



Capacity and Preparatory Report

Pacific Union College



PREPARED FOR:

Western Association of Schools and Colleges

Accrediting Commission for Senior Colleges and Universities

August 2009

TABLE OF CONTENTS

INTRODUCTION	P. 1
SECTION 1: THEME 1 - LEARNING COMMUNITY	P. 2
SECTION 2: THEME 2 – STEWARDSHIP	P. 11
SECTION 3: THEME 3 – CULTURE OF SERVICE & THEME 4 – CONVERSATIONS ABOUT FAITH, LEARNING & ADVENTIST IDENTITY	P. 18
SECTION 4: DIVERSITY ISSUES	P. 25
UPDATE ON EER PROGRESS	P. 33
CONCLUSION	P. 34
SUMMARY DATA FORM	ELECTRONIC
REQUIRED DATA EXHIBITS	ELECTRONIC
WASC SUPPLEMENTS	ELECTRONIC
#1: STUDY ON STUDENT SUCCESS	ELECTRONIC
#2: UPDATE TO RESPONSE TO THE 1999 WASC RECOMMENDATIONS	ELECTRONIC
#3: OFF-CAMPUS PROGRAMS AT PACIFIC UNION COLLEGE	ELECTRONIC
#4 WASC SUPPLEMENT #4: SELECTION OF NEW PRESIDENT ANNOUNCED	ELECTRONIC
APPENDICES: INSTITUTIONAL DATA EXHIBITS	ELECTRONIC

CAMPUS BODIES WORKING ON

WASC REAFFIRMATION

WASC-Planning Committee (WASC-PC): 2008-09¹

Aubyn Fulton, Chair, Professor of Psychology
Steve Waters, WASC writer, Professor of Mathematics
Alexander Carpenter, Instructor of Visual Arts
Bruce Ivey, Professor of Computer Science & Physics
Adu Worku, Librarian
Nancy Lecourt, Academic Dean
Tanya Healy, WASC-PC Secretary

Theme Taskforces:

(as approved by Administrative Council, August 26, 2007). The following taskforces were assigned primary responsibility to research and reflect on questions and issues related to our reaffirmation themes. Chaired by a vice-president (or the president), all taskforces reported to WASC-PC, which coordinated all reaffirmation work, and was responsible for writing and preparing all documents.

Learning Community Taskforce

Richard Osborn (Chair), College President
Ed Moore, (ex officio) IR Director
Aubyn Fulton, Chair, WASC-PC; Professor of Psychology
Leo Ranzolin, Professor of Religion
Tammy McGuire, Assistant Professor of Communications
Jan Wood, Associate Dean of Student and Director of Residence Life
Janet Ivey (Secretary), Administrative Assistant
Student Association President

Stewardship Taskforce

John Collins (Chair), Vice-President for Financial Administration
Adu Worku (WASC-PC), Librarian
Lary Taylor, Associate Professor of Business Administration
Bruce Bainum, Professor of Psychology
Dale Withers, Facilities
Debbie Stewart, Administrative Assistant
Student Association Financial VP

Educational Effectiveness Taskforce

Nancy Lecourt, (Chair, WASC ALO), Academic Dean
Roy Ice, Chaplain
Thomas Morphis, Professor of Visual Arts
Robert Kurtz, Residence Hall Dean
Greg Schneider, Professor of Religion and Social Science
Student Association Executive VP

¹ Previous members of WASC-PC: Ileana Douglas, Associate Professor of History (former Academic Dean); Jimmy Ha, Assistant Professor of Religion; Maria Lopez, Director of Information Technology; Milbert Mariano, Associate Professor of Visual Arts; Judy Vance (writer), Assistant Professor of English; Mikaila Mize, Secretary; Carlyn Ferrari, Secretary.

