all departments reviewed since 2008–09 can be found in **Appendix H: Academic Program Review Commendations and Recommendations: 2008–09 and 2009–10**). APRs from four departments can be found in the appendix (**I: Psychology and Social Work Department APR; J: English Department APR; K: Music Department APR; L: Computer Science, Math & Physics APR**).³

Annual Assessment Reports submitted by the academic departments to the academic dean ensure that departments have five-year assessment plans, that they work on these plans yearly, and that they are ready to submit good data and evidence of useful assessment work at the time of the APR. Assessment Reports submitted in July 2010, for example, show that all departments and programs have at least one direct measure for assessing student learning. Most have more than one. Examples include the Major Field Test (MFT), portfolios of student work, capstone projects, senior writing projects, senior recitals and exhibits, department exams, and other standardized tests and indirect assessments (see Required Data Exhibit Table 7.1). Seventy-five percent reported that they had assessed at least one program SLO in 2009–10, and many had assessed more than one. Others had made significant improvements to their assessment plans and procedures.

General Education Program Reviews

GE reviews are completed by the Academic Standards and General Education Committee (ASGE) to ensure quality and optimal use of resources, update

³ APRs for all departments will be available for inspection in the Team Room or are available electronically in advance upon request.

curriculum, and develop new ideas on how better to attain student learning outcomes (see **Appendix M: General Education Program Review Instructions, 2008**). We are proud of our strong commitment to general education as the core of the liberal arts experience. We have a tradition of staffing almost all of our GE courses with regular full-time professors. Departments that provide GE courses make sure their new hires are willing to take an active part in planning and teaching GE courses.

ASGE reviews the seven sections of our GE program on a rotating basis every five years. In the current cycle, Sections I, II, & III (Foundations of Learning, Human Identity in Cultural Contexts, and Insights of the Imagination) were reviewed during 2008–09 and 2009–10. The remaining four sections will be completed by spring of 2012: Sections IV & V are scheduled for review in 2010–11, and Sections VI and VII will be reviewed in 2010–12 (see the *Pacific Union College General Catalog*⁴ pp. 24–29 for descriptions of our GE Program.) The Honors Program, a group of courses that substitutes for all of GE Sections I–VII, will be reviewed in 2012–13 (see the *Pacific Union College General Catalog*, pp. 30 and 44–46 for descriptions of Honors courses).

Because this is the first GE review cycle since the institution-wide focus on formal student learning outcomes, these SLOs are being developed, along with their means of assessment, as each GE section is reviewed by ASGE. Each section reviewed by ASGE to date has identified appropriate SLOs and means of assessment.

Data for evaluating GE SLOs is obtained from a variety of sources, including our Senior Seminar (GNST 401) initiated in the 2004–05 academic year to facilitate GE assessment (see CPR, p.4 and **Appendix N: GE Assessment Plan**). GNST 401 is designed with sufficient flexibility to allow departments to insert assessments that gather data on

⁴ <http://www.puc.edu/academics/general-catalog>

their own majors, using some of their program-level SLOs (for example, the Major Field Test is often administered as part of this seminar). The data used to evaluate student learning in the first three GE sections are summarized in our GE Dashboards (see **Appendix O: GE Assessment Dashboards, Sections I–III**) and interpreted in terms of GE SLOs and college-defined levels of attainment in the General Education Interpretive Report (see **Appendix P: Interpretive Report of GE Assessment Data**). We summarize a few main and illustrative points from the report below:

1. **Critical Thinking:** Our students seem to be doing well in this area, at or above the national average on both direct and indirect assessments, meeting our minimum levels of attainment. We are pleased that our students appear to be well equipped to participate in critical conversations about faith, learning, and Adventist identity that are so important to us, but we have learned this is an area we need to monitor and possibly focus on for improvement.
2. **Collaborative Learning:** Our students scored lower than their peers across the board. This evidence provided the basis for our new collaborative learning initiative that began in the fall quarter of 2010 (discussed below). We will carefully review data over the next few years, including the second administration of the NSSE in May of 2011, to assess our new efforts for improvement.
3. **Writing:** The data suggest that our students are doing well in this area in terms of their basic skills, but we did note with some concern that they are writing fewer longer papers than peers at comparable institutions. While our students are generally doing well, there appears to be a drop-off in writing from first-year students to seniors, at least in terms of the types of assign-

ments that they report. This may in part be a function of our being one of the few schools still on the quarter system, but we would like to make some improvement in this area. The capstone courses, which some departments have taught for years and others have recently added, may be helpful in this regard.

4. **Social Science:** Our seniors scored slightly above the average on the nationally administered test we use to assess this area (The ETS Proficiency Profile).
5. **Humanities:** Our students also scored slightly above the ETS Proficiency Profile in this area.

GE review has also helped us identify and solve problems of efficiency and curriculum mapping. For example, in reviewing Section II: “Human Identity in Cultural Contexts” in 2009–10 we found that we were not offering enough sections of courses for students to meet the requirement easily. At the same time, many of our introductory Modern Languages courses consistently had small enrollments, partly because they only met GE requirements for students pursuing a B.A. degree. ASGE modified the Section II requirement to include selected Modern Language courses, and helped the Modern Languages department reshape its first-quarter introductory courses so that they focus on building both cultural knowledge and language skills. We now have sufficient courses for students to easily meet the requirement and have significantly enhanced the resources for students to become more culturally competent (see Diversity section for more discussion of this).

College Service Department Reviews

These reviews were initiated because we recognize that our learning community extends beyond our academic departments and general-education program. The college service departments (which

include the Residence Halls, Student Financial Services, Teaching & Learning Center, Registrar and Records, Career Counseling, and Public Safety) work with the academic departments to provide a holistic learning experience for the community. To more fully and intentionally integrate the service departments into the learning community and to ensure the best possible services to students, in the 2007–08 academic year PUC initiated a system of review similar to the Academic Program Reviews, called College Service Department Program Reviews (CSPR). Under the direction of the College Service Department Program Review Committee (CSPR-Com) the twenty-two service departments have been scheduled for reviews between winter of 2008 and fall of 2012. By the conclusion of spring quarter in 2010, ten departments had been reviewed, with six more scheduled for 2010–11. All reviews followed the “College Services Department Program Review Instructions,” revised by CSPR-Com in May of 2010 (see **Appendix Q: CSPR Instructions**). In the winter of 2013, the second cycle of reviews will begin (see **Appendix R: Working CSPR-Com Schedule**).

As was true of the Academic Program Review initiated approximately 15 years ago, some of the service departments initially resisted the review process as being unnecessary and too time-consuming. However, departments that have completed a review have agreed that the process had been genuinely useful (reported by the first chair of CSPR-Com). The CSPR process is very similar to the APR process; CSPR-Com works with departments in the same way that CECOM does. The vice president responsible for each department is a member of CSPR-Com for the duration of the review. CSPR-Com develops a set of commendations and recommendations (for both the department and for administration). These are referred to the Directors of Campus Services (DOCS) where they are revised as judged necessary and forwarded to Ad Council. The review system

is now an established part of the campus culture of evidence, and has worked well so far. One problem identified in a review of the process was the status of DOCS, which had been more of an informal gathering of department directors than a formal body, and was unrecognized in the administrative hierarchy. This group recommended that it be formalized by administration and have its duties and processes specified, including its role in CSPR. This recommendation was approved by administration in the fall quarter of 2010 (a list of commendations and recommendations for all departments reviewed so far can be found in **Appendix S: College Service Department Program Review Commendations and Recommendations**, and complete CSPRs from three departments can be found in the appendix **T: Records Department; U: Residence Life; V: Teaching and Learning**).⁵

Assessing Institutional Student Learning Outcomes

ISLOs were created as the result of a campus-wide discussion in 2008. Together we identified six core values, with goals for our graduates in each area. Given the comprehensive nature of our faith-based residential program, we decided to focus on the values that permeate both the curriculum and the co-curriculum, rather than on just our academic goals as many campuses do. Those values are the following: Wholeness, Integrity, Service and Stewardship, Diversity, Our Adventist Heritage, and Maintaining Lifelong Learning (**WISDOM**).⁶ Our new president has fully endorsed the ISLOs, and all our campus goals align with them.

With these ISLOs now in place, we have begun assessing them. We are gathering both qualitative and quantitative data on these admittedly some-

⁵ CSPRs for the remaining departments will be available in the Team Room for inspection or can be provided electronically in advance upon request.

⁶ <http://www.puc.edu/about-puc/institutional-student-learning-outcomes>

what ineffable values. Over the last year-and-a-half we have identified items and scales from a variety of assessments that relate in some degree to these outcomes. Instruments such as the NSSE and UCLA Spiritual Beliefs and Values Survey, which we already administer, as well as our Senior Exit Interview, have provided valuable sources of data (see **Appendix W: ISLO Data Dashboards; Appendix X: ISLO Assessment Plan**). The yearly writing assessment for graduating seniors in GNST 401 offers another opportunity to ask students for their input, while our regular tests and surveys also provide considerable data in each area. As the director of institutional research leads us in assessing each ISLO (probably at the rate of one or two per year) we will examine the relevant items more closely.

We began the ISLO assessment process by asking the seniors of the 2010 graduating class to write an essay identifying which of the six ISLOs they felt they had come closest to achieving and which they were furthest from achieving during their time at PUC. They were asked to explain how their experiences, both in and out of the classroom, contributed to their development or lack of development toward these goals. The readers of the essays scored them not only for writing ability but also for content. We were interested to discover that seniors' opinions varied rather widely on the question of which ISLOs they were closest to achieving. The largest group (26%) reported that lifelong learning was the strongest area; nearly as many (22%) chose wholeness and 19% chose service/stewardship. But in the area of least developed, we found much more agreement among the seniors: fully 49% of the students felt they were furthest from achieving the outcome for Adventist heritage (see **Appendix Y: Assessment Report on Senior Exit Essays, June 2010**).

The readers were struck by the considerable confusion about what was meant by this particular ISLO. Were we talking about Adventist history? Doctrines? Understanding of uniquely Adventist

principles? Commitment to God? Based on this confusion about such an important value, we realized that our students had taught us that we had not been clear enough in articulating what we meant by Adventist heritage. We therefore decided that this year we would focus on learning more about this area. Accordingly, we have created a new writing prompt for June 2011 that asks seniors to help us define and analyze our goal for "Our Adventist Heritage."

Meanwhile, we have also looked more closely at five years of data from our in-house use of the Spiritual Beliefs and Values Survey developed at the Higher Education Research Institute at UCLA (our current understanding of these data is summarized in **Appendix Z: Interpretive Report of Assessment Data Related to "Our Adventist Heritage"**). With these data in hand we will be prepared to have more meaningful campus-wide conversations about what we mean by "Our Adventist Heritage" and will decide whether we wish to make changes in the curriculum and the co-curriculum, thus closing this particular assessment loop.

Student Success [CFR 1.5; 2.10]

There are certain unique characteristics of our mission that provide a special context in which to interpret student success indicators. We are committed both to undergraduate liberal education and to the values and mission of the Seventh-day Adventist church. We provide a high-level Christian liberal arts education to numerous well-prepared students, many of whom go on to success in very selective and demanding professional and graduate schools. But we also serve those members of our faith community who have a limited academic preparation, some of whom do not have a real expectation of earning a four-year college degree. These students desire the benefits of a year or two of college education, such as improving their reading, writing, critical thinking, and math skills, as well as

continued participation in the culture and conversations of our community of faith. Graduation and retention rates will not always meaningfully measure success with these students. Because we serve a national and international denominational constituency, our students always will have a great deal of fluid movement between the network of colleges and universities affiliated with our denomination. Thus, our retention and graduation rates will tend to be somewhat lower than those at comparable non-Adventist institutions. We use reference data from comparable Adventist institutions to augment comparison data from IPED reference schools to help us get a better perspective.

Our Retention Council, chaired by the president, has established goals for both retention and graduation rates. As of January 2010, our goal for retention rate is 75%, and for graduation rate our goal is 53%. Each year the Retention Council reviews these goals and the efforts to improve our success in meeting them. Some of these efforts are discussed below (see “Supporting Student Success”).

Quality of our Data

After struggling to produce student success data we can have confidence in, we have realized that the “out-of-the-box” IPEDS program provided by our commercial (Datatel) system is unreliable and not suited to our needs, while the customized reports available through Datatel present problems of their own that make them impractical. In the fall of 2010 we asked our registrar to focus some of her attention on verification of the most recent data related to retention and graduation rates. She has enrollment data at her finger tips; that data can be transferred to spreadsheets and appropriate queries generated, in effect, producing another small and very focused set of custom reports. The result has been retention and graduation rate numbers in which we have complete confidence. The process has also allowed some very helpful disaggregation.

The goal is to transfer these operations, and

all IPEDS reporting, to our newly hired, full-time Director of Institutional Research, Assessment, and Planning. Meanwhile, the recent emphasis on data scrutiny and management has resulted in greater accuracy and accountability. While more will be done, we are now able to move away from questions about basic data integrity and toward questions that actually relate to the facts and underlying issues related to student success.

Retention Rates

Our eight-year median retention rate, as calculated for bachelors degree-seeking students only as per IPEDS, is 73% (with a low of 67% in 2003 and a high of 75% in 2009). This is higher than the eight-year median rate for our various IPEDS comparison groups of 67% and approaches our goal of 75% (see **Appendix AB: Retention Rate Report** for a full discussion of our retention rate data). Since we have significant numbers of associate degree-seeking and other students, we also calculate the full-cohort retention rate; the eight-year median is 72% (low of 68% in 2003 and high of 74% in 2008).

In addition to the overall rate, and due to special effort on the part of our registrar, we are now able to report disaggregated retention rates for the following categories: gender, race/ethnicity, religious preference, state of residence, and high school G.P.A. These disaggregations are based on our full-cohort data:

1. Gender: There is virtually no difference in male and female retention rates. Male rates are only marginally higher at 71.8% compared to the female rate of 71.5%.
2. Race/Ethnicity: Retention rates vary significantly according to race and ethnic markers. Asian students have the highest retention rate, with an eight-year average of 79% and a range of 75% to 85%. Black and Hispanic students are both retained at significantly lower rates

than other ethnic groups: 67% and 64% respectively. It is important that we explore the academic, social, and economic factors that contribute to the relatively large percentage of Black and Hispanic students who do not persist beyond the freshman year. This line of research is particularly important as we see enrollment trends that show increasing Black and Hispanic matriculation, along with stable Asian and declining White matriculation.

3. Religious Preference: On average, retention rates for Seventh-day Adventist students (73%) are significantly higher than those for non-Adventist students (63%). It is probably fair to assume that students not familiar with the institutional culture and the SDA lifestyle may find a less satisfactory fit during their first year in attendance at an Adventist college. Thoughtful recruiting efforts and the sensitizing of majority faculty members and students would lead to fewer misconceptions and a more welcoming environment.
4. State of Residence: The average retention rate for Californian students (the large majority) is 72%. Students from Oregon and Washington return at a somewhat higher average rate (76%). Students from other US states or territories have an average retention rate of 64%. The conclusion may be drawn that distance from home makes a difference, and we need to look more closely at how we can recognize the special concerns of these students and provide appropriate support.
5. High School G.P.A.: Perhaps the starkest revelation to come out of the disaggregated retention data is the relative impact of high school G.P.A. There is an unequivocal relationship between entering G.P.A. and retention from freshman to sophomore year:

ENTERING HS GPA	RR%
BELOW 2.3 (ADMITTED ON PROBATION)	46
2.3 – 2.59	54
2.6 – 2.89	63
2.9 – 3.19	64
3.2 – 3.49	72
3.5 AND ABOVE	84

Graduation Rates

For years, accurate graduation rates for PUC have been elusive. Faulty data entry and lack of scrutiny over the years have resulted in reported graduation rates ranging anywhere from 20% to 40%. As recently as the summer of 2010, we still lacked full confidence in the accuracy of our reported graduation rates. In the fall quarter of 2010, we asked our registrar to verify and correct the underlying numbers to get an accurate picture of our graduation rate. This process was more time-consuming than a similar project that she undertook with retention rates. Consequently, we only have trustworthy data for the past three years. However, as with the retention report, that data includes important disaggregations, for gender, race/ethnicity, religious preference, and high school G.P.A. (see **Appendix AC: Graduation Rate Report** for an extended discussion of the following data).

PUC's average graduation rate for the past three years is 46% (46% in 2008, 50% in 2009, and 41% in 2010). Although the 2010 rate is lower than we might have hoped, there is reason to expect that we will see a higher rate in 2011, as the five-year graduation rate for the 2005 freshman cohort already stands at 44%. We now can say with confidence that, over the last four years, we graduate about 46% of our incoming first-year students within six years. While this is not particularly high, it is precisely the average for the ten Seventh-day Adventist colleges in North America. Furthermore, it is not too far below the

figure for less selective, not-for-profit institutions across the country (53%). This suggests that with appropriate attention and effort we should be able to reach our goal of 53%. We have learned the following from disaggregation of our graduation rates:

1. Gender: As is the case nationally, females at PUC graduate at higher rates (51%) than males (41%).
2. Ethnicity: The pattern of persistence to graduation based on ethnicity reflects freshman to sophomore retention—Asian students (55%), White students (46%), Hispanic students (33%), and Black students (28%). This illustrates the value of disaggregating reliable graduation rate data; it is now clear that we must focus with vigor on increasing the graduation rates of Hispanic and Black students, particularly given the fact that these are the groups from which the bulk of our enrollment increases appears to be coming.
3. Religious Preference: Adventist students persist to graduation at a higher rate (46%) than non-Adventist students (33%). As noted with our retention rates, this suggests that we need to think more about how to better support our non-Adventist students.
4. High School GPA: As with the freshman to sophomore retention rates, the graduation rate picture based on entering G.P.A. is stark. We see the same clear relationship:

ENTERING HS GPA	GR%
BELOW 2.3 (ADMITTED ON PROBATION)	7
2.3 – 2.59	15
2.6 – 2.89	25
2.9 – 3.19	37
3.2 – 3.49	49
3.5 AND ABOVE	66

Clearly, if we want to make significant progress toward our 53% graduation rate goal, we will need to address the very low graduation rates of students who enter with high school GPAs under 2.9.

With greater understanding of our data, we have been able to develop and implement better-targeted plans to improve the success of our students. We are more consistently enforcing our modest admission criteria to better ensure that students who matriculate have the minimum tools to benefit from their experience here. We have been upgrading our student support services and continually seeking to enhance academic advising. The specialized advising we have instituted for nursing majors who have not yet been accepted into the program will help us better identify and support students who are better suited to alternative career choices. We have implemented a range of initiatives designed to engage students in more active learning, and to integrate learning across curricular and co-curricular programs. Finally, our new scholarship initiative, to be rolled out in fall 2011, offers in-coming first-year students four years of guaranteed financial aid based on their high school GPA. We anticipate this will attract more higher-performing students.

Evaluations of Teachers, Chairs, and Advisors

We have always evaluated teachers, chairs, and advisors, but our focus on program review and constructing a campus culture of evidence has stimulated us to revise and upgrade these processes in recent years. We describe some of these changes, and demonstrate what we are learning, below.

PRE-TENURE TEACHER EVALUATIONS [CFR 2.8]

All tenure-track faculty members are required to complete an extensive self-evaluation prior to any change in contract or rank. Those under consider-

ation for associate or full professor or continuous appointment are also required to prepare and submit a portfolio (see **Appendix AD: Rank and Tenure Committee Portfolio Guidelines**). The portfolio is one important way in which faculty demonstrate to the Rank and Tenure committee (RATC) excellent teaching and commitment to students, colleagues, and the school (see **Appendix AE: RATC Actions Taken for 2009–10**).

As a college defined by undergraduate teaching and learning, RATC has traditionally functioned as a system of peer review of teaching commitment and effectiveness. We do not use research productivity as a primary criterion for promotion. However, we do value and promote scholarship, creative activity, and instructional innovation, and their dissemination as is appropriate to our mission and identity. We have long promoted faculty scholarly activity through our faculty-award program and special grants and sabbaticals. In 2009–10, twenty faculty members (approximately 19% of the total) were recognized for their scholarly work (see **Appendix AF: Summary of Faculty Scholarly Activity**). RATC requires all faculty members being considered for continuous appointment to include in their portfolios an essay articulating their teaching philosophy and evidence of successful teaching. To further promote excellent teaching, we now require teachers who have been granted continuous appointment to make a presentation to the faculty sharing a few of their most successful pedagogical approaches (see **Appendix AD: RATC Portfolio Guidelines**).

Faculty members applying for advancement in rank or tenure are required to discuss in their portfolios what they have learned from their student course surveys. Several examples from teachers who have recently gone through this process illustrate the kind of learning it can facilitate.

1. One teacher notes the positive feedback he received on his use of short lectures well illustrated with slides and PowerPoint and active learn-

ing projects and presentations on class themes. He also notes the more critical feedback that he has been slow to return papers and that some students reported occasional cheating. He went on to explain the steps he had taken to make improvements in these areas.

2. Another teacher comments on the students' expressions of appreciation for the strong teacher-student relationships and the excitement of learning together. Then she notes that her evaluations made her see the necessity of fully learning D2L and using Facebook and other more technologically savvy means of communicating with modern students.
3. A third teacher says that while most of his evaluations are positive, he did make note of feedback that students did not appreciate overhead transparencies. When he changed to more PowerPoint presentations he got more positive feedback. He also noted that he is changing his use of technology for quizzes to help reduce the cheating about which some students had complained.
4. A fourth teacher explains that the evaluations helped her realize that she put too much emphasis on individual time with students, which sometimes kept her from getting quizzes and tests back on time. She learned that she needed to get better control of her time.

EVALUATIONS OF TENURED PROFESSORS

After many years of planning and discussions, we now have a fully developed process for evaluating the 43% of the faculty currently on continuous appointment, which has been implemented since our CPR visit. Conducted on a five-year cycle, the first four reviews were completed in 2009–10, using the same systematic process as the one used in pre-tenure reviews. Tenured professors submit their

materials to RATC. The post-tenure review is used to help long-term teachers continue to develop their teaching skills. If the committee detects problems during the review, the teacher may be evaluated by the department again the following year to provide evidence that identified problem areas have been improved (see **Appendix AG: Post-tenure Review Schedule**).

CHAIR EVALUATIONS

To ensure that chairs are working well with their departments, their department members evaluate them every other year. Teachers fill out evaluation forms anonymously and send them to the academic dean, who goes over them with the chair. Chairs who seem seriously at odds with their department members or who are not fully engaged with their departmental responsibilities are encouraged to work on specific improvements, and by the next evaluation are expected to show distinct growth (see **Appendix AH: Faculty Evaluation of the Department Chair Form**).

ADVISOR EVALUATIONS [2.12]

We have long been committed to a faculty advisor model for academic advising. Advantages include the strengthening of ties between departments and students and mentoring directly connected to the major. Disadvantages include disproportionate advisee loads among faculty, limited time, and a lack of commitment to advising on the part of some teachers. By and large, the model works well from both a philosophical and a financial standpoint. However, we realize that we can still do better in meeting our goal that every student will have a positive relationship with a caring and knowledgeable academic advisor. In recent years we have begun to collect and pay more attention to systematic feedback on the quality of our advising (see **Appendix AI: Interpretive Report for Advising**).