PACIFIC UNION COLLEGE

CAPACITY & PREPARATORY REVIEW

INTRODUCTION

IN THE TWO YEARS SINCE OUR INSTITUTIONAL PROPOSAL (IP) WAS ACCEPTED BY WASC, *the Pacific Union College community has been actively involved in simultaneously creating our Capacity and Preparatory Report (CPR) and beginning our Educational Effectiveness Review (EER). As planned in the IP, we created three taskforces (Learning Community, Stewardship, and Educational Effectiveness), chaired by college administrators with representation from faculty, staff, and students. These taskforces were given specific instructions and did much of the research that led to the material included in sections 1–3 below. In addition, the taskforces began the important work on our EER (see Update section below). Our WASC Planning Committee has continued to guide and coordinate the various activities related to our accreditation. In addition to sharing all documents for its weekly meetings with administration, the group has made regular reports to College Assembly¹, created a campus-wide discussion board on which the essays and other documents have been posted for public response, and solicited input from our Board of Trustees, working closely with the Academic Affairs Committee of the Board on some of the essays.*

In addition to the expected activities over the past two years, we have also dealt with the unexpected. The national economic crisis, in combination with our decreasing enrollment, led to the creation of a “Study Committee” whose recommendations are helping to shape our immediate future and strengthen our financial structure. (References to those recommendations will be found throughout this document.) This committee included members of the Stewardship Taskforce and took over many of their tasks during the past year. The unexpected resignation of our president in the spring of 2009 has postponed some decisions until his replacement can be involved, but also has shown the strength of our community to otherwise persist in the CPR process.

Through these activities we have learned a great deal about ourselves, taken steps to build on our strengths, and considered new strategies to address our weaknesses. We now present our findings in a series of reflective essays on our chosen themes: “A Learning Community,” “Stewardship,” “A Culture of Service,” and “Conversations on Faith, Learning, and Adventist Identity,” as well as an essay addressing diversity issues. These essays include specific references to WASC standards and criteria for review², and are followed by an update on the work we are doing toward our Educational Effectiveness Review and a concluding section that reflects on particular strengths and weaknesses that have been exposed in our study.

Pacific Union College is a Seventh-day Adventist learning community offering an excellent Christ-centered education that prepares its students for productive lives of useful human service and uncompromising personal integrity.

— PUC Mission Statement

¹ This group consists of administration, faculty, and salaried staff.

² See [Appendix A: Index to Criteria For Review](#) for annotations and references for each CFR.

§1: ESSAY ON “A LEARNING COMMUNITY” (THEME 1)

BASED ON A DELIBERATE PUN, THIS THEME ASKS US BOTH to include students in a community of learners and to become a community that is constantly learning about itself. In addition to creating and nurturing student communities, we also seek to understand how student learning and support can be improved by systematically enhancing our culture of evidence and implementing a clear feedback loop.

A COMMUNITY OF LEARNERS

TWO OF THE TOP FIVE CHARACTERISTICS OF PUC CITED BY STUDENTS, faculty, staff, administrators, and trustees in a systematic self-study completed on campus in the fall of 2005 were a “caring faculty” and a “warm, caring community” (see [Appendix B: Collective Vision Document](#)). Creating this kind of community on our religious, rural campus has long been one of our priorities, but in recent years we have begun intentionally to design programs and policies to enhance it.

For incoming freshmen, the sense that they have matriculated to a place that values community begins on the day that they check into their residence halls. Since 2001, PUC faculty, administrators, staff, and student leaders have volunteered to participate in “Porter Power” by helping these new students move boxes from their vehicles to their rooms. Many parents have commented on how great it was to feel that they were leaving their child in such a caring community, where “family” members were so willing to help.

New students experience further community building with our FUSION program, which begins during the weekend of Freshman Orientation and continues throughout the first year. Ever since the fall of 2004, our new freshmen have been taken to a youth camp for a weekend, where they engage in activities designed to foster bonding, team building, and ways to serve God. One of the goals for the weekend is getting to know at least ten new people they can call friends or mentors. The students then are assigned to small groups that meet regularly throughout the school year. Following a curriculum that started in the 1990’s, these groups learn to support each other during their transition into college life. The group meetings present current information on health, dating, study habits, substance abuse, diversity sensitivity, and many other areas of concern to the college community (see [Appendix C: FUSION](#)).

Our seven residence halls are a focus of community life for the vast

majority of our students, with more than 75% of our single students making them their college home. Each of these halls has a dean who lives on site and is easily available to socialize, pray, and counsel with resident students, in addition to organizing and supporting a wide range of student life and service activities. There are also 36 resident assistants who live with their fellow students and are able to offer support and advice as needed as well as provide connections to community resources.