For several years, the PUC Senior Exit Survey and the Academic Advising Questionnaire have

provided most of the evidence related to student satisfaction with academic advising. More recently, the National Survey of Student Engagement (NSSE) has become an additional resource. There are two prompts specifically related to academic advising on the Senior Exit Survey: Availability of Faculty for Advising and Faculty Advising (in general). In recent years, responses of “good-excellent” have been at or very near 80% for the first item. For the second more general prompt, the response percentages have ranged from the low 60s to the mid 70s, with higher numbers coming in the past two years. While it is still too early to identify a trend, it is plausible that a renewed emphasis on advising as teaching and mentoring has started to have an impact.

The Academic Advising Questionnaire is a 12-item instrument that is available online to all students and is completed voluntarily. In the past three annual surveys (2008, 2009, and 2010), positive evaluations of advising have been from the high 70% to the low 80% range, increasing on most items each year, including responses to the global item, “Overall, my academic advising experience has been positive.” The reasons for these good and improving responses are complex. There are methodological issues related to sampling, response rate, and wording that may be having some confounding effect. We also have increased our focus on our high expectations for faculty advising, enhanced training and support, and provided some specialized advising for some students. In 2007 we had a special advising workshop with Tom Brown, representing the National Academic Advising Association. This was followed up with subsequent annual workshops devoted to academic advising, regular “Advisor Alerts,” and the continual emphasis on commitment and responsibility. Students tend to be a little less positive about the quality of GE and career advising they receive.

The NSSE now provides us with another set of data points with the added advantage of normative data. On the 2008 administration, the average score of PUC's first-year students to the question, "Overall, how would you evaluate the quality of academic advising you have received at your institution?" The responses averaged 3.2 (3 = good; 4 = excellent). This was virtually the same as other "Church-Affiliated" schools and marginally higher than the "Carnegie Class" institutions and all "NSSE 2008" schools. For reasons yet to be explained, the mean for PUC seniors was 2.8, comparable to all "NSSE 2008" schools, but significantly below the "Church-Affiliated" and "Carnegie Class" institutions (3.2 and 3.0 respectively). Interestingly, this corresponds to the relatively low and anomalous ratings on the senior exit survey for 2008. We will be paying particular attention to the 2011 NSSE results in this area in order to determine if recently improved ratings on the Senior Exit Survey and on the Academic Advising Questionnaire are reflected on the national survey.

A Community Of Learners

In the first part of this section we discussed how we have become a community that learns about itself from the systematic collection and use of evidence. We now turn our attention to how we have enhanced our community of learning. Specifically, we will discuss what we have done to support and improve student success, to enhance active learning

with high-impact pedagogical initiatives, and to more intentionally integrate the co-curricular program into our community of learners.

SUPPORTING STUDENT SUCCESS

Since the CPR we have placed special emphasis on identifying and helping at-risk students, and upgrading our advising programs. One example is the renewed focus and responsibility we have given to the campus-wide Retention Council. Chaired by the president, the council includes 15 key members from departments across campus, including three vice presidents and the Teaching and Learning Center director; it plans and evaluates all retention practices. In this way we are better able to coordinate the efforts of departments from Admissions and Enrollment through academic and specialized support, and the residence halls to help students persist through graduation.

HELPING AT-RISK STUDENTS

In recent years we have begun a more evidenced-based analysis of student success, and in particular of the effectiveness and efficiency of our attempts to identify and support at-risk students (**Appendix AJ: Improving Retention and Academic Success for At-Risk Freshmen**). Our registrar has helped us identify two main categories of intervention, reactive and proactive. We realize that we have historically underemphasized proactive interventions and have begun to do more in this area.

Reactive Intervention

Over the past ten years, our intervention with at-risk students has been primarily reactive, meaning that we have waited for students to show signs of academic distress and then tried to help them. One example is our midterm grade reports. While all teachers are expected to regularly post current grades online on their course D2L page, they are all prompted at the start of week six each quarter to electronically report midterm grades for all students with current grades of C- or lower. Our Teaching and Learning Center uses these midterm grade reports to identify struggling students in need of intervention. These students are contacted and offered a variety of services (e.g. time management, tutoring, study-skills, learning-style assessment, and referrals to professionals for help in dealing with emotional or behavior disorders).

One of the things we have learned from recent analysis of data from our at-risk students is that the graduation rate for first-year students placed on probation is quite low (around 10% for cohorts for which complete data is available). We have always taken steps to ensure that students placed on probation receive special intervention designed to increase their chances of academic success. This includes a 15-credit limit for each quarter on probation. This is enforced in our online registration system and can only be changed by an overload petition approved by both the advisor and the TLC. Students on academic probation are also strongly encouraged to register for a special academic support course (GNST 104). We have continually made adjustments to GNST 104 to make it a more effective intervention (see **Appendix AK: Syllabus, GNST 104**).

An analysis completed by our registrar since the CPR shows that there has been a significant improvement in the percentage of first-year students who are able to recover from academic probation after one quarter (see **Appendix AL: Recovery Rates for Freshman Placed on Academic Probation**). For the 2003–04 through 2007–08 the average recovery rate was 46%; for the last two years (2008–09 through 2009–10) the average recovery rate increased to 57%. It is difficult to identify the specific factors that are responsible for this improvement—a better-organized tutor program, extra emphasis on advising, and more careful application of enrollment policies are probably all part of it. In any case, we believe that GNST 104, which we have continued to improve and carefully design to support students on academic probation, has played an important role in the improved recovery rates (see **Appendix AK: GNST 104 syllabus, Spring 2010**).

Proactive Intervention

Rather than just waiting for students to fail and then trying to intervene, we can also identify at-risk populations and try to prevent problems before they occur (see **Appendix AM: Identifying At-Risk Freshmen at PUC using Test Scores and High School GPA**). We have increased our focus on proactive intervention in the past few years. One locus of these efforts has been the Teaching and Learning Center: This is illustrated by their attempts to identify and engage frequently absent students, to do intake screening for frustrated learners, to coordinate study groups, and to oversee a writing center staffed by student tutors (see **Appendix V: Teaching and Learning Center CSPR**).

More consistent enforcement of our admission standards is another form of proactive intervention. As we noted above, part of our mission is to provide members of our denomination with as much access as possible to the benefits of higher education and participation in our community of faith. Until recently we have been rather flexible in granting exceptions to applicants who fall below our admission requirement of a 2.3 high school GPA in core classes. These exceptions allowed applicants to qualify for “regular” admission when they should have qualified for “admit on probation” or not qualified for admission at all. Based on the registrar’s study, which showed that students who did not meet our admission requirement rarely succeeded, beginning with the 2009–10 enrollment year, we began to enforce the admissions criteria more consistently. Our associate director of admissions has been attempting to convey in his admission denials a message of “not now” rather than “never.” Applicants who are just below the admission criteria, including, admission “on probation” are given suggestions for preparing for the rigors of our curriculum, such as taking community-college coursework. They are

encouraged to develop a plan and reapply to PUC once the academic preparation has been completed. Early evidence suggests that this has had some success: We have seen a decrease in the percentage of first-year students placed on probation, from a high of 24% in 2004–05 to the near ten-year low of 16% for 2009–10 (see **Appendix AN: Pacific Union College 10-Year Tracking of Placed on Academic Probation**).

In another form of proactive intervention, we have improved implementation of our remedial-course-work policies. The English Department is working closely with the registrar and the director of enrollment services to identify all students who, according to test scores, need special help in English. Each one is placed in the appropriate pre-College English class and required to take English during the first quarter of attendance. Previously, some of these students had avoided English for up to four or five quarters, if they remained in school at all. Now they not only have to register for the class; they are not allowed to drop it without special permission, and if they have not successfully completed the class during their first quarter, they must enroll in it during their second quarter. To put even more emphasis on the importance of developing writing skills in order to be successful in college, students are blocked from registering if they have not passed both English 101 and 102 by the end of their sophomore year. Students who need remedial math are also blocked from registering if they have not completed this remediation by the end of their sophomore year (see [PUC General Catalog](#): Policies on English course placement and on remedial course work).

We instituted an additional proactive intervention as a pilot program in the fall of 2010. The students in our GNST 104 class were co-registered with an introductory religion course, in an effort to allow them to apply the study skills they are learning to another class, as well as to create a stronger sense of community. We will evaluate this program at the end of the quarter to guide decisions about expanding it in the future. We also have another pilot learning community scheduled for winter quarter of 2011, linking a College English course with an American History course.

..... ©
ADVISING

We have long seen academic advising as an important faculty function. Advice on course registration is provided in the context of a deeper and broader mentoring relationship uniquely possible at a small residential undergraduate college. Most faculty members are assigned an advising load in consultation with their department chair. These advisers are given training each fall and are evaluated yearly.

A turning point in advisor training occurred after a 2006 presentation by Tom Brown, a consultant with extensive experience in the National Academic Advising Association. In the fall of 2007, we instituted a “New Advisor Orientation” as part of the

fall colloquium activities, and revised the general Advising Workshop provided to all advisors in colloquium week. The kind of specific General Education information that used to be covered in this workshop is now sent by regular electronic “Advisor Alerts.” The Advisor Workshops now focus on communicating a philosophy of advising as teaching, mentoring, and relationship building rather than simply approving schedules.

We do supplement faculty advising and mentoring with specialized advising, which we increasingly see as an important component of student success. We now have a number of these specialized advising services, including: Pre-professional Allied Health, Deciding Students, Pre-nursing Students, Career

Counseling, and Veterans (see **Appendix AO: Specialized Advising Programs** for more details).

High-Impact Strategies **[CFR 2.5; 2.8; 2.9]**

In our IP we identified one of our intended outcomes as increasing the active-learning experiences of our students. Much of our approach to this has been shaped by the research and conclusions of George Kuh, summarized in his AAC&U monograph *High-Impact Educational Practices*.⁷ Kuh, basing much of his research on national NSSE scores, argues that too many students leave college with too few of the skills and too little of the knowledge required beyond entry-level jobs. His research has shown that students who engage in more of what he calls “high-impact” learning do better in college and are more prepared for professional careers.

While many of our teachers are already doing exceptional work in this area, without a systematic and intentional framework many students may avoid or be left out of high-impact experiences. Analysis of some of our NSSE scores revealed that we were not doing as well as we would like. For

⁷ George D. Kuh. *High-Impact Educational Practices: What they Are, Who has Access to Them, and Why They Matter*. Association of American Colleges and Universities, 2008.

example, we found that only 43% of first-year students and 49% of seniors rated us highly in active and collaborative learning, compared to 47% of first-years and 56% of seniors in other church-affiliated schools. We have set as our goal to score at least as well as other church-affiliated schools in this area (see **Appendix AP: NSSE Report**).

We are committed to following Kuh’s advice and ensuring that each of our students participates in at least three high-impact learning experiences during their years at PUC. Toward this end, during the 2009–10 academic year members of our Educational Effectiveness Taskforce met with every academic department to discuss ideas for high-impact learning. Based on this intensive consultative process we have chosen to give additional support to five high-impact learning experiences: common intellectual experience (summer reading program); service learning, undergraduate research, collaborative learning, and capstone courses for all baccalaureate programs. Naturally we do not mean to exclude other high-impact practices, and faculty will continue to be encouraged to employ as many as they can as they design their courses. But these are the five on which we will place special emphasis:

Common Intellectual Experience

As a strategy for building a community around common intellectual experiences, we initiated the “PUC READS” program in the summer of 2010. Each summer a copy of a selected text is mailed to all first-year students (and to teachers interested in participating in the program). The book is used in the first-year FUSION program and in first-year English and Communication courses. The book for 2010–11 is *The Story of Stuff* by Annie Leonard; it helps develop this year’s campus theme of “Stewardship for the 21st Century.” Already we are getting reports of the kinds of creative and productive learning experiences we were hoping to see with the project. For example, two teachers had their students create a website to inform and effect change in consumer and environmental attitudes.⁸ Other teachers combined the reading with viewing related movies, such as *Specter of Hope* or *The*

⁸ www.disposalproposal.weebly.com; and www.consumptionandtheconsumer.weebly.com

Human Footprint, and used collaborative groups to respond in a variety of ways. Another teacher focused on using the book for debate topics and having students choose a favorite item of their own to research its entire lifetime of usefulness. Perhaps the most-practical-use award should go to the computer-science teacher who used a portion of the book to get students to find out what happens to discarded computers. The students themselves came up with the idea of salvaging department computers, upgrading them, and giving them away to needy students or elderly people in the community. The reading program will be assessed each year and revised as necessary (see the proposal for PUC READS in **Appendix AQ: Educational Effectiveness Taskforce Report, 2010**, pp. 7–9, for a complete description of the goals and implementation for this community discussion project).

Service Learning

Our efforts to better support service learning on campus are described below in the “Culture of Service” section.

Undergraduate research

Many of our faculty members are already engaged in collaboration with their students in scholarship and research. This practice deepens the rich mentoring relationships possible at a small, residential teaching campus like ours. For example, a biology professor does on-going cancer prevention work using Chinese medicinal herbs. Last year he took five student co-authors to present at the American Association of Cancer Research, and this year two more of his students presented in the same national venue.⁹ A physics teacher involved some of his majors in a national research project, providing them with the chance to co-author papers and present at the Oak Ridge National Laboratory in Tennessee. The Psychology and Social Work department has made collaborative research with students a focus of their curriculum, and regularly takes them to present at professional and academic conferences. In the spring of 2010, a Social Work professor presented with four students at the Association of Baccalaureate Social Work Program Directors in Atlanta, Georgia. In the same quarter, Psychology professors presented four different papers, with 16 student collaborators at the Western Psychological Association convention in Cancun.¹⁰

Collaborative Learning

Many departments already use collaborative learning effectively; however, we have signaled our new emphasis on this is by adding, “to learn and work collaboratively” as one of our General Education foundational skills (see the *PUC General Catalog*, p. 25). Further, the academic dean has encouraged faculty to adopt more collaborative-learning projects by working with the Faculty Development, Research and Honors Committee to bring in guest speakers, host “brown bag” events, and offer mini-grants for revising courses to include collaborative learning. For example, on March 3, 2010, two of our professors conducted a brown-bag seminar on collaborative techniques attended by 10 teachers. They worked through the main challenges: students who do not work well in groups, scheduling for busy students, slow pace of group work, and creating assignments that lend themselves to group

⁹ <http://www.puc.edu/news/archives/2010/biology-students-present-cancer-research-at-conference>.

¹⁰ “Research Goes National,” *ViewPoint*, Summer 2010, p. 18.

projects. A similar group session was held during spring quarter of 2010. In the summer of 2010 every teacher received a copy of *Collaborative Learning Techniques* by Elizabeth Barkley, Patricia Cross, and Clair Howell Major to read in preparation for an on-campus workshop on Collaborative Learning and Classroom Assessment Techniques presented by Robyn Dunbar of the Stanford Center for Teaching and Learning on September 14, 2010, part of our pre-term Colloquium. All members of the faculty were required to attend (see **Appendix AR: Recommendations for Developing Faculty Appreciation and Use of Collaborative Learning**).

Capstone Experience

We found that many majors already require some form of capstone experience designed to help students demonstrate competency in their field as well as reflect on their learning. Yet on the NSSE only 18% of our seniors reported having a culminating capstone-like experience, compared to 43% of church-related schools (**Appendix AP: NSSE Report**). We suspect that we may not be doing a good enough job identifying for students what their capstone experience is, what it is designed to do, and perhaps actually providing meaningful experiences. We will now be more intentional and systematic with our capstone approach. Those programs not yet requiring fully developed capstone courses will have these in place by their next program review.

We define a capstone as a culminating set of experiences that synthesize and demonstrate learning, providing an opportunity for students to learn, reflect, and assess. Departments will typically provide this capstone experience with one or more of the following: a major/discipline-based course; an interdisciplinary course with a minimum of two distinctly different disciplines represented; an out-of-class or co-curricular experience; a service and/or community-based learning experience; or an application or demonstration of knowledge (e.g., thesis, design project, portfolio); a college-to-work or career transition experience (e.g., internship, informational interviewing) (see **Appendix AQ: Educational Effectiveness Taskforce Report, 2010**, pp. 10–11). We have begun research on an e-portfolio system that will be affordable, flexible, and highly usable for both students and teachers for capstone courses and other purposes (see **Appendix AQ: Educational Effectiveness Taskforce Report, 2010**, pp. 12-15).



Integration of Co-Curriculum

During the last few years we have been working to further strengthen our learning community by more intentionally and systematically integrating curricular and co-curricular programs. The first-year FUSION program now has stronger ties to the curricular program with its incorporation of the new summer reading program; the residence halls feature comfortable, safe, communal

living conducive to studying and group work; the entire campus community comes together for worship, celebration and conversation on Thursday mornings for Campus Colloquy, and student clubs provide community within small groups that engage students in activities consistent with ISLOs. We have also been able to focus this year on upgrading classrooms and buildings to facilitate learning. These items are discussed in more detail below:

CO-CURRICULAR PROGRAMS

FUSION

This long-standing program is designed to engage first-year students in the PUC learning community (see CPR, p. 2). Through FUSION, new students form connections with experienced students, beginning with an intense introductory immersion weekend retreat at the end of orientation week. Students begin to work collaboratively in “brother-sister” groups designed to make sure every new student returns to campus with at least ten new friends. At the close of the immersion weekend in September of 2010, 91% of responding students agreed that they had met at least 10 new friends. New students do appear to return to campus feeling connected with each other, and as FUSION groups continue meeting throughout the school year, they build community through working together on social, academic, and spiritual development (**Appendix AS: Fusion Survey**).

FUSION is planned and organized by Student Services, which evaluates the experience each year and looks for ways to make improvements. In recent years we have looked to FUSION as one important way to increase the cooperation between our curricular and co-curricular programs. One way we have strengthened these ties is with the incorporation of the new high-impact learning initiative, “PUC Reads” (see above, “Common Intellectual Experience”).

While FUSION has always included objectives for both the introductory weekend away from the campus as well as the on-campus weekly sessions, this year Student Services developed formal student learning outcomes aligned with our ISLOs. These SLOs are presented to the students at the beginning of fall quarter in a syllabus and are assessed through an evaluation at the end of the year, and through appropriate items on NSSE and the UCLA Spiritual Beliefs and Values Survey (see **Appendix AT: FUSION Syllabus**).

Residence Halls

Deans continue to work with the vice president for student services to better partner with institutional and curricular goals. Progress in this area was documented in their recent program review which included these items: well-thought-out student learning outcomes, discussion of partnering with other departments, spiritual mentoring, and group study areas in the residence halls (see **Appendix U: Residence Life Program Review, 2009–10**).

Much of the work during the last year has been on developing assessment tools and analyzing the results. We were pleased to find that in the 2009–10 results from the annual residence-life survey, 82% of students rated residence-hall life as good or excellent. Sixty-eight percent report that they are generally happy with residence-hall life. Problem areas included noise control, which only half of the respondents rated as good or excellent. Residence-hall policies include noise restrictions after 10:00 p.m. to aid study and sleep, but these do not appear to be working as well as we would like. The other main problem area is maintenance, with as few as 40% of students rating this as good or excellent for some items. We will be looking carefully at results from the 2010–11 residence-life survey to track progress in this area (see **Appendix U: Residence Life Program Review, 2009–10** for survey tools and assessment results).

Weekly Campus Colloquy

For one hour starting at 10 a.m. on Thursday no classes are scheduled, and most institutional departments are closed, as the entire campus community, including students, faculty, staff, and administrators, come together for Campus Colloquy. This Colloquy has a syllabus (see **Appendix AU: Campus Colloquy Syllabus 2010–11**). To ensure that it is meeting the needs of the community it is evaluated each year; as of 2010–11, at the end of each quarter. Every year the Campus Colloquy Committee, chaired by the president, analyzes the student online evaluations. While we know that some students will probably always resent any required attendance at meetings like these, we continue to try to make Campus Colloquy a space for our community to come together, especially in times of transition, sorrow, or celebration. For example, when a favorite young professor was in the advanced stages of pancreatic cancer, he was invited by the senior-class members of 2010, to give their senior-recognition colloquy as a “last lecture.” This hour became a time when students could meditate on the difficult and painful transitions in life, as well as celebrate the life of a much-admired teacher.

Student Clubs

Student Clubs¹¹ draw large numbers of students into social and campus outreach activities. These clubs (33 in the 2009–10 listing) represent a large variety of student interests and fill many significant cultural needs. Clubs connected to academic departments help build social and professional ties, a variety of student-organized ethnic clubs build connections within and between diverse groups (see Diversity section below), and special-interest clubs create friendships around everything from knitting to parkours. Many of these clubs encourage students to engage in service, mission, and social justice activities (e.g. Amnesty International, The Green Club).

Campus Upgrades

An important aspect of a learning community is the campus itself. During 2010 the administration has placed real emphasis on affordable upgrades that foster a sense of community and increase student engagement and collaboration. Significant upgrades were made to classrooms, the library, the Dining Commons and Campus Center, and selected outdoor areas (see **Appendix AV: Campus Upgrades** for more details).

This examination of our campus as “A Learning Community” and “A Community of Learners” represents the current status of our recent attempts during the reaccreditation process to enhance our culture of evidence. We have particularly been focused on more systematically using data to improve and better integrate our curricular

and co-curricular activities, and more powerfully improve the learning success of our students. While we have indulged in our share of grumbling as we have had to adjust to these new habits, we have also found that as we developed our assessment skills with each round of program reviews we really did learn something important about ourselves. As we have used nationally normed instruments we found that previous, comfortable assumptions about our success in important areas were challenged; we felt compelled to study the literature of high-impact teaching practices and make sometimes significant and ambitious additions to the way we go about the business of education. We have found that we are indeed a learning community that has much still to learn, and a community of learners that is eager to implement what we learn for our students and ourselves.

¹¹ <http://www.puc.edu/puc-life/clubs>





PREPARING STUDENTS FOR “PRODUCTIVE LIVES OF USEFUL HUMAN SERVICE” IS A COMPONENT OF OUR MISSION STATEMENT.



SECTION 2: A CULTURE OF SERVICE (THEME III)

CHRISTMAS 2009—INSTEAD OF HEADING HOME TO THE USUAL shopping trips and family celebrations, twenty-two students joined our first annual Global Medical Brigade (GMB) trip and traveled to Honduras to provide a week of health care to villagers. They worked under the direction of an internist, who is a father of one of the students, as well as two additional doctors provided by GMB, and together they took a mobile clinic to communities to provide medical and dental help to nearly 900 residents.¹² In the winter of 2010 twenty-six students responded to an invitation from one of the Education professors to give one hour each week to tutor at-risk elementary school students. They gradually built up relationships with the students and helped them improve academically.¹³ One pre-med student said his work with a child has made him think he would like to specialize in pediatrics.¹⁴ These are just some of the hundreds of PUC students and faculty who participate in humanitarian projects locally and around the world each year, enhancing the culture of service we are continuing to foster on campus.

We have long perceived that service is important at Pacific Union College. Preparing students for “productive lives of useful human service” is a component of our [mission statement](#)¹⁵, and service was included as one of our priorities when we identified our core institutional values. By service, we mean more than just having our students participate in humanitarian projects; we want our students to be continually challenged to think how they can use their skills, knowledge, and training to serve their local and global communities. We also understand service holistically, encompassing physical, social, psychological, and spiritual needs.

Yet we have come to realize that, as important as we have always thought service to be, we need to more intentionally and systematically focus on it if we want to create a genuine and transformative culture for our community and provide thoughtful service experiences

¹² <http://www.puc.edu/news/archives/2010/medical-brigade-to-honduras>

¹³ <http://www.puc.edu/news/archives/2010/students-mentor-local-children>

¹⁴ <http://www.puc.edu/news/archives/2010/puc-missionaries-baptize-36-in-guatemala>

¹⁵ <http://www.puc.edu/about-puc>

for more of our students. The data available to us suggest that we have significant room for improvement in realizing the culture of service to which we are committed.

In this section we first provide a brief summary of progress on each of the four Culture of Service Outcomes identified in our *Institutional Proposal* (IP), (see p. 10) and indicate where this is expanded upon elsewhere in the review, and we describe our service-related student learning outcomes and the evidence we have reviewed to evaluate our progress. We then examine the three main components of our efforts to enhance and sustain a systematic culture of service: program review, the Office of Service, Justice, and Missions (OSJM), and the service across campus that we see as the ultimate manifestation of that culture.

Four IP Service Outcomes

1. Departments will develop student-learning outcomes to enhance and broaden the culture of service on campus.

We have addressed this outcome in two ways: All departments have the opportunity to reflect on service in the program reviews, in the context of discussing alignment with our institutional student learning outcomes (ISLOs), which include service, and the OSJM has identified five specific service-related student learning outcomes. Both of these are discussed in more detail below.

2. Increasing numbers of students will report involvement in service activities while at PUC.

Our data are conflicting, but some evidence suggests that an average of 86% of our seniors report being involved in some kind of service activity. With the continued development of the OSJM, we expect to see both the number of participating students increasing and development in the depth and quality of the experience. Evidence relating to service, and efforts to increase and deepen the

service experiences and commitments of our students, is described below under assessment data (see most of the rest of this section for examples of efforts to deepen the experience).

3. Increasing numbers of graduating seniors and alumni will report that they understand their career goals in terms of service and vocation.

We realized recently that we do not specifically ask this question on our Senior Exit Survey; this omission will be remedied starting with the survey administered to seniors in June of 2011. The intention behind the enhancements to the culture of service described in the pages that follow, including highlights in the first-year FUSION experience, the weekly Campus Colloquy meetings, academic majors, residence life programs, the OSJM and formal and informal student groups, is to increase not just service activities while in college, but to lay a foundation for a lifetime of service.

4. Academic departments will develop student learning outcomes focused on diversity education for service in a diverse, worldwide church.

Rather than require each department to develop diversity related SLOs, we decided to ask each department to reflect upon how they support the diversity goals of the institution in their program reviews. Examples of this are discussed in the Diversity Section below. In addition, the OSJM created SLOs to guide the development of its service related programs and those of others on campus.

Service SLOs: Service and stewardship are part of our [institutional student learning outcomes](#): “PUC graduates will practice the Biblical imperatives to serve humanity, resist injustice, and care for the created world.” Each of our academic and college service departments has an opportunity to reflect on service in their regular program reviews.

Assessment of Service

Evidence related to our Service SLO is organized in a set of Dashboards (see **Appendix AW: Service Data Dashboards**). This evidence has been reflected on in an interpretive report (see **Appendix AX: Interpretive Service Report**), and highlights are summarized below.

At present our best service-related data come from two sources, the UCLA Spiritual Beliefs and Values Survey and the NSSE. Unfortunately the evidence from these two sources is rather contradictory, with the Beliefs and Values Survey suggesting high levels of participation in service (e.g. in 2008, 93% of seniors indicated that they had performed volunteer work since entering college), while the NSSE suggested somewhat lower levels (e.g. in 2008, 62% of seniors reported that they had done volunteer work, significantly fewer than the average of church-related schools across the nation). We hope that the second administration of the NSSE, scheduled for May of 2011, will help resolve this apparent contradiction. We have tentatively identified our level of attainment for this outcome as follows: “PUC students will participate in service-learning and volunteer service at levels at least equal to those of their peers at church-affiliated colleges.” Since 2008, when the NSSE was given for the first time, we have made a number of programmatic improvements in the service area, many described in the remainder of this section. As we continue to systematically develop our work in this area, we will carefully attend to future data to evaluate our progress.

Because our standard service assessments are mostly administered to seniors, this fall we experimented with an in-house questionnaire for the entire campus. We did not get enough replies (only about 25% of the student body) to make an accurate judgment about the percentage of student participation in service. We got some interesting responses to the open-ended question of what

more we could do to interest students in service: more emphasis on serving other students; more social justice for gay and lesbian students; and more help for elderly residents in the community, and more help for battered women. Many students wished that mission trips were more affordable. Most of all, respondents who do participate in service expressed an excitement about the work they do and a determination to find even more ways and more time to serve others (see **Appendix AY: Service Survey Results: Fall Quarter 2010**).

The rest of this section describes how we have built upon our service tradition by making it a more systematic and pervasive characteristic of a PUC education. In particular, we describe and discuss how we have used our program review process to focus our attention on service, and how we have used our re-imagining of the Chaplain’s Office as the Office of Service, Justice, and Missions to support and assess service learning opportunities.

Program Review

Even prior to the addition of the requirement that departments reflect on the ways in which they address the institutional student learning outcomes, many departments discussed how they addressed service in their program reviews. We summarize below three illustrative examples of how academic departments have been incorporating service as a “teaching and learning strategy that integrates meaningful service to our community with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen the community” (see **Appendix AZ: PUC Service-Learning Philosophy**).

ACADEMIC PROGRAM REVIEW

Psychology and Social Work

This department has identified “Service to God and humanity” as one of its core departmental values and provides students with opportunities

that help them prepare for a “life of ongoing service” (see **Appendix I: Department of Psychology and Social Work, Program Review, 2009**). All sophomore and junior majors participate in the annual spring Service Colloquium, which includes such projects as sharing meals with migrant farm workers, creating programming for local children in foster care, and advocating for legislation in Sacramento to meet the needs of the poor, elderly, and disabled. The department chair worked with students to set up and run the Angwin Food Pantry, and many majors regularly participate in collecting and distributing food to hungry members of the Angwin and Pope Valley communities every Thursday night. All senior Psychology and Social Work majors take a capstone course that encourages them to reflect critically on how values of justice and service are both supported and undermined by the social service and mental health professions. And all senior Social Work and many upper-division Psychology majors participate in fieldwork experiences in social service and mental health agencies in the area. Classes that particularly teach these values and skills and include service-learning requirements are Social Welfare Policy and Contemporary Social Issues, SOWK 468; Field Experience, SOWK 476 to 478; and Field Experience, PSYC 491 (see syllabi in **Appendix I: Department of Psychology and Social Work, Program Review**).

Nursing Department

Nursing focuses on providing a broad, liberal, and professional education to its students. It undertakes this commitment in “a climate of Christian service, dedicated to the development of the whole person, and designed to serve the health needs of individuals, families, and the community at large” (see the *PUC General Catalog*, pp. 149–58). Two nursing sequences, Health Education, Promotion, and Self-Care, NURS 393 & 394; and Community Health Nursing, NURS 431 & 432, exemplify service as learning. As part of the course work, students are required to participate in services to the community such as helping with flu clinics throughout Napa and Solano counties, and doing assessment of families and community health issues. Several nursing students participated in a project for homeless families while others created a health education project for a local elementary school for Maternal-Child Nursing, NURS 252. Students are required to do a full range of activities that help build the skills required for being a community health specialist and earning a B.S. in Nursing¹⁶

Religion Department

Religion provides a variety of opportunities for students to become involved in service. In the spring of 2009 the Theology Club and its faculty sponsors spent a weekend in Oakland helping the Director of Homeless Ministries serve food to people living on the streets and under freeway passes. Upper-division students, in the year of their extern program, serve as student pastors and work with Bay Area churches to help feed homeless people. Two teachers also experimented with working a service component into their freshmen classes. One teacher experimented with giving credit for community service or asking students to read and write about *The Call to Service* by Robert Coles, while another one included a service component in his Spiritual Formation course. The students reported that they had found it the most meaningful of the spiritual disciplines they were asked to develop during the course. The department is working to develop further service options).

¹⁶ Syllabi are available for inspection on the USB flash drive accompanying the EER.

SERVICE DEPARTMENT REVIEWS

College service departments are also asked to reflect on how they contribute to our culture of service in the College Service Program Review (CSPR) process. Two examples of what departments are doing this area are summarized below:

Student Life

Students have long enjoyed identifying their residence hall with a yearly service project. Examples over the years include a winter-coat campaign for homeless people in the Bay Area; knitted scarves and mittens for a similar population; collecting Christmas gifts for local children; providing free babysitting for community families; providing free yard care and repair work for local senior citizens, and raising money for an adult literacy project. In short, the residence halls have a long-term record of finding and filling needs in the community.

We have enhanced the service component in our first-year Fusion Program. One of the SLOs for Fusion is to practice and reflect on the meaning of service (see **Appendix AT: FUSION Syllabus**). In response to this outcome, several of the Fusion groups have chosen service projects to work on throughout the year.

Teaching and Learning Center

The TLC staff members are involved in many campus clubs and service projects each year. Moreover, the TLC review notes that staff members guide tutors in developing “a servant-leader mentality where students help students and end up benefiting themselves in the process” (see **Appendix V: Teaching and Learning Center CSPR, September 2010**).

Office of Service, Justice and Missions

The second main component of our efforts to create a more systematic culture of service was the conversion of our Chaplain’s Office into the Office of Service, Justice, and Missions during the 2009–10 school year (see **Appendix BA: PUC Office of Service, Justice, & Missions, Organizational Chart**). As part of this transition, we hired a coordinator on July 1, 2010, to work with the campus chaplain to oversee service projects, disseminate information to the campus, track activities, develop assessment tools, and help interested teachers find service-learning projects for their classes. The work of the OSJM includes the following:

1. Students participate in at least one service project every year while at PUC.
2. Students value and commit to using their skills and knowledge to reduce or fight injustice, oppression, or poverty.
3. Students join and participate actively in a faith community during their time at PUC and show a desire to be part of their faith community after they leave us.
4. Students value becoming community leaders for service, justice, and mission.
5. Students believe individual belief and action can change the world.

SERVICE SLOs

Our institutional service goal has been more specifically unpacked by the student learning outcomes developed by the OSJM. These outcomes will help guide the OSJM’s specific programs and the service-related activities of the entire campus:

STUDENT MISSIONS AND TASK FORCE

The OSJM supervises the screening, placement, preparation, and evaluation of students who want to devote a year to serving the educational, spiritual, and

physical needs of communities outside of America (student missionary) or in the United States (taskforce). Those who are interested in service abroad in such capacities as teachers, tutors, deans, health workers, pastors, chaplains, maintenance workers, or orphanage assistants must go through an extensive application process showing their academic capabilities, their ability to fit into new cultures, and their genuine desire to serve in a foreign country. Once in their new location, they are contacted regularly and tracked in their progress by local supervisors and the OSJM. Student volunteers on campus send boxes of goods and letters every two weeks to help keep those living far away from feeling isolated. An average of 15 to 20 students each year work as student missionaries, and when they return, they share their stories in presentations both on and off campus. The stateside version of the Student Mission program is Taskforce. Students sign up for the same types of service work as student missionaries and may be assigned up to a year's worth of social service in inner-city churches, or they may serve as health workers or teachers or aids at church-operated elementary and high schools. The OSJM is now responsible for establishing student learning outcomes for the student missionary and taskforce experiences and for collecting data to help assess them. These will be included in their program review tentatively scheduled for fall quarter of 2011 (for more information on student missionaries and taskforce workers see OSJM's [World Mission Page](#)¹⁷).

SERVICE LEARNING

Courses that include service learning have always been a part of our curriculum, but it has been rather hit-or-miss, depending on the motivation and background of particular teachers.¹⁸ For instance, only 3% of our first-year students reported on NSSE that

¹⁷ <http://www.puc.edu/spiritual-life/world-missions>

¹⁸ See courses listed above under Psychology & Social Work and Nursing Academic Program Reviews. For examples of other courses that include formal service learning, see syllabi for "Small Group Communication," COMM 328; "Spanish Applied Linguistics," SPAN 382; "Introduction to Christian Ethics," RELT 216.

they had participated in a service-learning course as opposed to 14% at other church-affiliated schools. By their senior year, 15% of our students said they had participated often or very often in service learning compared with 32% of those in church-affiliated schools and 19% in NSSE schools¹⁹ (see [Appendix AW: Service Data Dashboard](#)). One of the real benefits of our new OSJM has been the ability to plan for the enhancement and better support of formal service-learning courses on campus. The OSJM is developing a program that matches interested teachers with local service agencies. In January 2011, OSJM is hosting a service luncheon to bring directors of Napa Valley non-profit organizations and teachers together. These directors will provide suggestions for matching teachers and classes to service organizations as well as for projects that could fit appropriately with class content.²⁰

Additional support for service learning has been made available through an \$8000 grant to create mini-grants to teachers willing to redesign coursework to include service-learning projects. To prepare for this, the academic dean invited Nadinne Cruz, formerly the Director of Stanford University's Haas Center for Public Service and now an independent service-learning consultant, to give a presentation to a well attended faculty meeting in December 2010, on the techniques of incorporating service learning. Following this presentation the dean opened the application process for the service-learning grants, which will be dispersed during winter and spring quarters.

In May of 2011, community directors will be invited back to a luncheon that follows up the January gathering. They will provide end-of-the-year assess-

¹⁹ NSSE provides three comparison groups for PUC to check its responses against: church affiliated schools, Carnegie schools, and NSSE schools. We have chosen the first and last of these three as being the most meaningful for our comparisons in this section.

²⁰ In early November 2010 our campus chaplain and head of OSJM announced his decision to resign at the end of December 2010. It will likely take several months at least to find a replacement. Due to this unexpected transition, some of the work in service learning and other service programs has been slowed or interrupted.

ment, along with planning for the following year. The OSJM will also focus on building interest among teachers and departments and creating the structure to match classes with community needs. We expect to see a significant increase in service learning class work by the fall of 2011. Our culture of service will be significantly deepened and enhanced by increasing formal service learning, but that culture is defined more broadly by curricular and non-curricular values that make service an integral part of our students' educational experience.

CAMPUS MINISTRIES

Campus Ministries is the umbrella term for on-campus student groups sponsored by the OSJM to provide needed services on and off campus (these groups are described on the [OSJM website](#)²¹). The OSJM is developing student learning outcomes for these individual groups, along with appropriate assessments; these will be provided in their next program review. The chaplain and service coordinator work with each outreach or campus-based group to set up goals, establish professional behaviors, organize regular events, and assess effectiveness and student learning. The chaplain meets every month with the Campus Ministries Council, comprised of leaders of outreach and ministry groups, to discuss successful elements and devise new strategies in areas that need improvement. He also works individually with leaders and participants between meetings, while the service coordinator works on the logistics and develops reports (see **Appendix BB: Campus Ministry Groups** for a description of the following selected service-oriented groups: Health Ministries, Homeless Ministries, KidzReach, and Lighthouse Ministry).

Service across the Campus

We have a number of formal and informal student organizations that regularly support our campus culture of service. We discuss a few examples below.

21 <http://www.puc.edu/spiritual-life/campus-ministries>

SERVICE-CENTERED CLUBS

Service-centered clubs at PUC include Amnesty International, SIFE and the Business Club, the Korean Adventist Student Association, the SOL Club (Latino student organization), the Global Medical Brigade and the Wish Makers. The activities of these clubs are described in more detail in **Appendix BC: Selected Campus Service Clubs**. A good example of these clubs is Amnesty International:

One of the most active contributors is the PUC chapter of Amnesty International (AI), initiated in 2002. This group has conducted letter-writing campaigns for a variety of human rights causes around the world, screened and discussed social-justice movies such as *Lord of War*, *The Constant Gardener*, *The Visitor*, *The Innocence Project*, *The Agronomist*, and *The Lost Boys of Sudan*. In conjunction with the latter film, PUC AI invited one of the "Lost Boys," Santini Chuur, to campus to speak to a packed auditorium of students and Napa Valley community members about his experiences. AI has also sponsored a Campus Colloquy program on "The Patriot Act and Islamophobia," and most recently has held a series of concerts called "[Jamnesty](#)"²², which feature local musical groups that help to focus listener attention on current human-rights campaigns.²³ This year the group continues with its annual Global Write-A-Thon in support of high-profile individuals at risk and has added two other major projects: 1) Demand Dignity, the national AI initiative to emphasize economic, social, and cultural rights as highlighted in the last portion of the articles of the Universal Declaration of Human Rights,²⁴ and 2) Immigration Detention as detailed in "Jailed Without Justice" report.²⁵

22 <http://www.puc.edu/news/archives/2009/puc-ai-focuses-on-human-rights>

23 <http://www.puc.edu/news/archives/2009/puc-ai-focuses-on-human-rights>

24 <http://www.amnestyusa.org/demand-dignity/page.do?id=1041191>

25 <http://www.amnestyusa.org/immigration-detention/page.do?id=1641031>

Informal Projects

Every year the OSJM, in conjunction with the director of the PUC Student Association, sponsors a variety of one-time and informal service organizations and projects. For example, in April of 2010, students and staff teamed up for two weeks with Home Depot and a local volunteer organization, Rebuilding Calistoga, to do repairs on fifty homes for elderly and disabled people. In May they were honored by the mayor of Calistoga for this work.²⁶ Another student group went last spring with a social-work teacher to the California State Capitol to lobby for a bill (eventually passed and signed into law) to make it easier to locate, identify, and give an honorable burial to the remains of unclaimed and forgotten veterans.²⁷ One of our film majors who already had experience filming humanitarian projects in Africa, South America, and Bangladesh was so impressed by the needs in Haiti after the January 2009, earthquake that he decided to fly there immediately and document the tragedy. An anonymous donor provided tickets for this filmmaker. Four days later he arrived in Haiti and ended up staying in a local orphanage that was profiled by both CNN and Fox News. The resulting documentary film, *Adopting Haiti*²⁸ about the media and Haitian adoptions has been picked by for distribution on Netflix and Hulu, with the student guest blogging for Anderson Cooper on CNN's website.²⁹

REVO

Perhaps the best evidence of the kind of culture of service we hope to construct at PUC comes from the development of PUC REVO. REVO³⁰ is an informal national organization that collaborates with and supports students who want to raise funds for revo-

lutionary change programs. During the first two years of REVO students raised a total of \$18,500 for worldwide and local projects (see [CPR](#), pp. 20–1). By the third year, REVO had become a campus club, but retains its student-centered locus of control. Students still decide what (if anything) they will focus on each year and plan and execute all activities. Last year their goal was raising money for the Tropical Health Alliance Foundation (THAF) to help it combat, a form of elephantiasis, and to fund the local student-sponsored program called KidzReach (see above). REVO is now in its fourth year. One of the things it does exceptionally well is getting the whole campus involved as fundraising is turned into fun during a giant yard sale and fashion show or a pay-up evening in which faculty and administrators carry out promises to endure some sort of public embarrassment to raise money for a good cause³¹.

Our on-going work to build a strong culture of service through departments, clubs, and now especially through the Office of Service, Justice, and Missions, with its added responsibility of coordinating service learning, appears to be yielding results. In the most recent year for which data are available, 84% of our seniors reported that participating in a community action program was important to them, and 86% reported participation in volunteer work occasionally or frequently (see [Appendix AX: Interpretive Service Report](#)) This focus on service helps students and teachers see beyond the borders of a small campus in a safe, beautiful location to involve themselves in a world that needs love, justice, spirituality, and material help. With our recent efforts to make this culture more intentionally systematic and focus on collecting and reflecting upon relevant evidence, we look forward to even more success in the future.

²⁶ <http://www.puc.edu/news/archives/2010/students-and-staff-serve-in-repair-effort>

²⁷ <http://www.puc.edu/news/archives/2010/students-take-on-social-justice-project><http://www.puc.edu/news/archives/2010/students-take-on-social-justice-project>

²⁸ <http://www.mattoidentertainment.com/films/adopting-haiti/>

²⁹ <http://www.puc.edu/news/archives/2010/student-produces-taking-haiti-home>

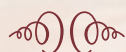
³⁰ <http://startarevo.org/about/>

³¹ <http://www.puc.edu/news/archives/2009/revo-returns-to-puc>





PUC IS A BIBLE-BELIEVING, LIBERAL ARTS COLLEGE....
OUR GOAL IS TO PRODUCE STUDENTS WITH FIRM, PASSIONATE
FAITH COMMITMENTS THAT EMERGE OUT OF A GENUINE,
THOUGHTFUL CONVERSATION ABOUT FAITH AND LEARNING.



SECTION 3: CONVERSATIONS ABOUT FAITH, LEARNING, AND ADVENTIST IDENTITY (THEME IV)

THE PROLIFIC CHRISTIAN AUTHOR PHILIP YANCEY OFTEN WRITES about the growth of his faith while attending a Bible college in the South during the 1960s. Yancey met God at his college, forever changing and transforming his life. He learned to know and love the Bible, discipline his impulses, and mature his faith. Yet he also recalls the rigid rules, the harsh consequences for minor infractions, the unwillingness to talk openly about important issues, and the mind-control that he likens to military indoctrination. He learned to look beyond the homogenous, ready-made answers of the institution, noting in particular the influence of a university-trained sociology professor who helped him “step outside the bubble.”³² Without losing his faith, he was able to see beyond his narrow subculture; sadly, he notes, all too often his peers were either trapped in the bubble or lost their faith altogether.

PUC is a Bible-believing, liberal-arts college, not the fundamentalist Bible college of Yancey’s youth. But we too know both the attractions and the dangers of life within “the bubble.” Our hope is to produce students with firm, passionate faith commitments that emerge out of a genuine, thoughtful conversation about faith and learning. Our intent is to build a community where “academic freedom and Christian commitment are complementary, not oxymoronic” (*Institutional Proposal* (IP), p. 10). The Academic Freedom Statement in the *PUC Faculty Handbook* recognizes that academic freedom is necessary for the pursuit of truth, yet is never absolute. It acknowledges that faculty have the right to disagree with church beliefs but also expects them to do so in consultation with their peers and with sensitivity to the unity and effectiveness of the church (see **Appendix BD: Academic Freedom Statement, PUC Faculty Handbook**, pp. I-25 to I-27). Our commitments to our faith and its critical examination naturally exist

³² Yancey, Philip. “Life in a Bubble.” <http://www.booksandculture.com/articles/2010/sep/oct/lifebubble.html?paging=off>

in some tension, but we believe that this contributes to constructively learning about ourselves.

With our decision to choose “Conversations about Faith, Learning, and Adventist Identity” as one of our themes, we reaffirmed our long-standing commitment to talk openly about our beliefs, to encourage questions, and to provide support to students without giving easy answers. We are sensitive to the discomfort that this approach can cause those in our faith community who see college as a time to indoctrinate students with the cherished commitments of our past. But we continue to agree with the late Harvard psychologist William Perry, as we noted in our IP,³³ that the best environment for intellectual and spiritual growth is one where students are challenged to move away from both simple dichotomous or uncritical relativistic thinking, toward mature, independent, and passionate commitment. Only then can their faith have integrity.

Our president has led the way here, stimulating conversations about Adventist identity both on and off campus with her “Adventist Advantage” initiative. Based on our institutional student learning outcomes, the president focuses on the meaning of true wisdom, and how Adventism’s historic commitment to health, education, ethical action, service, and the enlivening power of the Holy Spirit can be a strong foundation for a life of integrity and meaning.

In our IP we said that we would provide safe and supportive opportunities for vigorous faith and learning conversations, where beliefs are explored, hopes expressed, and faith nurtured on the one hand, while challenging assumptions, airing doubts and sharing fears on the other (see IP, p. 10). We first provide a brief summary of progress on each of the four Conversation Outcomes below (see IP, p. 11), and indicate where this is expanded upon

³³ <http://www.puc.edu/academics/accreditation/institutional-proposal>

elsewhere in this report; then we discuss these and other features of our campus conversations at greater length in the rest of the section.