In 2002 the former Thursday morning “Chapel” was restructured into a “Campus Colloquy” course in which all students, faculty, and other college employees are invited to put aside other activities and come together for 50 minutes of shared experiences. Each year, a committee chaired by the college president creates the content for this required 0.1-credit course. The content generally focuses on a year-long theme of importance to the community of learners. For the past two years, the chosen themes have been ones that were in our WASC proposal. While “Service” was the unifying focus of the 2007–08 Campus Colloquy, the choice of “Community” as the theme for 2008–09 made that year’s Colloquy experience truly about community on multiple levels (see [Appendix D: Colloquy Syllabus](#)).

We also have a religious service attendance requirement for all of our students. While this type of requirement is typical of religiously-affiliated schools, we recognize that there is a chronic tension between students possibly feeling that they are being “forced to worship,” and the legitimate need of the religious community to have participation in corporate services. In recent years we have made several modifications to the requirement in an effort to make it less controlling, more enhancing of student choices, and more of a community-building tool. The current [Religious and Community Service Attendance Expectation](#)³ includes not only several traditional options each week, but also campus club programs, outreach opportunities, and residence hall programs relating

to life lessons and personal growth. We also encourage our students to think of other related activities that would be meaningful to them, and to submit request forms for such.

Within our academic departments there has been a concerted effort to create discipline-based communities. The colloquium courses that are required for majors in many areas foster a collegial atmosphere where students are exposed to guest speakers and have opportunity for follow-up discussion and socialization. Many departments also have created physical spaces where their majors are encouraged to study and socialize.

Because we are a residential college with more than 85% of faculty and staff living within five miles of campus, we have been able to create learning communities that are not as readily available to some other schools. Many faculty members, administrators, and staff regularly open their homes to students for meals and discussion groups, fostering important relationships that go well beyond what would be available in ordinary classroom settings. Our local church also participates in these community-building activities, with members inviting students to [weekend lunches](#)⁴ once each month. (For more on the advantages of our close relationship with our local church, see §3.)

On campus, the Teaching and Learning Center (TLC) oversees regular [group study sessions](#)⁵ organized around course content. This is in addition to the study groups that are formally required in many classes and the informal groups that spring up in the spaces provided by the residence halls, library, academic departments, and the Campus Center.

We also have many [student clubs and organizations](#)⁶ that not only foster community building, but also provide opportunities for leadership and service. While these clubs may be designed around a course of study, common hobby, or ethnic background, they are intended

3 <http://www.puc.edu/campus-services/student-services/religious-attendance>

4 <http://www.puc.edu/news/archives/2009/sabbath-lunch-at-home>

5 <http://www.puc.edu/academics/tlc/tutoring>

6 <http://www.puc.edu/campus-services/student-services/clubs-and-organizations>

to be inclusive rather than exclusive in nature⁷. Typical activities include small social gatherings, movie or book nights, fund-raising projects, community outreach, and off-campus trips (not only to nearby places in the Napa Valley and San Francisco, but to Tahoe, Yosemite, and our **Albion Field Station**⁸ on the Mendocino Coast). While many clubs have a long history of student engagement, others have existed for only a few years. Whenever a group of students wishes to create a new club that fits within the goals and purposes of the college, they are encouraged to do so (see **Appendix E: Student Organization Agreement**). For many of our students, these clubs become their family away from home and contribute to retention efforts.

A COMMUNITY LEARNING ABOUT ITSELF

Program Reviews

THE CULTURE OF EVIDENCE WAS GREATLY strengthened on campus by the adoption of academic department program reviews about a decade ago. Most academic departments have completed at least two reviews, with a few engaged in a third during the 2008–09 school year (see **Appendix F: Academic Program Review Dates**). In the fall of 2007, as a part of its annual review of the process, the Curriculum and Efficiency Committee (CECom) responded to the results of the first two rounds by rewriting the Academic Department Program Review Instructions (see **Appendix G: Academic Program Review Guidelines**). These new guidelines have helped to clarify departmental responsibilities by focusing attention on Student Learning Outcomes, diversity issues, active teaching and learning strategies, and use of information and resources beyond textbooks, as well as ensuring reports of senior comprehensive assessment and other relevant indicators of student learning. **[CFR 1.2, 2.3, 2.6, 2.7, 4.3, 4.4, 4.6]**