Four IP Conversation Outcomes

- 1. Academic and non-academic departments will find ways to initiate and encourage intentional conversations among students, faculty, staff, and administration about the connections between our faith and liberal learning and what it means to be a Seventh-day Adventist in our diverse, global church.**

Several of our objective indicators revealing student perceptions of conversations about faith, learning, and Adventist identity suggest that we have increased these on campus. We have used program review to encourage departments to reflect on how they do this more intentionally and have developed and enhanced tools, such as our Spiritual Film Series and Dramatic Arts Society, to expand and deepen the experience of these conversations (see below).

- 2. We will intentionally teach and assess critical thinking skills across the curriculum, especially in the context of these conversations.**

Critical thinking is one of our foundational curricular skills and has become more of a focus in our General Education program. Assessment and development of these skills is addressed in the Learning Community Section, where we discuss assessment of our GE program (see Learning Community section, “General Education Program Review” above).

- 3. Campus Colloquy and residence hall-based religious services will intentionally integrate issues of faith, learning, and Adventist identity into their programming.**

We have continued to develop our weekly Campus Colloquy meetings to achieve specific stu-

dent learning outcomes addressing important campus themes. Other required religious services, often focused in the residence halls, provide multiple opportunities to align curricular and co-curricular programs in service of increased faith, learning, and identity conversations. This is discussed in more detail below.

4. We will develop and implement a program that encourages our graduates to find church communities they may join and serve.

Not only have we been able to implement a program that helps connect students to faith communities after they graduate; we have been able to join forces with a larger, similar program that extends through the North American Division of our denomination. We have also enhanced our efforts to involve students in the life of the PUC Church while they are in school. This is developed in more detail below.

Assessment of Current Status

While there is much in this theme that is ineffable and threatens to dissolve if forced too firmly into quantitative categories, we believe we can do more to assess our success both qualitatively and quantitatively. For now, most of our quantitative data come from the UCLA Spiritual Beliefs and Values Survey administered over the past five years (see **Appendix BE: Conversation Data Dashboard & Appendix BF:**

Conversation Interpretive Report). At first glance the data may seem to indicate that we are doing well: 87% – 88% of our students report having discussed religion/spirituality both in class and with their friends while at PUC. But this may be low, given the multiple required and explicit exposures to religious presentations that our students experience. For example, students have to take 18 hours of religion classes, yet 27% indicated they had not been given the opportunity to discuss “the meaning of life,” and 16% that they had not felt they were encouraged to discuss religious/spiritual matters in class. Similarly, while 100% of our students took religion classes at PUC, only 88% indicated discussing religion in class. More often than we would like (apparently between 12% and 27% of the time), what seems to be missing is not presentations about religion, but opportunities for discussion. Our Conversation theme has provided us with the focus and structure to work directly on this. We have taken steps to make general-education classes in religion smaller, with more deliberate opportunities for collaborative learning and discussion built into syllabi.

Program Review

Departments have an opportunity to reflect on the various ways they encourage vigorous conversations about faith, learning, and Adventist identity in their program reviews. Below we include a sample of some of these recent reflections that illustrate the variety of these approaches.

..........
ACADEMIC DEPARTMENT REVIEWS

Religion Department Program Review

“Conversations about faith and Adventist identity take place in most of our courses, prompted either by a teacher’s presentations or by curious students who have thoughtful questions. We offer numerous courses that directly address and allow time for specific conversations on Adventist identity, such as Acts of the Apostles, Christian Ethics in Society, Last Day Events, Life and Ministry of Ellen White, Adventist Theology, Spiritual Formation, Studies in Daniel, Studies in Revelation, and Theology of the Sanctuary. In addition, conversations arise with our Theology and Religion majors during their weekly Ministry Colloquium, Extern Program, Theology Club activities, Friday pre-vesper programs,

and often when our office doors are sitting ajar and a student feels welcome to come in.”

English Department Program Review

“Conversations about shared human experience are the core of any literature course. Our students, therefore, are constantly engaged in conversations about issues of faith and learning—whether in response to Milton’s attempt to ‘justify the ways of God to man’ or in response to the existential angst of the characters in Beckett’s *Endgame*. Over and over our students confront good and evil in the lives of the characters they read about, and are challenged to think critically and carefully about how they would respond to similar circumstances . . . The study of literature provides a rich tapestry of experience that allows students to place their religious experience in a global and historical framework” (see **Appendix J: English Department Program Review**). Outside of classes students and teachers have the opportunity to continue these discussions in many informal settings, such as the departmental pre-vespers in faculty homes when majors gather to eat and talk.

Music Department Program Review

“Conversations about the relationship between music, faith, learning, and the Adventist identity are an integral part of the music department culture. Questions of what is appropriate music for worship come up regularly when the ensembles participate in worship services (particularly the instrumental ensembles) or in composition class when students are asked to compose a worship song where the discussion also includes questions of what is appropriate for personal worship versus corporate worship. Discussions also often include the question of what Sabbath means for a musician and what it means to respect the Sabbath in an industry where much of the music making occurs on Friday night and Sabbath. In Survey of Music and the year-long music history sequence, students see the correlation between the Greeks’ view of the power of music and those of the early Church Fathers, they study the music of the Reformation and Counter-Reformation, and they discover how religious musical values have changed through the centuries in the quest to appropriately worship God—all of which invariably leads to discussion of what is appropriate music for worship in the Adventist faith at this time in history” (see **Appendix K: Music Department Program Review, 2010**).

General Education Honors Program Review

The Honors Program³⁴ sets a high standard for meaningful conversation. All courses in Honors are theme-based seminars emphasizing interdisciplinary readings that insist on a wide spectrum of responses, including philosophical and spiritual. Courses such as Scripture I, Scripture II, Beauty, Virtue, Christianity, and Alterity are especially designed to develop in-depth faith and learning conversations. “Honors seminars aim to create an environment for discovery and the free exchange of ideas, a place where student comments and questions help to guide lively discussions. Such sustained conversation is at the heart of the program” (Review, p. 2). Teachers in Honors often hold class periods at home where students can share food and talk around the family table, and Honors students frequently say that these are the courses that caused them to ask the most difficult ques-

³⁴ The General Education Honors Program is a substitute General-Education package and is open to all students who qualify on the basis of high school GPA and national test scores. See the *Pacific Union College General Catalog, 2008–10*, pp. 28-29.

tions and to realize that finding answers is a life-long journey. Several pages of comments cited in the review suggest the profound influence of the conversations on students' thoughts and actions.

SERVICE DEPARTMENT REVIEW

Teaching and Learning Center Review

“Within the advising and mentoring programs, students often open up to TLC staff members regarding their personal and spiritual journeys. Staff members often share faith stories and statements with individual students, which propel the dialogue into deeper and deeper themes. Students are seeking answers to burning questions, both inside and outside of their classroom experiences. The TLC counts it a privilege to have time to get to know students on a more personal level and to dialogue with them about the big questions of life.” Advisors in the TLC often work with students who need help with time management, but they encourage them to balance studying with taking time to connect with nature and enjoy the blessings of the Creator (see **Appendix V: Teaching and Learning Center Program Review, 2010**).

Virtually all departments could list in their program reviews the ways in which they encourage conversation in introductory courses and upper-division seminars, and the informal give-and-take that occurs spontaneously in teacher offices and department hallways. Friday evening dinners with conversations on some aspect of faith and learning, often in faculty homes, have become a campus-wide tradition. As can be seen by this sampling of departmental review responses, teachers are eager to spend time engaging their students in meaningful conversations. Each year several academic departments accept the opportunity to spend a weekend in conversation at PUC's extension campus on the shore of the Pacific Ocean near Mendocino, approximately three hours from the main campus. This year Religion, History, and Education each have a weekend retreat where teachers and students can have in-depth discussions while they talk, hike, and eat together. To encourage these retreats the Academic Dean's office helps departments fund the weekends.

Creative Arts

SPIRITUAL FILM SERIES

We have been able to continue this film series, referred to in our *Capacity and Preparatory Report*

(CPR), which is designed to stimulate and support conversations about faith and learning. The films are selected by one of our Visual Arts instructors with a background in film studies and religion to support at least one of the identified Student Learning Outcomes. Students will

1. *think critically about the connection between faith and learning;*
2. *consider issues involving Adventist heritage and identity;*
3. *care more deeply about suffering and injustice;*
4. *have a fuller understanding of the ethical issues surrounding human diversity; and*
5. *have a clearer understanding of their role in the stewardship of the created world.*

Since its inception we have conducted eight screenings as well as produced an original play that included several Adventist-specific film clips. Audiences at these screenings/performances averaged approximately 100 students per event. An estimated 2000 people have attended one of these events in the last two years.

During winter quarter of 2010 the Spiritual Film Series became the vehicle for our now-annual

Diversity Film Festival, with four events focused on the intersection of ethnic and spiritual diversity (see **Appendix BG: Spiritual Film Series Report** for a complete list of and summary of the conversations generated by films shown in 2008–09 and 2009–10, and proposed films for 2010–11). Events in the series have included such films as: *The Visitor*, *Renewal*, *For the Bible Tells Me So*, *The Last Generation*, *The Agronomist*, *The Adventists*, and *The Joy Luck Club*.

DRAMATIC ARTS SOCIETY (DAS)

DAS has transitioned from its initial role as a student club, and is now an integral part of the English department. DAS has become well known for its original productions on themes growing out of Seventh-day Adventist history and contemporary culture. As discussed in the *Capacity and Preparatory Report* (CPR) (p. 23), DAS productions exploring responses to the life and work of Ellen White, the pivotal 19th-century Adventist prophetic figure, and the poetry of one of our English professors touching on the human side of God, were powerful and controversial, stimulating deep and passionate conversation on and off campus long after the productions were over. Since the CPR, DAS presented the one-man show “Lyrics from Lockdown: A Spoken Word Performance by Bryonn Bain” that challenged many mainstream preconceptions about American civil and religious values in the context of how we treat our prisoners.³⁵ We also experienced a third full-scale original DAS production centered on cultural issues in our church: *This Adventist Life*, co-written by several of our professors, used humor and drama to examine the culture and experiences that have shaped the lives of Adventists through the generations.

At one of the presentations the piece was introduced by noting that, as Adventists, we are all grappling with the question of who we are, and

³⁵ For an example of the kind of conversation provoked by this presentation, see: <http://c2.puc.edu/2009/10/27/omg/>

that attempts to answer this question must begin by listening.³⁶ As always, audiences stayed for the “talk-backs” to comment on the play and its relationship to their own lives. These kinds of productions grow out of ongoing conversation and reflection on faith, learning and identity at PUC, and also stimulate vigorous and long-lasting conversations that echo through classrooms, corridors, dining-commons tables and residence-hall lobbies and rooms long after the last performance is over. Not all of the response is positive, of course, as honest conversation includes dissent and often risks offense. But the quality of campus conversations has been high and mostly productive.

STUDENT-GENERATED CONVERSATIONS

One of the best examples of the campus culture of meaningful conversation we are developing at PUC was a forum created by students for their peers and teachers. During spring quarter 2010 two students planned a Friday-evening panel discussion on the meaning of Adventism in today’s culture. Five teachers and one student participated in the panel, and eighty students joined the conversation as the group asked questions about the history and relevancy of some of the Adventist beliefs and practices. The creators see this as the beginning of many such discussions.

Like many faith-based institutions, Pacific Union College wrestles with tensions between the expectations of some of its constituents and its commitments to helping faculty and students ask serious questions about our epistemological assumptions. While we have formally structured some forums for this conversation about faith and identity to take place, we are gratified when this sometimes happens in ways that stretch beyond institutional control. Recently one such debate arose online—beyond the campus bubble—spread via new media tools like Facebook and

³⁶ <http://www.spectrummagazine.org/node/1968>

blogs. The resulting spontaneous student reactions demonstrated that our students are willing and able to explore Adventist identity and defend both academic freedom and their passionate faith commitments without institutional promptings.

On November 1, 2010, a small fundamentalist group posted on their website a secretly made, context-deficient video of a PUC Biology professor who had been invited by the Religion department to address its majors. The scientific questions he raised were seen by this off-campus group as a violation of denominational doctrine and, therefore, dangerous. PUC students flooded this site with comments defending their professor, demonstrating their critical thinking skills, and passionately articulating their appreciation for our academic climate that allows challenges to their traditional assumptions and asks them to think in new ways. One student wrote, “If PUC has taught me anything, it is that I will always support one who openly explores while holding to his or her beliefs over those who sustain their beliefs through fear.” The conversation spilled from computer screens into classrooms as students discussed the news and the Adventist identity issues involved. This small uprising, plus a strong statement from the college president defending PUC, led to the posting of an apology by this fundamentalist site, acknowledging the wrong done to the professor and to Pacific Union College.

A BOOK GENERATED CONVERSATION— *THE STORY OF STUFF*

Even though this book has been mentioned in the “Learning Community” section, a discussion of conversation would not be complete without mention of our first experiment in choosing a book for the campus to read and discuss. *The Story of Stuff* does not explicitly integrate faith and learning. It deals with the physical and the mundane, exploring how our stuff gets made, used, and disposed of, what it costs in human terms to

make it, and what our role should be in consuming in more responsible ways.

However, the questions the book raises demand that we look at the ethics of consumption, and it challenges us to reflect on a Christian response to our high-consumption culture and the threats it poses to God’s creation. The author’s emphasis on community, sharing, and social ethics provides opportunities to discuss the relationship between faith and action. It fits nicely into our theme of “Conversations about Faith, Learning, and Adventist Identity,” and its use in the required courses of Speech Communication and College Writing helps to build on the General Education foundational skill of learning and working collaboratively (CPR p. 19). We look forward to a campus visit by author Annie Leonard during the campus celebration of Green Week in late April 2011.

Critical Thinking

We review evidence relating to critical thinking above in the General Education subsection of the Learning Community section (see above, Learning Community section, “GE Program Review”)

Campus Community and Religious Services

CAMPUS COLLOQUY

This Thursday-morning, one-hour community convocation is designed to bring students, faculty, staff, and administrators together for an hour of learning, celebrating, worshiping, and exchanging of ideas (see Learning Community section, “Campus Colloquy,” above). Recent Colloquies have involved the following kinds of conversations: in October 2009 a Biology professor talked about issues in the debate between evolution and creationism; in February 2010 a student panel discussed what it means to live and learn on such a diverse campus; in April 2010 four faculty presented five-minute lectures on what makes them

passionate about their discipline; in November 2011, a former faculty member reflected on the life of the late Dr. Walter Utt, a beloved and long-time chair of our History department, and his unique and lasting legacy of integrating urbane scholarship and critical thinking with profound faith and devotion to his church community. Colloquy develops around a theme each year (the theme for 2010–11 is Stewardship for the 21st-Century), and its student learning outcomes state that students who attend and participate in Campus Colloquy will achieve these goals:

1. *Begin to understand how to think and act as thoughtful stewards of God's gifts (varies depending on the annual theme);*
2. *Feel themselves to be a part of the PUC community;*
3. *Be inspired to practice the gospel imperative to serve others;*
4. *Appreciate and learn from diversity at PUC.*

Every year the students evaluate the effectiveness of colloquy. The Campus Colloquy Committee, chaired by the president, reads the evaluations carefully, and helpful suggestions are included in the plans for the following year.

RESIDENCE HALL PROGRAMS

The residence halls use worship and discussion groups to promote conversation (see **Appendix U: Residence Life Program Review**). The student leaders in each hall find their own ways to engage the residents in meaningful discussion and in providing services for the community (see “A Culture of Service” section above).

STUDENT GROUPS AND MINISTRIES

The Office of Service, Justice, and Missions (OSJM) is as deeply involved in providing opportunities for conversation as it does for service. In fact, many of the service groups such as KidzReach and Homeless

Ministries work as well for springboards to conversation as they do for service; however, some of the groups focus mainly on interaction among students throughout the week: Virtuous Dudes, Virtuous Women, Women's Prayer Ministry and Munchies, Praise & Worship, Korean Adventist Student Association, Bible Study, Upper Room, Lift, and FUSION groups designed especially for first-year students adapting to a new setting. On Friday evenings when the busyness of the school week has been put behind and students can turn their attention to more spiritual conversation, OSJM provides a variety of optional small-group discussions. There are discussion groups to fit many different interests followed by a student-centered, campus-wide vesper service. The evening ends with Interactions, an informal get-together for students who want to snack and socialize and discuss the week's theme or by Sunset Meditations for students who want a quieter, more reflective setting.

Church Communities

Because conversations about faith, learning, and identity are most meaningful in the context of the life of an active and caring community, we attempt to engage our students in communities of faith while they are with us, and try to facilitate their connection to communities of faith when they leave us.

THE PACIFIC UNION COLLEGE SEVENTH-DAY ADVENTIST CHURCH

Though not run by the school, the PUC church is a close working partner in the college program. OSJM is located within the church complex, and the chaplain and church pastors work together closely to provide an atmosphere of openness and support. The senior pastor and the campus chaplain each teach a Religion class two or three times a year as a means of becoming more connected to the students. All the pastors act as “life issue” counselors for students. The Saturday church services include one at 12:15 p.m., late enough to allow for the sleeping habits of

many college students. It is designed to appeal especially to the on-campus population, using student talent to produce a multi-faceted program of music, stories of service and missions, prayer, and a short sermon by one of the pastors. Approximately 90% of those who attend are students. There are also options for group discussions before and after the church. Not all students participate, but at least five to six hundred attend Vespers each Friday evening, and several hundred attend the Saturday collegiate church service. This is also a day when many students engage in the outreach groups described in “A Culture of Service”: KidzReach and Homeless Ministries, and others help out at one of the dozens of area churches.

The PUC church is involved with students in a wide variety of informal ways, all of which help support conversation and reflection on faith, learning, and Adventist identity:

1. *A group of church families invite students to their homes three times a quarter for the Home Lunch program on Saturday afternoons.*
2. *Members join students in humanitarian causes: CROP Walk, REVO, Christmas Trees for Families, Berkeley Homeless Feeding, and many others.*
3. *Church women pray with students every Tuesday night in the women’s dorms.*
4. *One of the pastors mentors student musicians and plays in their bands.*
5. *Students help with Children’s Church, Vacation Bible School, and Halloween Alternative.*
6. *One of the pastors provides free pre-marital counseling and teaches a marriage-preparation class each year.*
7. *The church provides free use of its meeting spaces for many small-group gatherings.*

CHURCHES OF REFUGE (COR)

To encourage students to find and participate in faith communities after graduation, we have partnered with the “Churches of Refuge” program developed by the Seventh-day Adventist Center for Youth Evangelism. This program is designed to assist local churches in providing meaningful spiritual homes that will attract and hold young adults. Each COR church learns specific ways to engage young people, focusing on four key areas: spiritual growth, relationships, community impact, and empowerment. The churches can stay in touch with each other, contact other churches interested in becoming part of the COR group, and reach out to students and graduates through the website³⁷.

We have come a long way in developing conversation as a tool for supporting faith, learning and Adventist identity, but we still have work to do. As an Adventist institution we are clearly committed to the traditions and values of our church; as a college in the liberal arts tradition we embrace our role in stimulating genuine understanding of alternative worldviews, and giving our students space to make up their own minds. As the defining prophetic voice in our community’s history put it, we see true education as helping young people become “...thinkers, and not mere reflectors of other men’s thought.”³⁸ We are aware that we continually need to find new ways to be both brave and tactful about discussing issues that might trigger backlash from groups who are wary of allowing students to discuss difficult social and theological questions. We remain deeply committed both to our faith and to critically examining our faith, and we recognize that maintaining both commitments is an on-going and invigorating challenge.

³⁷ <http://www.churchofrefuge.org/Welcome.html>

³⁸ Ellen White, *Education*, p. 17 (see <http://www.whiteestate.org/books/ed/ed1.html>)



... WE HAVE TRIED TO TAKE ADVANTAGE OF THIS OPPORTUNITY
TO THINK SYSTEMATICALLY AND CRITICALLY ABOUT OURSELVES.



SECTION 4: DIVERSITY [CFR 1.5]

IN THE SPRING OF 2010 OUR COLLEGE CHURCH FILLED WITH STUDENTS, faculty, staff, and distinguished visitors from across the country, all of whom had gathered to celebrate the inauguration of our new president,³⁹ Dr. Heather Knight. Her inauguration signaled two historic firsts for our campus: first woman president as well as first Black president. The joyful sounds of the multi-cultural Gospel Choir filled the church, another reminder of the richly diverse and multi-textured nature of our campus community. The Gospel Choir, dormant for several years for lack of a faculty sponsor, now performs throughout Northern California. Its renaissance is a vivid illustration of the renewed energy and vision for embracing diversity as a primary educational asset brought to campus by our new president.

While diversity is not one of the formal themes for our reaccreditation, it has been an area of emphasis for us as we have tried to take advantage of this opportunity to think systematically and critically about ourselves. Our board directed us to include a specific section on diversity in our Capacity and Preparatory Report (CPR),⁴⁰ rather than diffusing it through the rest of the document. Here we briefly update some of the diversity issues we raised in the CPR. Specifically, we report on ethnic diversity in our student body and in our faculty, the current status of our proposed responses to concerns raised by our first Campus Climate Survey, and progress in addressing diversity in our academic program review process.

As noted in our formal Diversity Statement,⁴¹ “We understand diversity to be a prerequisite for Christian liberal arts education at PUC, which...frees students from the confines of personal experience and encourages entering with understanding into the experience of others. A PUC education requires tolerance of differing views, the respect those views

³⁹ <http://www.puc.edu/media/gallery/2009-2010/presidential-inauguration>

⁴⁰ <http://www.puc.edu/academics/accreditation/capacity-preparatory-review>

⁴¹ <http://www.puc.edu/about-puc/diversity-statement>

deserve, and vigorous engagement with them.” As we explain in more detail below, we believe we are creating a campus that lives up to this statement in many respects. Our campus is ethnically quite diverse; indeed, according to *U.S. News and World Report*, this year we were the second-most diverse campus in the top tier of western regional colleges and universities, and second in number of international students.⁴² We believe that we are working towards something remarkable, as our faith provides common ground for such diverse students to live, learn, and worship together. Large majorities of our graduating seniors report that their PUC education gave them good to excellent preparation for a broad cultural perspective and knowledge of people from different races and cultures. Most of our students report having frequently socialized with students from a different racial or ethnic group than their own (84% in 2009). Our vision is to build on this diversity, to provide opportunities both to affiliate and to integrate, and to see students transformed by these experiences.

Other types of diversity offer special challenges. Perhaps not surprisingly, somewhat smaller majorities report satisfaction with the college’s respect for diverse spiritual and religious beliefs (57% in 2009), and as we noted in our CPR we appear to be less successful than we would like in ensuring that students from diverse sexual orientations feel safe and respected on campus. Still, the fact that a majority of seniors at a conservative Christian college report that diverse religious beliefs are respected, and a majority of even gay and lesbian students report that they feel respected, suggests that we are on the right track (see **Appendix BH: Diversity Data Dashboard**, and **Appendix BT: Interpretive Report of Diversity Data**).

⁴² Here we are using criteria and data from *US News and World Report*, one of the few quantitative sources available for comparing diversity across institutions. See <http://www.puc.edu/news/archives/2010/puc-in-top-ten-best-colleges>.

Administrative Diversity

In our CPR we noted that we had seen dramatic increases in diversity in our administration in the previous ten years, from an almost exclusively White male Administrative Council, to a council on which four of the six members were women, two of them Asian. Now, two years later we now have an Administrative Council in which five of seven members are women (two of whom are Asian) and two of seven are Black (the president and chief financial officer). In addition, the chair of our Board of Trustees is Black, and the vice chair is Asian.

Student Diversity

Figure 1 summarizes the changes in the ethnic composition of our student body for the school years from 2003–04 through 2010–11. This graph illustrates the dramatic increase we have seen in Hispanic and Black students in the two years since our CPR (a 28% increase in the percentage of Hispanic students and a 29% increase in the percentage of Black students).⁴³ Such broad ethnic diversity is especially uncommon in faith-based colleges, and we see it as a unique opportunity to pursue our vision of “the beloved community” (see **Appendix BJ: Student Ethnic Disaggregation**).

We believe much of the increase in Black students is the result the broad and multi-ethnic network of professional and personal connections of our new college president and her special expertise with and focus on ethnic diversity. The increase in Hispanic students is part of a longer trend going back at least seven years. For the first time in institutional memory we are on the brink of Hispanic students becoming our second largest ethnic group. This tracks with demographic developments in our constituency, but is also the fruit of intentional efforts to reach and develop stronger relationships with Hispanic Adven-

⁴³ These are the number of students who identified with each of the ethnic categories represented in Figure 1 for the 2010–11 academic year: Total headcount – 1436; White – 469; Asian – 335; Hispanic – 321; Black – 90; Not Reported/Other—221.

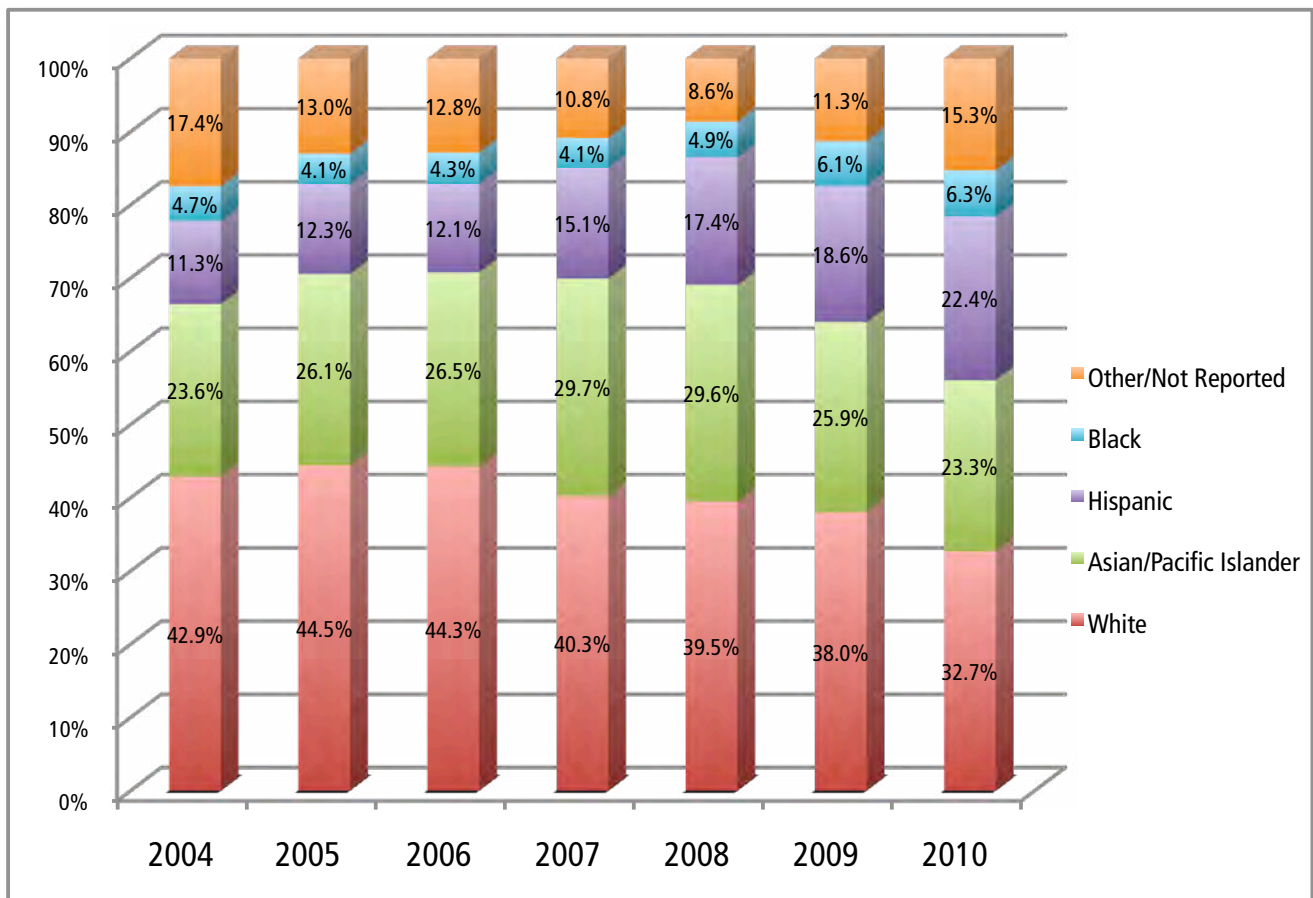


FIGURE 1: ETHNIC COMPOSITION OF PUC STUDENTS

tist churches in northern California. We are now in the category of what has been described as an “emerging Hispanic-Serving Institution⁴⁴,” with an enrollment that is between 15% and 24% Hispanic. At our current rate of increase in Hispanic students, we will qualify as a “Hispanic-Serving Institution” in a few years (at least 25% Hispanic enrollment). We are in the preliminary stages of exploring what this would mean for us, and what changes we need to make to better serve this population of students. With the significant increase this year we will begin to investigate this more systematically and seriously at the administrative and board levels.

Faculty and Staff Diversity

In our CPR we were unable to report the ethnic disaggregation for our staff. Since then we have instituted procedures to reliably collect self-reported

ethnic identity designations for all employees. In Figure 2 below we present the ethnic disaggregation for staff for 2010–11, and for faculty for 2010–11, 2009–10, and 2008–09. We were able to add four diverse faculty members this year (two Black and two Asian). Even so, the percentage of our faculty that are Black, Hispanic and, especially, Asian continues to significantly under represent the percentage of those ethnic groups in the study body (see **Appendix BK: Faculty & Staff Ethnic Disaggregation**).

Campus Climate Survey Update

In preparation for our CPR we administered our initial Campus Climate Survey (CCS) in November of 2008 (see CPR, pp. 25–28), and formalized a commitment to administer it again every three years (the second will be completed in May of 2010). We learned some very encouraging things about ourselves from the first CCS: for example, three quarters of our students agreed that diversity

44 see <http://chronicle.com/article/Number-of-Hispanic-Serving/64034/>

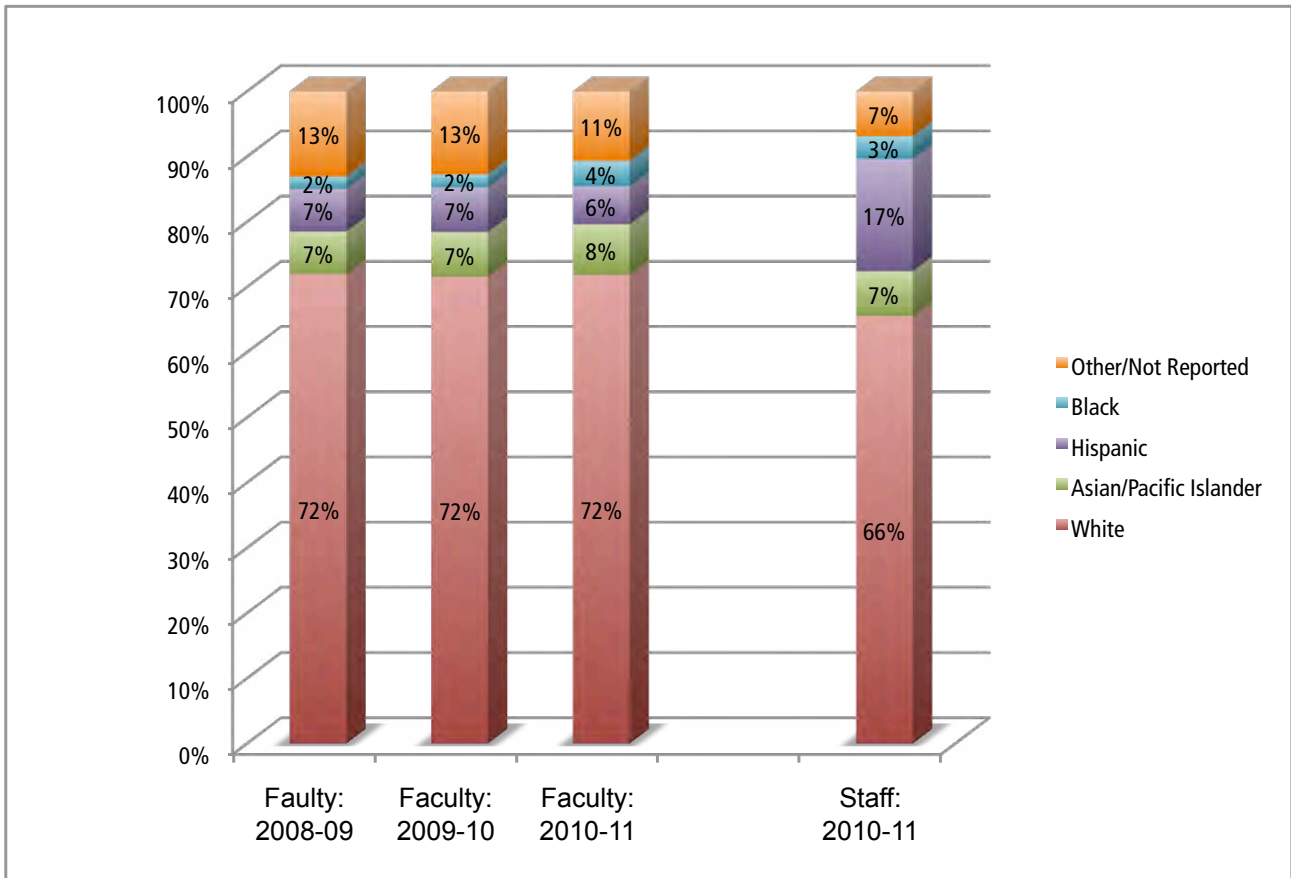


FIGURE 2: ETHNIC COMPOSITION OF PUC FACULTY AND STAFF

education was a significant part of their experience at PUC, and 87% agreed that students from different ethnic groups get along at PUC. But we also found some results that suggested areas in need of improvement, and we proposed responses to each concern. Here we update the current status and approach to our response.

GENDER INEQUITY IN RESIDENCE HALL POLICIES

In our CPR we proposed having a Housing Taskforce review the CCS data on student perception of gender inequity in enforcement of residence hall policies (see CPR, p. 26). This Taskforce met in the winter of 2010, and its findings were shared with the Student Senate in the fall of 2010. We found some evidence that gender inequity is both a matter of distorted perception, and perhaps some unintended consequences of differential implementation of housing policies (see [Appendix BL: Gender Inequity Report](#)). The Housing Taskforce discussed ways to improve perception, minimize discrepancies, and in general

emphasize student responsibility and the gradual progression towards autonomy and self-regulation (see [Appendix BM: Student Housing Taskforce Report](#)).

ETHNIC GROUP INTERACTION AND SUPPORT

While we found that the overwhelming majority of our students perceived that members of different ethnic groups get along well at PUC, we were concerned to learn that only 60% agreed that students from different ethnic groups actually spend significant time interacting with each other. Our commitment is not just to have significant numbers of students from a variety of ethnic groups on campus, but to create a campus environment in which student learning is enhanced and deepened by interacting on a daily basis with people different from themselves. We were also concerned that somewhat higher percentages of Black (25%) and Asian (16%) students agreed that they felt isolated on campus because of their ethnicity, compared to only 10% of White students.

Furthermore, many of the written comments noted a tendency for students from the same ethnic group to spend a great deal of exclusive time together. In response to this and other data from the CCS

reviewed in the CPR (see pp. 26–27) we committed to three specific responses to meet our main goal of increasing meaningful interactions between students from different ethnic backgrounds.

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Reactivate the Black Student Forum/Union

We found in the CCS that ethnic student clubs were seen to play an important role in social and academic support of students, and this perception was strongest for our Black students. However, for several years the Black Student Forum had been inactive, primarily due to an inability to find a faculty or staff sponsor. We have been able to reinvigorate this club with the help of a new sponsor, an African-American pastor with an extensive network of personal relationships in the Black Adventist community in California. The name of the club has now been changed to “Black Student Union” (BSU), and it is once again an active, vibrant community. The BSU supports Black students, reaches out to potential students in the Black Adventist community, and facilitates ethnic group interaction and learning. The Gospel Choir,⁴⁵ often associated with this club in past years but dormant for some time, is also active once again, and now has 66 student members from a variety of different ethnic backgrounds.

Create an Ethnic Club Council

While data from the CCS suggest that the ethnic clubs served an important function, we concluded that we needed to do more to stimulate interaction between and learning among the various ethnic clubs. In the CPR we anticipated creating an Ethnic Club Council, composed of officers from each ethnic club, that would plan a few cooperative activities each quarter, modeled on a successful tri-club banquet in the spring of 2009. During the late fall of 2009 our vice president for student services shared the Ethnic Club Council proposal with the Student Life and Ministries Committee (SLMC). This standing committee (see Faculty Handbook,⁴⁶ Section II, p. 22) whose membership is 50% students, is comprised of student association leaders, campus ministries leaders, club leaders, faculty and student life staff. The committee considered the idea, but eventually concluded that the existing club council was sufficient. In particular, the judgment was that the focus on shared and collaborative experiences should extend to all campus clubs, and not simply the ethnic clubs. The SLMC recommended to Administrative Council that the existing club council, under the direction of the student activities director, ensure that all clubs collaborate to ensure enriching social and cultural experiences throughout the year. Moreover, we believe that the recent emphasis we have placed on collaborative learning (see “High- Impact Strategies” of the Learning Community Section) will lead to increased inter-ethnic relationships between students, further breaking down barriers and providing multiple opportunities for students to learn from each other.

Use Weeks of Ethnic Emphasis More Effectively

Data from the CCS suggested that the separate weeks of ethnic emphasis were seen by close to half of the respondents as contributing more to division and segregation than interaction and understanding. In an effort to move intentionally toward a more interactive, multi-cultural environment,

⁴⁵ <http://www.puc.edu/news/archives/2010/gospel-choir-reaches-out-to-all>

⁴⁶ <http://www.puc.edu/portals/faculty-staff>

we stated our intention in the CPR of replacing such events as “Black History Week” or “Hispanic History Week” with broader and more integrative celebrations of diversity. These were to include an Ethnic Film Festival, and Ethnic Symposium, and an Ethnic Festival. These plans changed as our new president, who has extensive background in diversity programming, had a chance to focus her attention on our ethnic celebrations (she took office six weeks after our CPR was submitted). We remain committed to a yearly Diversity Film Festival as part of our Spiritual Film Series (see **Appendix BG: Spiritual Film Series** for the list of films shown), but we have decided to maintain the three traditional weeks of ethnic emphasis (for Hispanic, Asian, and Black culture) and add an additional week of emphasis on European culture. We believe that the greater expertise, experience and emphasis that our new president brings to this area will address the previous concerns of students. We will closely examine evidence from the next CCS to see if these renewed programs have contributed to collaborative learning and mutual understanding.

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Training and Education in LGBT Issues

The CCS included a small sample of students who identified as lesbian, gay or bisexual (9 of 222, 4%). Inferences based on this small sample must be taken with caution, but we did note one disturbing difference: LGBT students were less likely (56%) to agree that they felt safe and respected at PUC than were heterosexual students (88%). Moreover, 44% of LGBT students indicated that hurtful incidents or comments were frequently directed at LGBT students in the classroom. Even taking into consideration the decreased reliability of these numbers given the small sample size, we concluded that the importance of ensuring that all of our students felt safe and respected was such that we needed to take steps to make improvements in this area. In the CPR we stated our intention to invite an expert to train residence hall workers to recognize and prevent harassment based on sexual orientation. Instead of inviting such an expert our current administration has made the judgment that these issues are best addressed for now in the context of our on-going training of student-life workers that focuses on reducing harassment of all kinds, and increasing civility. This training includes one, two-hour mandated harassment training and a 45-minute presentation on harassing and disrespectful behaviors related to gender, ethnicity, and sexual orientation by a residence hall dean.

We had also intended to invite speakers to campus who would offer guidance in developing supportive relationships with LGBT family and friends. Our current administration has reevaluated this plan as well, believing they must balance the need for such programming against the risk that it will be misunderstood, or intentionally distorted, as representing a weakening of the institution’s commitment to the values of the denomination with which we are affiliated.⁴⁷

Program Review and Diversity in the Curriculum

Academic departments are asked to reflect on how they address diversity goals in their Program Reviews. The aim here is to push each department to think freshly and carefully about what kinds of diversity outcomes might be appropriate for their discipline (see **Appendix F: Academic Program Review Instructions**). Examples of how departments address diversity issues are discussed below:

Psychology and Social Work

In their 2009 program review this department reported that it had developed diversity as one of the core values expressed in its mission statement. Diversity has been included as a student learning

⁴⁷ See the Seventh-day Adventist Position Statement on Homosexuality at: <http://adventist.org/beliefs/statements/main-stat46.html>

outcome in many of the department course syllabi. Diversity issues are blended into a number of upper division courses in which students read and discuss topics including race, ethnicity, socioeconomic class, gender, age, religious belief, sexual orientation, and disability. Evidence of successfully meeting this SLO is provided by senior exit surveys in which students positively evaluate their major's impact in increasing their understanding and appreciation of diversity. Direct evidence is provided by the evaluation of Social Work interns by their practicum supervisors (see **Appendix I: Psychology and Social Work Academic Program Review 2009**).

Modern Languages

In addition to providing department majors and general students with instruction in Spanish, French, German, Italian, and Chinese, the Modern Languages department also supports our participation in the Adventist Colleges Abroad (ACA) program, which gives students the opportunity for international study while immersing themselves in the culture and life of a host country, becoming conversant in the language and developing sensitivity to cultural differences. A recent modification to the college GE program extends the campus commitment to diversity by now allowing all students to complete part of the Arts and Humanities requirement by taking an introductory language course that teaches students to think critically about the development of human knowledge and expression and appreciate the perspectives and contributions of people of other cultures.

History

The History department has significantly increased the amount of non-Western history being taught to general students, by content experts in African, Asian, and Latin American history. Students in the Honors program, who do not take the regular history courses, explore diverse cultures and perspectives throughout their program, and particularly in a required seminar titled "Alterity," where they engage in an intense examination of the challenging perspectives of the ways we structure "otherness" and being "different."

..... ☺
As part of a denominational faith community that has long valued the New Testament admonition to take the gospel to the entire world, we are pleased that our student population reflects the ethnic diversity of our global church. We are pleased too with the evidence that these diverse groups of students get along well, and we are working to increase opportunities for them to learn to collaborate in diverse groups, and to ensure that students from all groups feel fully engaged in campus life. As we reflect on demographic changes in our student body we will intensify our exploration of the issues involved in becoming a Hispanic-Serving Institution. We are also happy to report that our administration, faculty,

and staff have an excellent mix of men and women, and we are proud that more than two-thirds of our top administrators are women and that we have the only female president among the fifteen colleges and universities of the North American Division of Seventh-day Adventists. On the other hand, we still have work to do, both to increase the ethnic diversity of our faculty and staff, and to continue to ensure that all of our students feel safe and respected. We must continue to work wisely and with great understanding of human differences in order to fully live out the gospel command to "Love your neighbor as yourself."



... THIS IS INDEED THE RIGHT MOMENT TO ENGAGE
IN A CLOSE EXAMINATION OF WHERE WE HAVE BEEN,
WHERE WE ARE, AND WHERE WE WANT TO BE.



SECTION 5: CONCLUDING INTEGRATIVE ESSAY

WE SAID AT THE BEGINNING OF THIS DOCUMENT THAT THE EER comes at a propitious time for us. Now we can say even more strongly at the end of what has been a challenging process, that this is indeed the right moment to engage in a close examination of where we have been, where we are, and where we want to be. Having weathered a severe crisis in the form of rapidly declining enrollment with the consequent downturn in revenue and growth of debt, we are now experiencing encouraging results from the commitment by the Board of Trustees and the administration to building enrollment, using resources wisely, and continuing the progress we have made toward financial sustainability. The evaluation processes developed for staff, teachers, administrators, the president, and the Board of Trustees help to ensure accountability at every level.

Assessment and Planning



Since WASC's 1999 visit, our road to assessment has been neither smooth nor level; a steep learning curve and many a rough patch have greeted us on the path from teacher-centered instruction and hunch-based decision-making to our current condition, with student learning outcomes at all levels, aligned with institutional values and assessed by faculty, staff, and administrators in all departments and programs. We began this journey unsure what our graduation rate was; we now understand and value disaggregated graduation and retention rates and look forward to achieving greater understanding as our new director of institutional research, assessment, and planning settles in.

We do not want to suggest that we have arrived; however, we can relate a few success stories, which suggest that assessment is taking hold on our campus. Its

usefulness in improving student learning and enhancing student persistence means that it has become a sustainable part of our campus culture.

RETENTION RATES AND FINANCIAL AID

Only recently have we had retention numbers that we felt we could rely on. Now that it is clear that we are losing about 28% of our first-year cohort, we have a mandate for action. One such initiative is a new financial-aid program designed to give students and their families a plan they can


**WE HAVE USED THE
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EDUCATIONAL EFFEC-
TIVENESS PLAN.**


count on, with financial aid awarded for four years, right from the beginning. This “Four-year Guarantee” will begin with the fall cohort of 2011, with additional special consideration being given to those students who already entered in 2010. To demonstrate to prospective students the importance of doing excellent work, this financial award plan correlates aid with high-school GPA.

NSSE AND HIGH-IMPACT PRACTICES

After we saw our first NSSE scores in 2008, we were somewhat disappointed. As a small campus,

we pride ourselves on small classes, approachable professors, and high-quality faculty-student interaction. Yet our scores did not show this. Neither did our active and collaborative learning scores measure up to our own expectations (see **Appendix AP: NSSE 2008 Report**). These scores, coupled with a close reading of George Kuh’s monograph analyzing NSSE data (*High-Impact Educational Practices*) led us to give special emphasis to five high-impact practices: collaborative learning, capstone courses, a summer reading program, service-learning, and undergraduate research. We look forward to improved student learning in the future, evidenced at least in part by improved NSSE scores and increased graduation and retention rates.

GNST 401 & THE SENIOR WRITING SAMPLE

In 2005 we created a Senior Assessment Seminar as a way to require seniors to take tests, fill out a variety of surveys, and write a final essay. While the original purpose of the essay was to assess our seniors’ writing, we soon found that the content of their essays was equally useful in assessing a variety of areas. One year we asked them to write about our general education classes; for several years we asked them to assess their general experience at PUC. In 2010, seniors were asked to evaluate their own progress in achieving the institutional student learning outcomes, and to tell us what we had done in the curriculum and co-curriculum that had made a difference. When the largest number reported that we had been least helpful (49%) in the “Our Adventist Heritage” learning outcome, we felt we wanted to know more. In June, 2011 the writing prompt will ask all seniors to write about this particular ISLO, to help us understand more clearly what is working well and where we need to improve.