In addition to reviewing academic depart-

ments, we realized a need to engage in a similar evaluation of our General Education Program. Consequently, during the 2007–08 school year the Academic Standards and General Education Committee (ASGE) developed an on-going, systematic process for GE program review. **[CFR 1.2, 2.4, 2.6]** Based on the model of CECom’s academic department program review, this process ensures that each of the seven sections of the GE package will be evaluated every five years, with improvements made in response to evidence provided in specific indicator dashboards. (See **Appendix H: General Education Review Schedule and Dashboard I Description** for a schedule of the sections to be reviewed and an example of a dashboard; See **Appendix I: General Education Program Review Guidelines**). **[CFR 2.7]** The Student Learning Outcomes for each section will be further developed and assessed as the process continues through its first round.

Much of the evidence collection for the assessment of GE and other campus outcomes was regularized in the fall of 2004 with the creation of the Senior Assessment Seminar (GNST 401). This one-credit course, required of seniors during their final quarter of study, provides a systematic mechanism for gathering useful information concerning college life and learning. Among the assessment tools administered in the seminar are the PUC Senior Exit Survey, the Beliefs and Values Survey (UCLA – HERI), The Measure of Academic Proficiency and Progress (MAPP), a Writing Sample, a General Education Survey designed by ASGE, and either the Major Field Test (MFT) or an alternative assessment in the major (such as a portfolio or project) assigned by the major department. (See **Appendix J: GNST401 Assessments** for links to the actual instruments used.) The results of the surveys are reviewed by ASGE, the Administrative Council, and other campus leaders. **[CFR 2.1]**

With all academic programs engaged in regular review, we next sought to extend the culture of evidence to our non-academic departments (known on campus as “College Service” departments) and more fully integrate them into the learning community. Toward that end, a College Services Program Review Committee (CSPR-Com) was appointed by Administrative

⁷ As diversity has increased on our campus to the point where we no longer have any ethnic majority, we have grown concerned that some of the culture-based clubs have tended to insulate themselves from others. See §4 for more information on how we are addressing this situation.

⁸ <http://www.puc.edu/albion>

Council and charged with developing appropriate review guidelines. After much discussion involving the Directors of College Services (DOCS), the model of academic program reviews was adapted into the “College Services Department Program Review Instructions,” which were then approved by Ad Council on March 21, 2008 (see [Appendix K: College Services Program Review Guidelines](#)). [CFR 1.3, 2.11, 2.13, 4.3, 4.4, 4.6]

Two of the college’s service departments successfully went through the new review process in 2008, and three more completed it by the spring of 2009. As was the case with early academic department reviews, it took some work to get those involved acclimated and comfortable with this new process, but ultimately they reported positive feelings about the experience. In particular, we found it helpful to emphasize to the departments that the review was to be self-evaluative, evidence-based, inclusive of all department members, and focused on department-identified outcomes with a special emphasis on those that relate to student learning. In addition, the members of DOCS, who had previously viewed that body as informal and ad hoc, had to adjust to their formal role in the review process. As other service departments underwent review in the 2008–09 school year, the Administrative Council, DOCS, and CSPR-Com continued to refine the process to make it an even more effective contributor to fulfilling college goals (see [Appendix L: College Service Program Review Schedule](#)).