Next Steps

We have used the reaccreditation process to lay the foundation for several important components of our educational effectiveness plan. Some of the next steps we have identified needed to sustain progress include the following:

IMPLEMENTATION OF THE STRATEGIC PLAN

Our president and the Strategic Planning Committee have created a strategic plan (see **Appendix AA: PUC Strategic Plan, 2011–2016**) that builds on our present strengths and takes us through carefully constructed small steps to new levels of success. We are being cautious in the development of each major section of the plan, avoiding grandiose but unrealistic schemes at this stage. A crucial next step for the strategic planning committee will be completing the implementation plan during the winter and spring quarters of 2011. We must also update the campus master plan, identifying and prioritizing buildings in need of renovation and exploring the practicality of replacing one or two residence halls. As we continue to develop our extensive land assets, we must carefully identify which tracts we want to reserve for our own uses.

CONTINUATION OF OUR FINANCIAL TURNAROUND

While we have taken some fairly dramatic steps to address serious threats to our financial sustainability, we realize we still have a lot of work to do. We have already begun to improve the alignment of assessment with planning and budgeting. Next steps include following through with the enhanced financial accountability measures being put in place by our new CFO, making prudent decisions about how best to convert selected portions of our land assets into cash for endowment, and improving the productivity of our fund raising.


INSTITUTIONAL RESEARCH, ASSESSMENT AND PLANNING

One of our greatest challenges during the EER process was ensuring that appropriate evidence was systematically collected, usefully organized, and reliably and validly interpreted and then made accessible to the public and internal decision makers. This was particularly difficult since our new institutional research, assessment, and planning director started his job just as we were finishing the review. We were able to meet this challenge by asking our academic dean, associate academic dean, and registrar to produce data dashboards and interpretive reports on an ad hoc basis. We now look forward to the next step as our full-time IR director develops a comprehensive IR program and builds on the work done for the EER. This will mean developing policies about how and when evidence is gathered and interpreted, and published in our data warehouse. The IR director will also work with department chairs and directors to develop resources to simplify preparation of program reviews, making needed evidence ready for easy inclusion into reports. IR will also support assessment of key elements of our strategic plan, and ensure that administrators have access to the evidence relating to student and institutional success needed to improve effectiveness.


SUPPORTING DIVERSE STUDENTS

Our increasing diversity has brought with it the need to more intentionally build the structures to support it. For instance, our student body is now 22% Hispanic—just 3% away from allowing us to qualify as an official Hispanic-serving institution. Ashley Marchand in *The Chronicle of Higher Education* points out how colleges about to become “Hispanic serving” must prepare for this designation.⁴⁸ Next steps include identifying and

⁴⁸ Ashley Marchand, “Number of ‘Hispanic Serving’ Colleges is Expected to Grow Significantly, Report Says,” *The*



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applying for federal and other grants, and making sure we have adequate financial aid resources in place. Because many of these young people come to us as first-generation college students, we also need to make sure they have adequate mentoring and tutoring to help them succeed. Teachers need to be trained to work effectively with diverse populations, and we must continue to find ways to use our diversity as a resource for student learning.

In our *Institutional Proposal* we outlined our vision for creating a vibrant and holistic learning community built on strong curricular and co-curricular programs, evidence-based decision making, stewardship of our campus resources, a culture of service, and intentional conversations focused on faith and learning. While this vision was ambitious, we look back with pleasure, and perhaps some surprise, at how much we have been able to

accomplish. We now realize that we did not have the necessary financial resources, administrative accountability, or institutional research capability to reach our goals as quickly as we had hoped. And even as we worked on these issues, we found ourselves plunging down a steep enrollment decline and facing a worldwide financial crisis, making our task even more challenging. The reaccreditation process has helped keep our eyes focused on the prize of student success and educational effectiveness while motivating and structuring our work. As noted in this document, we have been able to fulfill most of the specific goals set in our proposal for each of our themes. More important, we now have the processes and institutional habits in place to ensure that effective assessment of student learning and continuous improvement is sustainable for the long term.

Chronicle of Higher Education, February 5, 2010. <http://chronicle.com/article/Number-of-Hispanic-Serving/64034/>

SUPPLEMENTAL REPORT #1:

Response to 2010 CPR Action Letter

The Commission's March 3, 2010, action letter to President Knight succinctly details six major items to be addressed by the Educational Effectiveness Review visit in the spring of 2011: financial sustainability, enrollment management, professional assistance, strategic planning, administrative accountability, and data collection and institutional research (see **Appendix BN: WASC Action Letter, 3-30-10**). This supplemental report shows how we have responded to each trailing issue and how we will continue to build on present achievements. Because most of these issues relate to our second theme of Stewardship, and we had originally envisioned limiting this theme to the *Capacity and Preparatory Report (CPR)*,¹ we will address any remaining campus stewardship issues in this supplement as well.

As noted in our CPR, our previous president had commissioned a special Study Committee (SC) in the fall of 2008 to review the institution's financial status (see CPR, p. 12). The SC report, submitted March 16, 2009, included 67 specific recommendations. On May 14, 2009, the Board of Trustees voted to implement 59 of these recommendations. The most recent formal implementation update was issued in May of 2010 (the internal document "Study Committee Financial Review Report, May 14, 2009, with updates through May 2010," will be available for review in the Team Room), and there have been a few additional recommendations fully implemented since then. WASC-PC reviewed the implementation report independently of administration and judged that, as of December 13, 2010, 32 of the 59 recommendations the board had voted to implement had been completed, 21 were in various stages of completion, and 6 were not implemented at all, either due to resource limitations, or possible re-evaluation of their net value (see **Appendix BO: Summary of Implementation of SC Recommendations 12-13-10**). The SC's in-depth financial and operational self-study has provided an essential blueprint for a much-needed turnaround and served us especially well during the transitional period between presidents. It helped us identify systematic problems and enabled us to respond quickly to the items of concern in the Commission's Action Letter. These changes have positioned us well for the future. With a new leadership team in place, a new Strategic Plan and a dynamic set of challenges and opportunities, we will be guided less

1 <http://www.puc.edu/academics/accreditation/capacity-preparatory-review>

by the remaining specific SC recommendations, and more by the underlying principles of financial and managerial accountability on which the SC focused our attention.

After four very difficult school years, from 2005–09, we have made substantial progress during the last two academic years toward a real turnaround, many of the elements of this story relate to items identified by the WASC Commission in their Action Letter. Those recommendations provided much of the focus for our work since then. We discuss in some detail our progress in each of these areas of concern below.

Commission's Action Letter:

1. FINANCIAL SUSTAINABILITY [CFR 3.5; 3.10]

The commission found that our financial condition was “a major threat to [PUC’s] viability” (p.1, this and all subsequent references to the commission’s letter from **Appendix BN: WASC Action Letter, 3-3-10**). Among the specific areas contributing to this threat were recurring unrestricted operating fund deficits, growing short term debt, and auditor recommendations that remained in process for more than a year. The following actions were judged as imperative: continued successful implementation of our new marketing and recruitment strategies, enhancing the endowment, appropriately converting non-essential assets, holding down expenses, and clarifying the duties of the CFO with a focus on managing financial operations and planning.

While we still have work to do in the financial area, we are pleased to be able to report significant and in some cases dramatic progress on our financial sustainability, in the following specific areas identified by the commission:

α. Implementing Marketing and Recruiting Strategies

We recognized the need to upgrade our work in these areas even before the CPR, so prior to the 2007–08 year we created the position of Vice President for Marketing and Enrollment services. This has brought greater integration, accountability, focus, and energy to these functions. We updated our marketing and enrollment plan in September of 2009 and fully implemented it in the 2009–10 year (see **Appendix BP: The 2008 Pacific Union College Marketing Plan**). This plan presents a well thought-out marketing philosophy and a detailed guide for implementation, which we have been energetically putting into practice. We have not only worked harder to recruit students from our feeder academies; we are going into areas such as Utah and Nevada that do not have academies, and we are recruiting Seventh-day Adventist students from public high schools. The outreach chaplain and members of the Department of Religion are consistently visiting churches on the weekends in order to build relationships with communities that had not formerly felt well connected to PUC. We are also finding ways to build relationships with students of other faiths who would appreciate our Christian college atmosphere.

Once contacts with prospective students have been made, we follow a strict communication protocol. One of the most dramatic improvements to our recruitment process has been the implementation of an informative and creative direct mailing plan. In the past, mail communication with prospects was limited to messages from various professors and

administrators on plain college letterhead, and perhaps a 10-minute, informational DVD about the college. Under the new plan, interested students are immediately included in a direct-mail pipeline that generates a series of engaging contacts, from PUC flashcards to 3-D glasses that enable an online campus tour, and parents are given a financial-aid brochure. The plan also includes strategically timed phone calls and emails to the student. All of these steps are automatically triggered by our computerized database. In addition, our recruiters are encouraged to contact our prospects as circumstances indicate.

This process is now entering its third year, and is working well, although we will need to continually update it to keep it fresh. The goal is to have a revised communication/direct mail plan for launch in fall 2012. The results of the current plan have been very gratifying, as we have added 167 students to our total headcount (a 12% increase) in the last two years. (This is discussed in more detail later in this section.) In addition to the regular personal contact with prospective students, we host invitational events designed to bring prospective students to campus. These include yearly publications workshops, sports tournaments, math and science workshops, music festivals, and College Day Weekends for students from academies and high schools (see **Appendix BQ: Pacific Union College Invitational Events Calendar, 2009–10**). We also have a highly interactive PUC Facebook page that creates community among incoming students, current students, and alumni.

β. Enhancing the Endowment

Endowment at an Adventist institution is somewhat more complicated than in most of higher education. Until a few decades ago, colleges and universities in our system were not encouraged to raise money for a real endowment, as it was considered inconsistent with the structure and philosophy of the Adventist Church. Adventist institutions have gradually adopted more accepting attitudes toward creating endowments. At PUC we started fundraising in 1969 with a part-time student worker. Gradually the fundraising efforts became institutionalized, and in 1987 the endowment was officially established, amounting to approximately \$2.8 million by the end of the 1988–89 FY. By the end of the 1999–00 FY, at the time of our last accreditation visit, the endowment had grown to about \$14.5 million. At the time of our CPR Visit (end of fiscal year 2008–09) the endowment had increased another 24%, to just under \$18 million. By the end of the 2009–10 FY, the endowment had increased another 7% to about \$19.3 million (For a record of each year's endowment see **Appendix BR: Endowment Fund as of June 30, 2010**.)

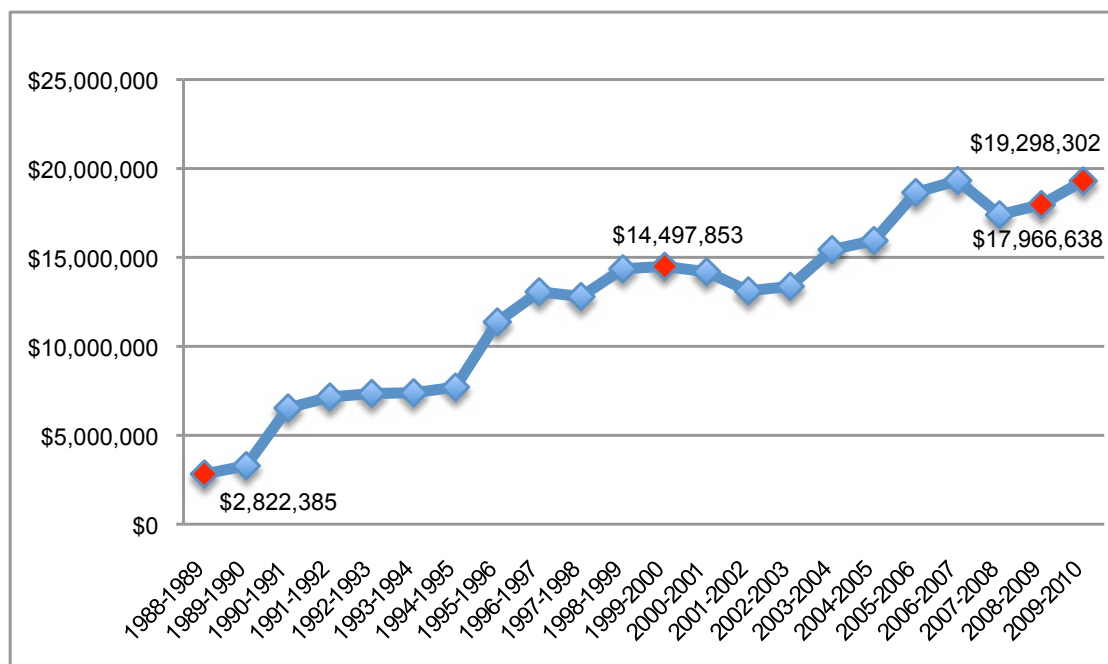


FIGURE 1: PUC ENDOWMENT FUND

While the total endowment is low compared to most non-Adventist schools, it is on par with or better than other Adventist colleges in North America.² Furthermore, we receive an annual denominational subsidy from the Pacific Union Conference of Seventh-day Adventists that roughly equates to yearly income that would be realized from about \$50 million in endowment (see CPR, p. 14). However, we have long recognized our need to significantly increase our endowment to relieve some of the pressure on tuition as the primary source of revenue. In pursuit of this goal we have adopted two primary strategies: enhancing the effectiveness of our Advancement office, and looking for the best way to convert a portion of our large real assets into cash for endowment and campus improvements (see end of this section for information on current campus upgrades).

Given a long-term environment of stagnant or declining enrollment, for many years the administration and board has directed our Advancement office to focus annual giving campaign efforts on raising funds for the operating budget (around \$1 million dollars or so per year). We have not run a major gift fundraising program since the mid-1990s when money was successfully raised for a complete rebuilding of Clark Hall, the biology building, nor have we focused on a comprehensive vision compelling enough to attract and engage major donors to invest significantly in the college. As we have evaluated our fundraising plan and effectiveness since the CPR, we have come to realize the need to revamp this approach. Our vice president for advancement and vice president for financial administration are now committed to cutting our dependency on fundraising for operational expense by half over the next five years. We have also committed to developing a capital renewal plan that will support the maintenance of our facilities, technology and utilities infrastructure (see **Appendix AA: The PUC Strategic Plan, 2011–2016**, Goal 6, #3.)

² Endowment figures from the NACUBO Endowment Study for FY 2009: Pacific Union College: \$17,966,638; Southern Adventist University: 19,368,966; La Sierra University: \$15,403,827; Walla Walla University: \$12,724,558

Giving in the two academic years from 2008–10 fell to its lowest level in a decade (see **Appendix BS: Consolidated Statement of Financial Positions, June 30, 2010, Unaudited**). We believe this is related to three factors: the lack of focus and vision for a major gift campaign, the general downturn in the economy in 2008, and a perception by some in our constituency that the school was not thriving during a period of declining enrollment and deferred maintenance. In the last two academic years we have taken steps to significantly improve this situation. Two consecutive years of rising enrollment have increased the sense of vitality and optimism on campus. In turn, this has allowed us to invest in some of the long-deferred maintenance projects, significantly improving the look and feel of the campus (see “Physical Plant Upgrades” below). Moreover, our new president has brought renewed energy and clarified vision, summarized in our new Strategic Plan (See **Appendix AA: The PUC Strategic Plan, 2011–2016**, in particular Goal 5 under Advancement and, Goal 3 under Financial Administration). We believe these factors will lead to increases in both the number and size of gifts from major donors. Already we are seeing encouraging signs of a rebirth of donor generosity. We have added 321 new donors in the last year (an 18% increase), an indication of increased interest and confidence in our institution by our constituency. This increase in donors helps to provide a healthy foundation for future campaigns; furthermore, giving for the 2009–10 academic year went up by almost \$30,000. This is still far below the amounts received from 2001 to 2008, but the increase suggests our donors are beginning to feel more secure about giving again.0000 Even so, we recognize the need to make substantial progress (see **Appendix BT: Independent Auditors’ Report and Consolidated Financial Statements, June 30, 2010**).

Our Advancement department is implementing programs to further engage alumni and other prospective donors. We have added three new staff members: an experienced part-time major gifts officer who is under a consulting contract through June 30, 2011, an executive assistant, and a Director of Advancement. With these new positions filled, the Vice President for Advancement has initiated a systematic program of major donor cultivation with a goal of increasing philanthropic support to the college by an additional one million dollars per year (see **Appendix BU: Advancement Plans** and **Appendix AA: The PUC Strategic Plan, 2011–2016**).

Finally, as the Board of Trustees selected new members during 2009, special attention was given to identifying and recruiting individuals with both fundraising and marketing experience. In addition, the Advancement and Marketing Committee was established as a subcommittee of the board to recommend policy and strategy for the college’s advancement and marketing efforts. The subcommittee is chaired by the CEO of the St. Helena Hospital, who is a marketing and fundraising specialist, and the committee works very closely with the vice president for advancement and the vice president for marketing and enrollment.

χ. Conversion of Non-Essential Assets

As noted in the CPR, pp. 14–15, we have invested significant time and money into a proposed ecovillage project using a portion of the school’s large undeveloped landholdings. The plan would have created 400–600 new housing units, greatly enhanced the efficiency of water treatment and utilization, and redesigned the look and feel of the town of Angwin with more of a focus on walking and community. The development was estimated to have the potential to raise approximately \$80 million for the endowment. However, it elicited passionate opposition among local slow-growth advocates in the surrounding Angwin community and became more complicated in light of the worldwide economic downturn.

A plan outlining several alternatives was presented to the Board of Trustees in October 2010. The board voted to end its consulting contract with Triad, the original development company that had proposed the ecovillage, and to pursue opportunities for PUC’s property outside the ecovillage project. The board reaffirmed the decision to sell land not currently in use and not considered essential to our core mission. This decision is consistent with the 2002 board resolution to liquidate non-essential assets to ensure that the college has sufficient resources to meet its budgetary obligations and long-term financial objectives for future development.³ The president and asset vice president will work with consultants and a broker to sell designated areas of the property when the time and price are right.

δ. Holding down Expenses

We have been successful in judiciously cutting expenditures. College commercial enterprises, which for years had lost money, broke even or made money in 2009–10. Income from auxiliary enterprises such as residence halls increased by \$615,831 in 2009–10, mostly the result of increased enrollment. Academic and service departments made spending cuts. Further reductions in expenses were realized in 2009–10 through employee furloughs. Originally all employees were scheduled to be furloughed ten days for the year, but due to a better-than-expected enrollment, that number was eventually reduced to five furlough days. This concession to better income did not mean a relaxation of vigilance, and expenditures remained carefully controlled with significant cost reductions in academic support, institutional support, fundraising, operation and maintenance, and wages. Most of these reductions were not sustainable, and were used to help us get through a critical period. Thus we had a significant surplus in the year we made these emergency reductions (2009–10), but have a balanced budget for 2010–11, made possible mainly by increased income from enrollment (for more details on this and other items addressed in this paragraph, see **Appendix BT: Independent Auditors’ Report and Consolidated Financial Statements, June 30, 2010**).

ε. Re-organization of Vice-President for Financial Administration Position [CFR 1.3]

We have completed this planned reorganization recommended by the Study Committee

³ “Message from the President: Board decision on ecovillage project, PUC Office of Public Relations, October, 19, 2010, PUC email.

and affirmed by the WASC Commission. The duties of the vice president for financial administration had gradually expanded over the last decade to encompass the development of our large land holdings and the oversight of financial management and planning. We have created a new position (Vice President for Asset Development), filled by our previous CFO, to focus on the development of our assets. We hired a new vice president for financial administration who started September 13, 2010, with a more narrow focus on financial administration, management, and planning (see **Appendix BV: Vice President for Financial Administration Job Description** and **Appendix BW: Vice President for Asset Management Job Description**).

ϕ. Recurring Operating Deficits

In their action letter the WASC Commission expressed concern about our “recurring unrestricted operating fund deficits.” For FY 2008–09 we had a negative change in net assets of \$3.9 million in the unrestricted fund, which had been preceded by two years of smaller deficits. For FY 2009–10, the change in the unrestricted fund net assets was a \$1.6 million surplus. The unrestricted fund balance as of June 30, 2010 is a positive \$18,565,373. The turnaround was due to a combination of three main factors: favorable market fluctuations in investment values, increased enrollment and tuition revenue, and fiscal restraints on spending (see **Appendix BS: Consolidated Statement of Financial Positions, June 30, 2010, Unaudited** and **Appendix BT: Independent Auditors’ Report and Consolidated Financial Statements, June 30, 2010**).

Our Strategic Plan addresses financial sustainability with a clear vision of optimizing our debt structure according to industry benchmarks and implementing effective cash management to provide year-round liquidity. Our new CFO has developed a debt payment schedule so that budgets beginning in July 2011 will have a line item for paying down debt. Operating reserves will be built into each year’s budget (beginning with 2010–11), a capital renewal plan will be developed, and business processes will be streamlined to reduce costs and improve efficiency. This careful planning should allow for enhanced faculty compensation, funded professional development, and a well-supported health-care plan and wellness program (see **Appendix AA: The PUC Strategic Plan, 2011–2016**).

γ. Repayment of Short-Term Loans to the Pacific Union Conference

The CPR Visit Team noted, “One result of accumulating deficits has been a growth in lines of credit and notes payable to the Pacific Union Conference. These short-term loans totaled \$12.9 million as of June 30, 2009” (p. 18). Our debt⁴ to the Pacific Union Conference (which we refer to as the “Union”) is comprised of three main components: unsecured operating notes, secured operating notes, and capital lines of credit. Our highest priority is to pay back the unsecured operating notes (\$4.8 million). The secured operating notes (secured by the annual Union subsidy) amount to \$4 million, and are a fairly manageable

⁴ The Visiting Team identified a \$12.9 million debt to the Union in their report, but our audited financial statement dated June 30, 2009 itemizes obligations to the Union totaling \$12 million.

type of debt to carry. The capital lines of credit will be paid back when the property that secures them is sold (\$3.2 million).

We are pleased to report that in the last two years there has been no growth in the debt to the Union. A significant portion of this debt is a result of our need to manage our cash flow. Typically we find that we do not have enough cash on hand in the summer to pay our operating expenses, so we borrow funds from the Union, our parent organization. As cash becomes available during the school year we are able to repay the Union. In previous years financial challenges often prevented us from repaying the Union by the end of the fiscal year, contributing to a growth in our net debt to the Union. We were able to repay the Union last year, so that, as of June 30, 2010, (see **Appendix BT: Independent Auditor's Report and Consolidated Financial Statement, June 30, 2010**) our debt to the Union was still \$12 million. We are budgeted to repay the Union by June 30, 2011, for any funds borrowed this year, and are on track to meet that obligation as well. We are developing a plan to repay the balance of \$12 million over the next ten to fifteen years, (contingent on such factors as the most favorable conditions for selling the land that secures one component of the debt).

Our management recognizes that having a cash strategy that leans heavily on borrowing during slow cash periods is unsustainable. Our new CFO has begun work on a strategy that will transition to a more sustainable program within three to five years. The strategy is three-fold: repay current borrowing within the same fiscal year, incrementally build reserves, and then halt operational loans. This will be executed within the context of growing revenue and revenue sources and restrained spending.

η. Continuing “In-Progress” Auditor Recommendations: **[CFR 1.8]**

The CPR Visit Team noted in their report that the college's independent audit firm for the 2008–09 FY reported that we had fourteen management recommendations, ten of which were continued from the previous year and had not yet been implemented (see CPR Team Report, p. 18). The report of the 2009–10 FY audit by Hood & Strong, dated November 8, 2010, notes the existence of nine “prior year recommendations.” Of these, the auditors found that eight had been implemented. The one prior-year recommendation that the auditors found not to be implemented, and thus repeated, had to do with the failure of the Accounting Department to receive adequate supporting documentation for contributions from the Advancement Office. The auditors also note that college administration is aware of this problem, and will deal with it during the 2010–11 FY. The auditors noted one new “current year” recommendation regarding the preparation of a monthly report that would permit review of bookstore receipts; management will deal with this during the 2010–11 FY as well (see **Appendix BT: Independent Auditors' Report and Consolidated Financial Statements, June 30, 2010**).

2. ENROLLMENT MANAGEMENT

The commission encouraged us in the action letter to maintain focus on recruitment, enroll-

ment, retention and graduation of students, and to make these an institution-wide priority. As noted above, we are pleased to be able to report that we have done this, and the results have been significant. We discuss retention and graduation rates in the Learning Community Section.

Over a four-year period our enrollment (calculated at the end of third week of fall quarter) had dropped steadily, from a total headcount of 1655 in 2004–05 to a low of 1360 in 2008–09, a decline of almost 18%. We are pleased to report that our headcount has improved to 1527 in the two years since our CPR visit, a 12% increase (see **Appendix BX: Comparative Enrollment Statistics as of October 11, 2010**).

Some of this improvement is no doubt related to changes in the statewide financial landscape (with cutbacks to public institutions making private education more attractive). However we believe that much of the turnaround is a function of our enhanced, systematic marketing and enrollment efforts (see the discussion of these plans above, “Implementing Marketing and Recruiting Strategies”).

3. PROFESSIONAL ASSISTANCE

The Commission urged us to “retain appropriate professional staff or consultants” (Action Letter, p. 2) to assist in navigating the very complex issues involved in managing our substantial landholdings and converting a portion of it to useable cash. Since the receipt of that letter we have made the modifications to our administrative structure that has freed up a vice president to focus solely on asset management. We also now have three board members (two real estate developers and a top expert in California real estate and housing) who are helping us with asset development. We are committed to converting non-essential assets to cash for endowment, debt payments, and deferred maintenance. The president has met three times with a consultant with thirty years’ of expertise in land development. She has also been meeting with local activists in an effort to build ties with community members who spent several years opposing the proposed ecovillage (See **Appendix BY: Asset Management Sub-Committee of PUC Board of Trustees**).

4. STRATEGIC PLANNING [4.1; 4.2]

The commission noted that a new strategic plan was important, and should be completed and implemented as soon as possible. They also noted that we had not yet assessed the previous plan, or capital campaign, and that this evidence was crucial for the next round of planning. During the spring quarter of 2010 the formal strategic planning process began with Administrative Council review of previous plans and capital campaigns and their relationships to current goals. Each of the vice presidents created a working draft of goals appropriate to their areas. These were analyzed and refined with the president during the summer and consolidated into a working draft for continued discussion during the administrative retreat in August. In mid-September a revised draft was emailed to the faculty and staff members who were asked to review the goals and provide written commentary and critique. Those comments were incorporated into the draft discussed by the board in October. During the fall, the president led two group discussions of the Strategic Plan: one with hourly and salaried staff, the other with faculty, and the draft was significantly revised in light of feedback generated by these meetings.

The Strategic Planning Committee, whose membership includes administrators, faculty, staff, trustees and alumni, (see **Appendix BZ: Pacific Union College Strategic Planning Committee, 2010–11**) met several times in November to review the draft that had evolved based on the previous input from the campus community. The committee completed a “SWOT” analysis, developed the vision statement, and assessed the appropriateness and adequacy of the goals in relationship to PUC’s mission. With the committee’s endorsement, the Strategic Plan was presented to the Board of Trustees, which unanimously approved it on November 30, 2010. During the winter quarter of 2011, the Strategic Planning Committee will continue meeting to develop an implementation plan that includes deadlines and budget figures and describes a process of accountability (see **Appendix AA: The PUC Strategic Plan, 2011–2016**). The director of institutional research, in consultation with the Strategic Planning Committee and the Board of Trustees, will be responsible for coordinating the assessment of the new Strategic Plan.

5. PROCESS FOR ADMINISTRATIVE ACCOUNTABILITY [**CFR 1.3; 3.9; 3.10**]

Noting that both the PUC Study Committee and the Capacity and Preparatory Visit Team found a “lack of processes for accountability of top administrators,” the Commission encouraged the PUC Board to engage a consultant “to assist in board training, assessment, and development, as well as the development of presidential and administrative evaluation processes,” and a review of the board that includes “amending the college bylaws, if necessary, to include specific reference to the board’s responsibility to systematically evaluate the president.” The Commission also expressed concern for the “potential for conflict of interest in having the chair of the board serve in that capacity on both the PUC and La Sierra University boards” and encouraged us to review this practice. The following steps have been taken to address the above concerns:

- a. The president has initiated a system of evaluation of all vice presidents, each of whom must develop a list of goals at the beginning of the school year. The president asks for quarterly updates of progress in meeting goals, and at the end of the school year she conducts a two-hour meeting with each vice president to evaluate progress on the goals and to deal with other performance issues (The president evaluated all vice-presidents in June and July 2010.)

A subcommittee of the Board of Trustees evaluated the president herself in July 2010. This evaluation was based on the president’s major goals as well as a personal statement to the board (see **Appendix CA: Progress Report on Goals Implemented since September 14, 2009, to July 27, 2010**, and **Appendix CB: July 22, 2010, letter to the Presidential Evaluation Committee by President Heather Knight**).

- b. From now on faculty and staff will evaluate the administrators in their respective areas every five years. Faculty and staff will also evaluate the president at the same time. The vice president for academic administration provides for feedback in her area by doing

a yearly online faculty-morale survey. After a year in which more faculty members expressed dissatisfaction than satisfaction with how well things were going with the campus as a whole, last year the percentage expressing satisfaction (64%) was far higher than those expressing dissatisfaction (13%). (See **Appendix CC: Faculty Morale Survey**.)

- c. We have instituted regular board training sessions. During an October 4–6, 2009, board retreat at PUC’s Albion Field Station near Mendocino, California, **Dr. Robert Andringa**,⁵ Emeritus President of the Council of Christian Colleges and Universities, led the PUC Board of Trustees in a training session. Dr. Andringa specializes in governance and the relationship between boards and their chief executives. His acquaintance with Seventh-day Adventist higher education meant that he was able to understand our particular context and was able to be extremely helpful in advising the trustees on their role on the Board of Trustees (see **Appendix CD: Board Orientation—December 2, 2009**).

Dr. Andringa provided a follow-up training session at the board meeting held November 30–December 1, 2010. The board made significant progress toward a governance policy model and a newly created board policy manual was voted at that session (see **Appendix CE: Board of Trustees Policy Manual**). All new trustees now receive appropriate orientation to the duties of board membership. The board also does an annual self-evaluation, with the first one occurring in the summer of 2010 (see **Appendix CF: Board Evaluation Questionnaire**).

- d. On October 4, 2010, the PUC Board of Trustees voted to regularly evaluate the president and do a self-evaluation, as well. This provides direction for fulfilling an obligation long present in the bylaws, but that has sometimes been overlooked (see **Appendix CG: PUC Articles and Bylaws**, Section 10 Paragraph f & g). As noted above, the first annual evaluation of the new college president was completed in July of 2010.
- e. At its October 2009 meeting the Board reviewed and discussed potential conflicts and challenges posed by sharing a board chair with La Sierra University. Since both institutions are sponsored by the same organizational unit, the Pacific Union Conference of Seventh-day Adventists, it has long been the practice that its president serves as the chair of both boards. The board consultant Andringa reviewed this issue with the trustees at some length. He suggested enhancing the role of the vice-chair, who is different at each institution, and a non-denominational employee, and this has been implemented to some extent. Our vice-chair is a newly retired higher education administrator with both time and interest to invest in board initiatives. The Board has asked the vice-chair to chair 1–2 Board meetings per year.

f.

6. DATA COLLECTION PROCESS AND INSTITUTIONAL RESEARCH:
[CFR 2.10; 4.3; 4.4; 4.5; 4.7]

⁵ http://www.theandringagroup.com/pages/bob_andringa

The commission noted that we will not be able to fully benefit from the work we have done to establish a systematic culture of evidence in the absence of a centrally coordinated and adequately funded office of Institutional Research. The action letter noted our intention to hire an institutional researcher starting with the 2010–2011 school year, and indicated the intention to review our progress in making IR a priority.

We have made considerable progress in collecting, analyzing, and using data to make decisions; one of the most direct benefits of our reaccreditation efforts over the last six years has been the systematic if incremental improvement in our institutional research capability. As we noted in our CPR, after we submitted our Institutional Proposal we re-assigned our associate academic dean to half-time IR duties. He had no specialized IR training, but he learned a great deal through studying IR materials and attending conferences and has been able to significantly improve our understanding of important data (including especially our graduation rate data). We have also been able to provide him with the consultation of outside experts and increased office support. After the CPR visit we made the commitment to add a full-time director of institutional research, while retaining the half-time services of the associate academic dean. The new position of “Director of Institutional Research, Assessment and Planning” was added to the 2010–11 budget, and we were able to find a well-qualified candidate who began work on November 15, 2010.

Before the arrival of the IR Director we continued to struggle to gain confidence in the accuracy of our database, and many regular and critical queries, which at this point should have been routine (e.g. calculating graduation and retention rates) still required special handling and cross-checking. Analysis, interpretation and distribution of many key assessments and institutional data were often done only on an ad hoc basis. In the sections below we often refer to evidence that we collected to assess student learning and success in a variety of areas. In some cases we already have a “closed loop,” with institutionalized procedures for collecting, analyzing, interpreting data, and using it to make important decisions. In other cases the loop remains open, at various stages of development.

We have created a website for our new Office of Institutional Research, Assessment and Planning, which is now the central data repository, where key performance indicators, selected academic and student-life institutional research findings, our aligned and integrated student learning outcomes at institutional and program levels, and important resources and tools needed to prepare and make sense of program review and create student learning outcomes at the course level, are easily accessed. We are optimistic that, with an IR director now in place, the process of regularizing the preparation of reflective interpretive reports that can inform the work of decision makers can move ahead quickly.

B. Additional Stewardship Items Since the CPR

I. PHYSICAL PLANT UPGRADES

With our improving financial situation, we are starting to deal with some deferred maintenance that had begun to give some parts of the campus an uninviting feel. We looked at areas that

students use the most and found financially responsible ways to make them more appealing and usable, while at the same time adding value and sparkle to the campus.

a. Dining Commons and Student Center

One of the most notable upgrades completed for the opening of school in the fall of 2010 is the contemporary renovation of the Dining Commons and Student Center. The new stone wall, dark wood floor, hanging lamps, and variety of seating styles—booths, counters, couches, banquettes, small tables and large—have transformed an institutional dining hall into a warm and inviting space where students enjoy coming for meals, while downstairs in the student center a more casual setting provides a bright new place to study, play games, and relax with a snack or a hot or cold drink. This project was made more affordable in part through a partnership with *Bon Appétit*.

b. Gymnasium Complex

While the gym and cardio areas received their usual annual upgrades, the weight room has been completely renovated and reconfigured, making it much less crowded and more inviting for classes and for the students and community members who use the facilities.

c. Welcoming and Attractive Campus

An important part of our president's vision is to make the campus more attractive and navigable for visitors and students, especially in high-traffic areas. For example, for too many years, prospective students and their families had to enter Enrollment Services through an ugly parking lot and a loading-dock and backdoor entrance to Graf Hall. In a quick, high-impact, low-cost upgrade the offices for Records, Public Relations, and Enrollment Services traded some of their spaces, making it possible for students and visitors to enter all offices through the manicured parking oval in front and the inviting main entrance to Graf, with its flowerpots and bench swing.

d. Winning Hall

Because Winning is the largest residence hall and most frequently used space for visitors, its entrance and lobby have been renovated and refurnished to make them more welcoming for both residents and visitors. Furthermore, the large courtyard connecting Winning and Andre Halls, which had been allowed to fill with dry grass and weeds, has been replanted and furnished as an inviting place for students to relax or study together.

e. Library and Classrooms

The library is in its first stage of renovation, using money collected more than a decade ago for what was to be a major addition and total rebuild. The decision has been made to make the project smaller and more manageable and to do it in stages as more money is raised. Stage I is scheduled for completion in September 2011. Several classrooms have

been upgraded and renovated to focus on comfort, technology, and collaborative learning (see the Learning Community section of the EER for more on these two items).

2. COMPENSATION PLAN

Our financial health improved enough to allow us to start making progress on the important goal (see **Appendix AA: *The PUC Strategic Plan, 2011–2016***) of enhancing faculty salaries. The president has made it clear that she sees a need for a new compensation plan, to significantly raise the salaries of faculty and selected staff.

χ. Nursing Salaries

We decided to start Phase I by giving a modest salary supplement to nursing faculty. Funds for this first stage of improved compensation came from an endowed fund dedicated to the Nursing Department. The decision to begin here was based on the need to increase the number of nursing faculty with graduate degrees—a requirement for NLNAC accreditation. This has been a particular challenge for us over the years, since registered nurses with a master’s degree are able to make significantly more money working in their field than we can afford to pay them.

δ. Other Faculty Salaries

As noted in the strategic plan, our goal is gradually to increase all faculty salaries over the next few years, as our financial health allows.

ε. Staff and Administration Salaries

These two groups, who were not given the last scheduled COLA when faculty received one, were given a 4% COLA beginning July 1, 2010. During the first six months of 2011, administrators will be working on a plan to increase salaries, and by June 30, 2011, a plan that includes several options will be ready to present to the Board of Trustees.

In the 14 short months between our CPR visit at the end of October 2009, and the submission of our EER document at the end of December 2010, we have made substantial progress on the issues identified by the WASC Commission. The significant enrollment recovery and financial turn-around have allowed us to turn three straight years of operating budget deficit into one year with a surplus, and we are on-track to close the current year without a deficit as well. We realize, though, that we must keep up our momentum in building enrollment. As our president says, “We cannot have any more roller coaster years.”⁶ While we have made continued progress, we also realize that we have more to do to improve fund raising, convert some of our land assets to cash for endowment, and pay off our short-term debt. We believe we are now well positioned to move forward, with a full-time director of IR, enhanced professionalization and accountability of our board, and new Strategic Plan.

⁶ The president further explained: “We must have at least 15 years of upward trajectory to truly begin to achieve our goal of becoming a great institution of higher learning.”

SUPPLEMENTAL REPORT #2: INDEX TO CRITERIA FOR REVIEW

Annotations and Cross References

Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives.

The institution defines its purposes and establishes educational objectives aligned with its purposes and character. It has a clear and conscious sense of its essential values and character, its distinctive elements, its place in the higher educational community and its relationship to society at large. Through its purposes and educational objectives, the institution dedicates itself to higher learning, the search for truth, and the dissemination of knowledge. The institution functions with integrity and autonomy.

Criteria for Review or Guideline	PUC Response & Evidence ¹
<p>1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.</p>	
<p>1.1 Guideline: The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.</p>	<p>We do this well. See CPR See Mission Statement², published in the PUC Catalog³, and the Appendix AA: PUC Strategic Plan, 2011-2015</p>
<p>1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution develops indicators for the achievement of its purposes and educational objectives at the institutional, program, and course levels. The institution has a system of measuring student achievement, in terms of retention, completion, and student learning. The institution makes public data on student achievement at the institutional and degree level, in a manner determined by the institution.</p>	<p>We do this well. See CPR Our institution is now organized around student learning outcomes at every level, for both the curriculum and co-curriculum. Academic Program Review (APR; every five years) ensures that every course syllabus has SLOs, aligned with both departmental and institutional outcomes. APR also ensures that each Academic Department has departmental outcomes that are aligned with institutional outcomes. Similarly, College Service Department Program Review (CSPR, every 5 years) ensures that non-academic departments have departmental outcomes that are aligned with institutional outcomes, and GE Program Review (every 5 years) ensures that the GE program is aligned with institutional outcomes. These three Program Reviews also ensure that student achievement is measured and reflected upon, and appropriate</p>

¹ This is a modified form of WASC Table A: Supplemental Report on 2008 Changes to the CFRs. Here we provide a supplemental report to all of the CFRs, providing cross-references to the EER text and other supporting documents. In cases where little has changed from the CPR, and the CFR refers primarily to a capacity issue and is not primarily an EER item, we simply refer the reader to the CPR. We use the two Table A options of "We do this well" or "Needs attention" to classify our current status. CFRs classified as "In need of attention" include a discussion of a development or action plan. The specific CFRs revised in 2008 are highlighted in grey.

² <http://www.puc.edu/about-puc>

³ <http://www.puc.edu/academics/general-catalog>

	<p>steps taken to improve. Each department has an assessment plan for evaluating each of their SLOs, and reports on selected outcomes in their Annual Report to the academic dean, which then provide the basis for their Program Review. We now have an Office of Institutional Research, Assessment and Planning that is able to support these Program Reviews with needed data and interpretive reports. Institutional Student Learning Outcomes are assessed and reflected on in a five year cycle, with one or two I-SLOs selected each year for more intense and campus wide attention. Evidence of student success is collected and analyzed annually, with a special focus on retention and graduation rates. This and other data related to student success and achievement is published on our Institutional Research, Assessment and Planning (IRAP) web page⁴, which is then easily accessible both by the public and by internal decision-makers. See EER, Learning Community Section (Program Reviews).</p>
<p>1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.</p>	<p>We do this well, now. Institutional accountability was a focus of concern in both our own internal "Study Committee" recommendations, and the Action Letter from the WASC Commission after our CPR. We have addressed this concern by establishing and implementing policies and procedures for the regular and systematic evaluation of vice presidents and the president, and for evaluation and training of the Board. We have also re-organized some vice presidential positions to give greater focus and clarity to these functions, and make them more manageable. See EER, Supplemental Report #1: Response to 2010 CPR Action Letter, Financial Stability, Re-organization of vice president for Financial Administration Position; & Process for Administrative Accountability.</p>
<p>1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.</p> <p>1.4 Guideline: The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world-views, policies clearly state how these views are implemented and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.</p>	<p>We do this well. Our Academic Freedom Statement has long been a part of our Faculty Handbook (see pp. I-25 – I-27). This Statement expresses our expectation that faculty will respect and be loyal members of the Church, but also notes that they are free to share their convictions in class and in public even when they disagree with the Church. This Statement also includes due process procedures. Our approach to these issues is discussed more broadly in the context of our theme of Conversations theme. See EER, Conversations About Faith, Learning & Adventist Identity Section.</p>

⁴ <http://www.puc.edu/about-puc/institutional-research/home>

<p>1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.</p>	
<p>1.5 Guideline: The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.</p>	<p>We do this well. See CPR. The PUC Board approved a Diversity Statement⁵ on 10/5/08 that explains the institution's clear commitment to the principles enunciated in the WASC Statement on Diversity. We also have increased our ability to discuss ethnic and other disaggregations of student performance data. See EER, Learning Community Section (Student Success) & EER, Diversity Section.</p>
<p>1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.</p>	<p>We do this well. See CPR. PUC is an institution of learning operated for instruction in the Bible, the arts and sciences, languages and pre-occupational and professional pursuits. The activities of the college and all corporate powers are exercised by or under the direction of the Board of Trustees. See Appendix CG: Articles and Bylaws). Also, as noted under CFR 1.4 above, we have an Academic Freedom Statement published in our Faculty Handbook.</p>
<p>1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, and human subjects in research and refunds.</p>	
<p>1.7 Guideline: The institution has published or readily-available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution has published or readily-available grievance procedures for faculty and staff. The institution's policy on grading and student evaluation is clearly stated, and provides</p>	<p>We do this well. See CPR.</p>

⁵ <http://www.puc.edu/about-puc/diversity-statement>

<p>opportunity for appeal as needed.</p>	
<p>1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.</p>	
<p>1.8 Guideline: The institution's finances are regularly audited by external agencies.</p>	<p>We do well in this area, now. See CPR. The number of continuing "in-progress" auditor recommendations was a specific focus of concern in the Action Letter from the WASC Commission after our CPR. We have made this a matter of special attention, and eliminated all but one of those in-progress recommendations on our most recent audit. See EER, Supplemental Report #1: Response to 2010 CPR Action Letter, Financial Sustainability (In-progress auditor recommendations).</p>
<p>1.9 The institution is committed to honest and open communication with the Accrediting Commission, to undertaking the accreditation review process with seriousness and candor, to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution, and to abiding by Commission policies and procedures, including all substantive change policies.</p>	<p>We do this well. See CPR.</p>

Standard 2. Achieving Educational Objectives Through Core Functions

The institution achieves its institutional purposes and attains its educational objectives through the core functions of teaching and learning, scholarship and creative activity, and support for student learning. It demonstrates that these core functions are performed effectively & that they support one another in the institution's efforts to attain educational effectiveness.