Focus on Improved Teaching Practices

OUR COMMITMENT TO STUDENT LEARNING and active teaching can be seen in several ways. First, our Rank and Tenure Committee has spent the past two academic years revising the faculty evaluation process to emphasize thoughtful, continuous improvement in teaching pedagogies by focusing on student learning. The new evaluation forms require faculty to submit evidence of student learning, including samples of student work; to provide syllabi with Student Learning Outcomes; to engage in mutual classroom visitations with a colleague; and to do a self-evaluation, including a plan for development (see [Appendix M: Rank](#)

[and Tenure Promotion Guidelines](#)). During this process, the committee also revised the Course Evaluation form. It is now an online Student Course Survey, and is given for all classes with five or more students. The revision focuses the students’ attention on their own learning instead of on the performance of the professor and is meant to help teachers improve courses without feeling judged (see [Appendix N: Student Course Survey](#)). Finally, in the fall of 2009 we are committed to reinstating the evaluation of faculty on continuous appointment that was abandoned about a decade ago. [CFR 3.3]

In conjunction with these efforts, the academic dean has worked with all academic departments to create Program-level Student Learning Outcomes and to make sure that all syllabi have aligned learning outcomes. Syllabus guidelines and instructions for writing Student Learning Outcomes, along with other useful tools for faculty, are available on the [Academic Administration web page](#)⁹. [CFR 1.2, 2.4, 2.5, 2.6, 3.4]

Another faculty committee that has contributed to heightened awareness of active learning pedagogies is the Faculty Development, Research, and Honors Committee. In the spring of 2008, this committee worked with the academic dean to create a summer program whereby 21 teachers representing all academic departments were given a course development stipend of \$500 along with the book *Creating Significant Learning Experiences* by L. Dee Fink. In return, the recipients were asked to re-design a course using the guidance of the book and then share the results with their departments. The committee also created a new program of Teaching Sabbaticals that gave three professors summer funding to work on projects to improve courses. Unfortunately, this program was not funded for summer 2009, due to budget constraints. This committee also works on selecting faculty recipients of the Herber Grants, funded by a grateful alumnus to support faculty pedagogy and research (see [Appendix O: Herber Grants](#)). [CFR 4.7]

Revision of Annual Assessment Reports

FOR SEVERAL YEARS THE ACADEMIC DEAN’S office has required department chairs to submit

⁹ <http://www.puc.edu/academics/academic-administration/home>

an annual report summarizing assessment of important department goals. Beginning in the 2007–08 school year, these reports were revised to better support the emerging focus on student learning. As part of their regular annual reports, departments now are required to provide a grid that shows their program-level Student Learning Outcomes, how they are assessed, and what is being done with the results of those assessments to improve student learning. (See [Appendix P: Annual Assessment Reports](#) for Annual Assessment Report Guidelines and examples.) The program-level Student Learning Outcomes are listed on the curriculum guide sheets that are available [online](#)¹⁰. [CFR 2.4]

Administrative Evaluations

APPROXIMATELY SEVEN YEARS AGO, OUR president and Board of Trustees decided to suspend the administrative evaluations until a new procedure could be created. They believed that the old procedure, which consisted of members of the College Assembly evaluating all administrators on a generic two-page form every two years, was too open to what was perceived as unprofessional feedback. In its place, they wanted to create a structure in which more focused feedback could be obtained from a more restricted group of evaluators. The first attempt at an online system was aborted when it became clear that evaluations were being submitted from unauthorized sources. The second proposed procedure was to have been implemented in the winter of 2009, but was postponed by the president who wished to refine it in time for a spring implementation. When the Study Committee submitted their final report in March of 2009 (see §2), one of the recommendations was immediately to resume using the old evaluation system until a new one was ready to go. With the resignation of our president and other recommended changes in administration, however, the Board rejected this recommendation and replaced it with a charge to the new administration to create an instrument to be used in the 2009–10 school year. [CFR 1.3] It should be noted that during the past three years our academic dean has solicited feedback from

the faculty in an annual survey. She then shared a summary of the results and her response to them in a faculty meeting in the spring of 2009.

Institutional Research

FOR MANY YEARS, WE HAVE USED A DISTRIBUTED approach for the gathering and analyzing of data necessary for assessing student learning and program efficiency. The Business Office generates and processes data deemed important to its own function, the registrar provides data for various academic functions, one of our mathematics professors compiles the official departmental statistics, and ad hoc committees often look for their own data, independent of what may already exist elsewhere. This duplication of effort and lack of a central consistent source of quality information became a major concern as we tried to foster a significant culture of evidence.