Criteria for Review or Guideline	PUC Response & Evidence
<p>2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.</p> <p>2.1 Guideline: The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.</p>	<p>We do this well. See CPR.</p> <p>Academic standards are described in the College Catalog, including 192 quarter hours required for the bachelor's degree, a minimum of 60 hours at the upper division, major requirements generally 60 – 110 hours, and 36 of the last 48 quarter hours completed in residence (see PUC Catalog, pp. 22-23). We have a very active faculty governance structure that engages in comprehensive peer review through its Curriculum and Efficiency, and Academic Standards and General Education Committees, and the Academic Senate. See the Faculty Handbook, Section II: Faculty Governance. In addition, all GE and Major requirements undergo systematic peer review on a five-year cycle, supplemented by annual reports to the academic dean. See EER, Learning Community Section (Program Review).</p>
<p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.</p> <p>2.2 Guidelines: Competencies required for graduation are reflected in course syllabi for both General Education and the major.</p>	<p>We do this well. See CPR</p> <p>Student learning outcomes at the course, major program, and general educational levels have been identified and are easily accessible. See EER, Learning Community Section (Program Review).</p>
<p>2.2a Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data</p>	

<p>and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning. Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs.</p>	<p>We do this well. See CPR. See PUC Catalog, pp. 23-29</p>
<p>2.2a Guideline: The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester units (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).</p>	<p>We do this well. Student learning outcomes have been established for courses and programs. Procedures for ensuring that standards for attainment are established are in place – with this being ensured at the time of each department’s program review. Institutional student learning outcomes have been established. Course level outcomes are published in each course syllabus; department outcomes are published in curriculum guide sheets that are published on the college website, and distributed to each student. Expectations for attainment will be discussed in each Program Review, and noted as appropriate in interpretive material reflecting on SLO assessments posted in the data portfolio (Institutional Research and Planning home page⁶). See EER, Learning Community Section (Program Review).</p>
<p>2.3 The institution’s student learning outcomes and expectations for student attainment are clearly stated at the course, program and, as appropriate, institutional level. These outcomes and expectations are reflected in academic programs and policies; curriculum; advisement; library and information resources; and learning environment.</p>	<p>We do this well. Course-level Student learning outcomes are published in course syllabi, and departmental student learning outcomes are published in Curriculum guide sheets posted on the college webpage. GE student learning outcomes are published in the PUC Catalog, pp. 23-29. Institutional learning outcomes are published on the college webpage. The alignment of all levels of student learning outcomes is explained and presented on our IRAP web page. We have a very active faculty governance structure that engages in comprehensive peer review through its Curriculum and Efficiency, and Academic Standards and General Education Committees, and the Academic Senate. See the Faculty Handbook, Section II: Faculty Governance. In addition, all GE and Major requirements undergo systematic peer review on a five-year cycle, supplemented by</p>
<p>2.4 The institution’s expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution’s faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.</p>	<p>We do this well. Course-level Student learning outcomes are published in course syllabi, and departmental student learning outcomes are published in Curriculum guide sheets posted on the college webpage. GE student learning outcomes are published in the PUC Catalog, pp. 23-29. Institutional learning outcomes are published on the college webpage. The alignment of all levels of student learning outcomes is explained and presented on our IRAP web page. We have a very active faculty governance structure that engages in comprehensive peer review through its Curriculum and Efficiency, and Academic Standards and General Education Committees, and the Academic Senate. See the Faculty Handbook, Section II: Faculty Governance. In addition, all GE and Major requirements undergo systematic peer review on a five-year cycle, supplemented by</p>

⁶ <http://www.puc.edu/about-puc/institutional-l-research/home>

	<p>annual reports to the academic dean. See EER, LC Section (Program Review).</p>
<p>2.5 The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.</p>	<p>We do this well. We have now implemented a new High Impact teaching and learning initiative aimed at ensuring that all students have at least three active learning experiences at PUC. See EER, Learning Community Section (High Impact Strategies).</p>
<p>2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.</p>	<p>We do this well. We do now identify key indicators for our student learning outcomes, and compare these with stated levels of attainment in Program Reviews, and interpretive reports posted on our website.⁷ In course syllabi faculty key evaluation instruments to course SLOs, and this is confirmed with a direct review of syllabi during Program Review. See EER, Learning Community Section (Program Review).</p>
<p>2.7 All programs offered by the institution are subject to systematic program review. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement and evidence from external constituencies such as employers and professional organizations.</p>	<p>We do this well. We have had a regular system of Academic Program Reviews in place for more than 12 years. We have completed two 5-year cycles, and several of our departments are on their third Review. These Reviews include systematic evaluation of student learning outcomes. Commendations and recommendations from the faculty governance system (CECOM and Academic Senate) are sent to Administrative Council, and these inform budget decisions every year at the annual Budget Priorities & Planning meeting. We have extended program review to both General Education and the co-curricular program in our College Service Department Program Review (CSPR). Program Reviews are maintained in the academic dean's office. Three recent Academic Program Reviews are included in the EER Appendix, and current Program Reviews for all departments will be available for inspection in the Team Room, or electronically in advance upon request. See EER, Learning Community Section (Program Review). Note that this is where we report on the effectiveness of our Program Review as required by the "Table B: New 2008 Requirements of the Institutional Review Process". We also calculate and carefully reflect upon our retention and graduation rates every year, and publish this information on our website.⁸</p>
<p>2.8 The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovations as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.</p>	

⁷ <http://www.puc.edu/about-puc/institutional-research/home>

⁸ <http://www.puc.edu/about-puc/institutional-research/home>

<p>2.8 Guideline: Where appropriate, the institution includes in its policies for faculty promotion and tenure recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.</p>	<p>We do this well.</p> <p>This was a focus of one of the Commission’s recommendations after our 1999 Re-accreditation. It is important here to recognize that CFR 2.8 explicitly states that the value and promotion of scholarship and instructional innovation be “appropriate to the institution’s purposes and character”. As an undergraduate institution with a primary faculty focus on teaching rather than research, we have consciously decided to not use publication as a minimum requirement for rank and tenure decisions. We do expect our faculty to keep current and engage in relevant and appropriate scholarship in their discipline, and on the effectiveness of various curricular and instructional innovations, and this is encouraged and recognized in the rank and tenure process, and with small financial awards and community recognition at our annual faculty research Colloquies. See EER Learning Community Section, Evaluations of Courses, Teachers, Chairs, and Advisors (Pre-tenure Teacher Evaluations). We also place a premium on faculty-student research collaborations as an excellent example of high-impact teaching and mentoring (See EER Learning Community Section, High Impact Practices).</p>
<p>2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.</p>	<p>We do most of this well.</p> <p>We have many and well developed links between scholarship, teaching and student learning, particularly in student-teacher collaborations in research and scholarship. We also have well developed links between service and teaching and student learning, and many of our students engage in practicum and field placements that directly serve the community and meet their learning outcomes (e.g. Education, Nursing, Psychology, Social Work). Service is also a focus of our co-curricular programs. Our new Office of Service, Justice and Mission we will be extending the focus on formal service learning, and assessing student learning outcomes in our many service opportunities. (See EER Service Section, and EER Learning Community Section, High Impact Practices).</p> <p>Needs Attention.</p> <p>We have an excellent opportunity to promote linkages between scholarship and service, particularly with collaborative research projects with teachers, students and staff on the effectiveness of various service projects, but we have not yet fully developed this. Due to their disciplinary nature, Social Work and Education service projects often have program evaluation components integrated with them. As our OSJM matures, identifying and coordinating these kinds of linkages will be added to their list of responsibilities.</p>
<p>2.10. The institution collects and analyzes student data disaggregated by demographic categories and areas of study. It tracks achievement, satisfaction, and campus climate to support student success. The institution regularly identifies the characteristics of its students and assesses their preparation, needs, and experiences.</p>	<p>We do this well.</p> <p>We do have a system in place for collecting and analyzing data about students. This has been an area of concern in the past, but over the last 8 years we significantly enhanced our ability and performance. Eight years ago we instituted a dedicated Senior Assessment Seminar (GNST 401) that allows us to systematically collect assessment data from all seniors (this includes the Senior Exit Interview, the UCLA Spiritual Beliefs and Values Survey, the ETS Proficiency Profile, and the Major Field</p>

	<p>Test). We also now systematically administer the NSSE, the Noel-Levitz Student Satisfaction Survey, and a Campus Climate survey, in addition to a number of shorter instruments as needed. Note that the results of the Campus Climate Survey are interpreted and discussed in the CPR; this is now regularly administered every three years, and is scheduled to be administered again in May of 2011. See our IRAP website for a list of regularly administered instruments.</p> <p>We have also significantly enhanced our ability to regularly track and analyze reliable data on retention and graduation rates, disaggregated by ethnic, gender and other relevant variables. Most recently, we have been able to prepare systematic interpretive reports that summarize and reflect on student success data and formulate recommendations to administration for effective next steps. See EER, Learning Community Section (Student Success). With the hiring of a full-time Director of Institutional Research, Assessment and Planning, we are now able to institutionalize this report writing system. See Supplemental Report #1: Response to 2010 CPR Action Letter, Data Collection Processes and Institutional Research.</p>
<p>2.11 Consistent with its purposes, the institution develops and assesses its co-curricular programs.</p>	<p>We do this well.</p> <p>As a religious, residential undergraduate college we have an extensive co-curricular program, with a broad range of student services. As described in our CPR, in the 2007-08 academic year we instituted a program review process modeled after our long-standing academic program review procedure in order to extend the culture of evidence to our entire campus. Each College Service department is reviewed on a five-year cycle, and is required to discuss identify its learning outcomes, its alignment with the college mission, evidence that it is meeting its outcomes, and plans to make needed improvements. Recommendations and recommendations are sent to Administrative Council, and these inform budget decisions every year at the annual Budget Priorities & Planning meeting. By the end of the 2009-10 academic year 10 of 22 College Service Departments had completed its program review. By the end of the 2010-11 academic year 16 will have completed program review, and all departments will have completed at least one review by the end of the 2011-12 academic year. Three CSPR Reviews are included in the EER Appendix (Appendix T: Records; U: Residence Life, T: Teaching and Learning Center), and all completed CSPRs will be available for review in the Team Room, or electronically in advance upon request. See EER, Learning Community Section (Program Review).</p>
<p>2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.</p>	<p>We do this well.</p> <p>See CPR</p> <p>Our main focus with this CFR has been with our academic advising program. We have increased our attention to this function in recent years, including clarifying and emphasizing the importance of advising in rank and tenure decisions (see the CPR), more systematically collecting and reflecting upon assessment evidence relating to advising, and providing regular in-house training on advising. Evidence suggests we are doing well in this area, and improving. See EER Learning Community Section, Evaluations of Courses, Teachers, Chairs, and Advisors (Advisor Evaluations).</p>

<p>2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.</p>	<p>We do this well.</p> <ul style="list-style-type: none"> As a religious, residential undergraduate college we have an extensive co-curricular program, with a broad range of student services. As described in our CPR, in the 2007-08 academic year we instituted a program review process modeled after our long-standing academic program review procedure in order to extend the culture of evidence to our entire campus. Each College Service department is reviewed on a five-year cycle, and is required to discuss identify its learning outcomes, its alignment with the college mission, evidence that it is meeting its outcomes, and plans to make needed improvements. Commendations and recommendations are sent to Administrative Council, and these inform budget decisions every year at the annual Budget Priorities & Planning meeting. By the end of the 2009-10 academic year 10 of 22 College Service Departments had completed its program review. By the end of the 2010-11 academic year 16 will have completed program review, and all departments will have completed at least one review by the end of the 2011-12 academic year. Three CSPR Reviews are included in the EER-Appendix (Appendix T: Records; U: Residence Life, T: Teaching and Learning Center), and all completed Reviews will be available for review in the Team Room, or electronically in advance upon request. See EER, Learning Community Section (Program Review).
<p>2.14 Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.</p>	<p>We do this well. See CPR.</p>

Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through its investment in human, physical, fiscal and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high quality environment for learning.

Criteria for Review or Guideline	PUC Response & Evidence
<p>3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.</p>	<p>We do this well. See CPR</p>
<p>3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.</p>	
<p>3.2 Guideline: The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate backgrounds, by discipline and degree levels. The institution systematically engages full-time non-tenure track, adjunct, and part-time faculty in such processes as assessment, program review, and faculty development.</p>	<p>We do this well. See CPR. Less than 10% of our faculty are adjunct, part-time or non-tenure track. Part-time salaried faculty are typically former full time professors at PUC, or long-time, part-time colleagues who are very familiar with their role. Adjunct (part-time, non-salaried) faculty receive orientation from their Department Chairs, who also supervise their work for quality assurance, and provide feedback and support as necessary. All faculty, including adjunct, are responsible for assessing student work. Adjuncts participate in program review as possible (many of them are full time professionals who work or live at quite a distance from campus).</p>
<p>3.3. Faculty and staff recruitment, orientation, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.</p>	<p>We do this well. See CPR. All new faculty members provided with an orientation, coordinated by the academic dean, a week before Fall Colloquy.</p>
<p>3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.</p>	<p>We do this well. The academic dean has been continuing to coordinate in-service training for teachers focusing on high impact teaching and learning techniques, and the creation and assessment of student learning outcomes. See EER, Learning Community Section (High Impact Strategies). The ITSS Department coordinates specialized training and support for faculty using technology in their teaching, including D2L, our course</p>

	<p>management system, various “smart classrooms” on campus, and the “clickers” (student response system). ITSS training often takes the form of group instruction for small groups of teachers using the same technology, supplemented with individualized instruction and support as needed.</p>
<p>*3.5 The institution has a history of financial stability, unqualified independent financial audits and has resources sufficient to ensure long-term viability. Resources are aligned with educational purposes and objectives. If an institution has an accumulated deficit, it has realistic plans to eliminate the deficit. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.</p>	<p>Needs attention. We have an action plan. This was an urgent focus of concern in the Action Letter we received from WASC after the CPR. We have made significant improvement in this area over the last two school years, and we address this at some length in a special supplemental Report. See Supplemental Report #1: Response to 2010 CPR Action Letter, Financial Stability. After several years of operating budget deficits we have now had two consecutive years without a deficit, and have had two years of rising enrollment. We do have annual independent audits, and we dramatically reduced the recurring audit recommendations last year (to just one). Remaining challenges include outstanding short term debt, a need to mature our fundraising, and the conversion of valuable non-essential real estate assets to cash for endowment and deferred maintenance. However we have made real progress in all three of these difficult areas, and are well on our way back to financial sustainability.</p>
<p>*3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. These information sources, services, and facilities are consistent with the institution’s educational objectives and are aligned with student learning outcomes. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered.</p>	<p>We do this well. See CPR.</p>
<p>3.7. The institution’s information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.</p>	<p>We do this well. See CPR</p>

<p>3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, support effective decision-making, and place priority on sustaining effective academic programs.</p>	
<p>3.8 Guideline: The institution establishes clear roles, responsibilities, and lines of authority, which are reflected in an organization chart.</p>	<p>We do this well. See CPR</p>
<p>*3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.</p>	
<p>3.9 Guideline: The governing body regularly engages in self-review and training to enhance its effectiveness.</p>	<p>We do this well. See CPR Accountability, training and evaluation were areas of concern in the Action Letter we received from WASC after the CPR. We have made significant improvement in this area over the last two school years, and we address this at some length in a special supplemental Report. See Supplemental Report #1: Response to 2010 CPR Action Letter, Process for Administrative Accountability. We have now put into place a system for Board training and evaluation.</p>
<p>3.10. The institution has a full time chief executive officer whose primary or full-time responsibility is to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.</p>	<p>We do this well. See CPR. There were some concerns about these issues expressed in the Action Letter we received from WASC after the CPR. We have made significant improvement over the last two school years. See Supplemental Report #1: Response to 2010 CPR Action Letter, Financial Stability (Re-organization of vice president for Financial Administration Position) and Process for Administrative Accountability. We have reorganized our CFO position, clarifying and focusing responsibilities and accountability. We have also re-instituted clear evaluation procedures for all senior administrators, and clarified the responsibility of the Board to regularly and systematically see to the evaluation.</p>
<p>3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.</p>	

3.11: The institution clearly defines the governance roles, rights, and responsibilities of the faculty.

We do this well.
We have a long tradition of a very strong and active faculty governance culture. The roles, rights and responsibilities of faculty are set forth in our [Faculty Handbook](#)⁹, especially Sections I, II & III. The academic dean has authority over all academic programs and policies, but all of these programs and policies are carefully reviewed by faculty governance committees, and final recommendations are made to Administration by the Academic Senate.

⁹ <http://www.puc.edu/portals/faculty-staff>

Standard 4. Creating an Organization Committed to Learning and Improvement

The institution conducts sustained, evidence-based, and participatory discussions about how effectively it is accomplishing its purposes and achieving its educational objectives. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities at different levels of the institution, and to revise institutional purposes, structures, and approaches to teaching, learning, and scholarly work.

Criteria for Review or Guideline	PUC Response & Evidence
<p>4.1. The institution periodically engages its multiple constituencies, including faculty, in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of its plans and planning processes and revises them as appropriate.</p>	<p>We do this well.</p> <p>There were some concerns about this expressed in the Action Letter we received from WASC after the CPR, as our previous Strategic Plan had “expired” in 2007 and we had not started work on a new plan, in part due to the resignation of our president. Since then our new president has led out in a new Strategic Plan that engaged multiple constituencies, and was approved by the Board on November 30, 2010. See Supplemental Report #1: Response to 2010 CPR Action Letter, Strategic Planning.</p>
<p>4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.</p>	<p>This area is in need of attention. We have an action plan.</p> <p>We now have a well-defined and deeply ingrained culture of program review on campus, which engages all of us, in academic, co-curricular and support functions, in an on-going process of assessment and planning. We also have just completed work on the first stage of our new institutional Strategic Plan. These are real strengths.</p> <p>Until recently we have been weaker in successfully using all of this planning activity to guide prioritizing and budgeting. We have added specific recommendations to Administration, with a requirement that the department be given timely, written feedback, to the program review processes. Our new president has instituted an annual Budget Priorities & Planning meeting, where each vice-president brings recommendations and priorities surfaced in the last round of program reviews in their area, to help draft early versions of the budget. See EER, Learning Community Section (Program Review). The new Strategic Plan will also have an associated Implementation Plan, which will include timetables and budget estimates, put in place during the Winter of 2011. See Supplemental Report #1: Response to 2010 CPR Action Letter, Strategic Planning.</p>
<p>4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.</p>	<p>This area is in need of attention. We have an action plan.</p> <p>This was a focus of concern in the Action Letter we received from WASC after the CPR. We have made dramatic improvement since that time, but we are still in very early stages of some of these changes, which is why we note this as an area still in need of attention. See Supplemental Report #1: Response to 2010 CPR Action Letter, Data Collection Processes and Institutional Research. In November of 2010 we hired a full time Director of Institutional Research, Assessment and Planning, in addition to the 50% IR function provided by the associate academic dean. Even prior to this we were able to administer and systematically organize quantitative and qualitative data relating to student learning outcomes and other aspects of educational effectiveness,</p>

	<p>and we began to produce reflective, interpretive reports analyzing this data and recommending needed next steps to administration. We have also been able to put in place an expanded electronic data portfolio, that makes this evidence and interpretive reports accessible to both the public and internal decision-makers (see website10 for the Office of Institutional Research, Assessment and Planning), which we will continue to develop with the help of our new Director).</p>
<p>4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes include assessing effectiveness, tracking results over time, and using comparative data from external sources and improving structures, processes, curricula, and pedagogy.</p>	<p>We do this well. See CPR All new academic programs and course offerings are reviewed by the Curriculum and Efficiency Committee, and Academic Senate. All new and modified academic policies are reviewed by the Academic Standards and General Education Committee, and Academic Senate. See Faculty Handbook (especially Section II: Faculty Governance).</p> <p>We now have a broad based and deeply ingrained system of Program Review for every department, academic and college service (non-academic) on campus. These reviews are centered around evidence that student learning and our outcomes are being met, and are submitted for peer-review to CECom, which then develops a list of commendations and recommendations for the department and administration. Each department is reviewed every five years, and academic departments submit an Annual Assessment Report. Guidelines for these reviews are provided in advance to all departments, and are published on our Institutional Research, Assessment and Planning web page. The Office of Institutional Research, Assessment and Planning collects and interprets evidence relating to institutional learning outcomes and other indicators of educational effectiveness and student success, and make recommendations to Administration based on its analysis of this data. See EER, Learning Community Section (Program Review). See also Supplemental Report #1: Response to 2010 CPR Action Letter, Data Collection Processes and Institutional Research</p>
<p>4.5. The institution has institutional research capacity consistent with its purpose and objectives. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included in the institutional research function is the collection of appropriate data to support the assessment of student learning. Periodic reviews are conducted to ensure the effectiveness of the research function and the suitability and usefulness of data.</p>	<p>This area is in need of attention. We have an action plan. This was a focus of concern in the Action Letter we received from WASC after the CPR. We have made dramatic improvement since that time, but we are still in very early stages of some of these changes, which is why we note this as an area still in need of attention. See Supplemental Report #1: Response to 2010 CPR Action Letter, Data Collection Processes and Institutional Research. In November of 2010 we hired a full time Director of Institutional Research, Assessment and Planning, in addition to the 50% IR function provided by the associate academic dean. Even prior to this we were able to administer and systematically organize quantitative and qualitative data relating to student learning outcomes and other aspects of educational effectiveness, and we began to produce reflective, interpretive reports analyzing this data and recommending needed next steps to administration. We have also been able to put in</p>

10 <http://www.puc.edu/about-puc/institutional-research/home>

	<p>place an expanded electronic data portfolio, that makes this evidence and interpretive reports accessible to both the public and internal decision-makers (see website¹¹ for the Office of Institutional Research, Assessment and Planning), which we will continue to develop with the help of our new Director). With a full-time Director, Institutional Research will now be better able to support our multiple program review processes with not just the raw data, but in many cases a focused and formatted analysis that will facilitate the program review, and make it significantly less time-consuming for our Department chairs and directors.</p>
<p>4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.</p>	<p>We do this well.</p> <p>We have had a regular system of Academic Program Reviews in place for more than 12 years. We have completed two 5-year cycles, and several of our departments are on their third Review. These Reviews include systematic evaluation of student learning outcomes. Commendations and recommendations from the faculty governance system (CECOM and Academic Senate) are sent to Administrative Council, and these inform budget decisions every year at the annual Budget Priorities & Planning meeting. Academic Program Reviews are maintained in the office of the academic dean. Four recent Academic Program Reviews are included in the EER Appendix, and current Program Reviews for all departments will be available for inspection in the Team Room, or electronically in advance upon request. See EER, Learning Community Section (Program Review). Note that this is where we report on the effectiveness of our Program Review as required by the “Table B: New 2008 Requirements of the Institutional Review Process”. We also calculate and carefully reflect upon our retention and graduation rates every year, and publish this information on our website¹². See EER, Learning Community Section (Student Success)</p> <p>In 2007 we extended the program review process long used for academic departments to all other departments on campus in order to extend the culture of evidence. Each College Service department is reviewed on a five-year cycle, and is required to discuss identify its learning outcomes, its alignment with the college mission, evidence that it is meeting its outcomes, and plans to make needed improvements. Commendations and recommendations are sent to Administrative Council, and these inform budget decisions every year at the annual Budget Priorities & Planning meeting. By the end of the 2009-10 academic year 10 of 22 College Service Departments had completed its program review. By the end of the 2010-11 academic year 16 will have completed program review, and all departments will have completed at least one review by the end of the 2011-12 academic year. Three CSPR Reviews are included in the EER Appendix (Appendix T: Records; U: Residence Life, T: Teaching and Learning</p>

¹¹ <http://www.puc.edu/about-puc/institutional-research/home>

¹² <http://www.puc.edu/about-puc/institutional-research/home>

	<p>Center), and all completed Reviews will be available for review in the Team Room, or electronically in advance upon request. See EER, Learning Community Section (Program Review).</p> <p>Each vice president serves as a member on the review committee when their departments are being reviewed (the academic dean attends every meeting of CECOM, which does the academic program reviews). Administrative Council receives all commendations and recommendations generated by the program review process, and the president convenes the annual Budget Priorities & Planning meeting where priorities identified in program reviews are considered in the context of the next year's budget.</p>
<p>4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.</p>	<p>This area is in need of attention. We have an action plan. The academic dean's office has taken the lead in encouraging the scholarship of teaching and learning. The Summer Sabbaticals, reinstated by the Dean in the summer of 2008, now are focused on supporting faculty engaged in the scholarship of teaching and learning. Up until very recently we did not have a full-time director of Institutional Research, and so were not able to invest the time into systematic inquiry into the processes of teaching and learning and the conditions that promote intended learning. Now that do have our IR Director we will be able to consult with and support faculty and academic departments in their empirical investigation into the success of their pedagogy. This may be in support of departmental preparation for their program reviews and annual assessment reports, or in support of individual faculty members' ongoing scholarship of teaching and learning. See Supplemental Report #1: Response to 2010 CPR Action Letter, Data Collection Processes and Institutional Research</p>
<p>4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are regularly involved in the assessment of the effectiveness of the educational programs.</p>	<p>This area is in need of attention. We do not yet have an action plan. We do collect a wide range of informal feedback from various stakeholders, including alumni who often stay in contact with their former professors, employers and field supervisors who have some kind of on-going relationship with the college, and concerned members of our constituency (members of the Seventh Day Adventist Church in our geographic region, or parents of current, former or potential students). This is often valuable information, but because it is not systematically collected we have no idea of how representative it is. Our Alumni Office does regularly survey our alumni (last administered September, 2008) but the nature of the contact (sent through the US Mail) tends to bias the results toward older, less recent graduates, and to date the data has not been interpreted and carefully reflected on, with recommendations prepared for Administration. We have not yet formally addressed this problem; our new Director of Institutional Research will be able to work with the Alumni Office, and other relevant campus offices, to develop systematic methods of gathering feedback from important off-campus stakeholders.</p>