In June of 2007, as an initial step away from this distributed model of learning about ourselves, the Administrative Council reinstated a central Institutional Research function on campus that for so long had been absent. The associate academic dean's duties were reorganized, and he agreed to take on the half-time title of Director of Institutional Research (DIR). During his first year with this title, the DIR spent much of his "half-time" consolidating data sources for dissemination requests from external agencies¹¹, researching graduation rate information, and generally adapting to the requirements of the new position.

During our second year with a half-time DIR, we sought further to get away from the old distributive model of IR by compiling a list of common sources of data on campus, documenting how these sources were used, and looking for efficiencies that could be gained by centralizing information (see [Appendix Q: Menu of Regular PUC Assessment Instruments](#)). It soon became apparent that a half-time DIR was insufficient to provide for the data-collection, analysis, interpretation, and action that

¹¹ IPEDS and other regular institutional data reports to agencies such as Princeton Common Data Set, Barron's Profiles of American Colleges, NAICU (U-CAN), AICCU surveys, College Board's Annual Survey of Colleges, Petersons Undergraduate Institutions Survey, ACT Institutional Data Survey, U.S. News & World Report, Chronicle Guidance Survey, Wintergreen Orchard House Survey, etc.

¹⁰ <http://www.puc.edu/academics/degrees-programs>

would be required fully to evaluate our educational effectiveness without continued assistance from other college entities. In response to a recommendation from the Study Committee (see §2), an additional half-time information-technology professional was included in the 2009–10 budget specifically to assist in the IR function on campus. [CFR 4.3, 4.5]

Graduation Rates

THE PRESIDENT'S FIRST PRIORITY FOR THE DIR in the 2007–08 school year was to gain a clearer picture of our graduation and retention rates. [CFR 2.1] Based on IPEDS data summary reports as recent as 2003 to 2005, Pacific Union College was showing overall graduation rates in the 20% to 30% range. Believing that these reports of graduation rates had been based on underlying institutional data sources that were at times contradictory and unreliable, the DIR undertook a complete reevaluation of all our data collection and analysis practices on campus. He consulted with an IR expert from the San Francisco Bay Area and met extensively with personnel from both the Records Office and Information Technology to discuss data input and reporting procedures. With a better understanding of the underlying data, the DIR then was able to confirm that our six-year graduation rate for 2006 was 40%. For 2007, the most recent year for which comparative data is available through the National Center for Education Statistics, IPEDS **Peer Analysis System**,¹² our reported graduation rate of 41% compared with an average of 49% in the IPEDS default comparison group of 30 institutions. For the 2009 spring IPEDS data collection, PUC will report a 2008 graduation rate of 46%.

While graduation rate percentages in the 40s are clearly better, and we believe more accurate, than the 20s reported some years ago, we are still below the averages of several comparative groups. In consulting with administrative officers at other affiliated institutions, our DIR concluded that there will continue to be factors that contribute to all Adventist colleges and universities having somewhat lower graduation rates. First, our mission is to educate as many church members as possible, so we always will

err a little in admitting a certain percentage of students who might not be considered fully prepared for the kind of rigorous academic program that we offer. We actually have multiple academic missions: we provide a high-level liberal arts education to well-prepared students, many of whom go on to very competitive professional and graduate schools. But we also serve something of a community-college function for students who have very limited academic preparation, some of whom do not have a realistic chance or even expectation of earning a four-year college degree, but still want the academic and social benefits of a year or two of college experience. Second, because we serve a national and international denominational constituency, our students always will have a great deal of fluid movement between affiliated institutions, which puts a downward pressure on formal graduation rates. Nevertheless, we are committed to a more systematic exploration of factors that impact our graduation rate and to improvement of that rate insofar as possible.

Retention Efforts

RECENT DATA ON FEDERAL COHORT RETENTION from first to second year show that PUC relates comparatively well to its default IPEDS peer institutions. For the years 2003 to 2007, the percentages for PUC and the comparative group are as follows respectively: 72/68, 69/68, 68/62, 69/70. This spring (2009) we expect to report a figure of 72% to IPEDS.

Our increasing understanding of both our graduation and retention rates has led gradually to a greater focus on specific, intentional steps to improve both of these indicators of student success at PUC. Among the steps we have taken in recent years are the following.

- **Teaching and Learning Center (TLC):** In the fall of 2003, a former storage facility in the center of campus was transformed into the TLC, a “one-stop shop” for academic support. With its mission to provide services “...that enhance students’ abilities to succeed in college,” the TLC now houses programs for advising students without a declared major (100+ students); individual and group tutoring (over 50 tutors for 40 regular study sessions and over 74 individual sessions per

¹² <http://nces.ed.gov/ipeds/pas>

quarter); Student Seminar courses (averages 75 students per year); academic probation counseling (averages 100+ students per year), management, and research; coordination, testing, and accommodations for students with disabilities (serves an average of 90 students per quarter); and campus retention efforts. Prior to 2003, these services existed in other forms scattered across the campus. This new consolidated arrangement allows centralized efficiency between programs and provides struggling students with a more focused and singular location for numerous support services.

- **Retention Coordinator and Council:** In conjunction with the creation of the TLC, our president appointed two part-time retention coordinators to oversee and focus campus retention efforts. In response to a recommendation from those coordinators, which was endorsed by the Study Committee (see §2), a campus-wide Retention Council was created in the spring of 2009.
- **Changes in Advising:** [CFR 2.3] While we continue to value having our faculty members serve as academic advisors, we have had to adapt to the changes brought about by online registration. Instead of a single day of registration with all teachers available in one location (as we had before 2001), students now are able to register at any time through the summer months when contact with faculty members may not be possible. To address this decline in student/advisor contact, incoming freshmen now are initially advised by the Enrollment Office and registered for their first quarter. When they arrive on campus, they are assigned their faculty advisor whom they then are expected to contact before registering for the remainder of the year. In the spring of each year, an “advisor hold” is placed on each student’s registration, requiring a meeting between the student and the advisor as a crucial step in the registration process for the upcoming year. Once this personal contact occurs, advisees are expected to continue to meet regularly with

their advisors throughout the year, both to seek guidance as they plan their schedules and to maintain and enhance the mentoring process.

Teachers are given advisor training when they first begin the job and receive additional training via meetings and handouts on a regular basis, coordinated by the associate academic dean. While we want to make our students aware of the tools that are available to them and how best to use those tools, we don’t see that as the end of our job. As our advisees progress in their academic maturity and take greater responsibility for their schedule choices, we are able to focus more on their broader career goals and aspirations. In this way, we realize our true desire to form genuine mentoring relationships with them.

The academic and associate academic deans conduct an annual review of our advising process, using information from selected questions in the NSSE, the Noel-Levitz Survey, and our own Senior Exit Survey. [CFR 2.12] In addition, an advisor evaluation is given every spring quarter to help us determine how well we are doing in this area (see [Appendix R: Advisor Evaluation](#)). Beginning in the fall of 2009, Academic Departments will be asked in their Program Reviews to demonstrate that they are effectively advising their students.

- **Targeted Follow-up Advising for Former Nursing Majors:** PUC attracts a significant number of students for our Nursing program — more than we have capacity to accept. Consequently, each quarter some of these students who have been working on prerequisites must be notified that they have not been successful in gaining admission to the program. While we had informally provided some transitional support to these students through our advising and Career & Counseling Program, we suspected that we were losing a significant number of them who might have found their career goals well met by alternative programs available here

such as Emergency Services, Social Work, or other Allied Health areas. Consequently, beginning in the spring of 2009, we implemented a new procedure in which students who are notified that they are ineligible for, or have been denied entry into, the Nursing program are simultaneously given information about other programs that might serve their needs and are referred to the TLC and other appropriate advisors to help connect them to the next step. We are now in the process of tracking these students in order to evaluate the effectiveness of the new procedure.

- **Residence Hall Policy Review:** The policies of PUC’s Student Life program reflect the traditional lifestyle values of our community. These policies include single-sex residence halls with a curfew monitored by nightly room-checks and check-in procedures, and a complete abstinence from alcohol (regardless of age), tobacco and illegal substances (see [Appendix S: Residence Life Policy](#)). All students who join our community have made an informed choice, in writing, to abide by our policies, and most of our students successfully live within this agreement. Still, we are aware of certain tensions that arise from this structure. One portion of our students, and probably a majority of their parents, chose PUC specifically because they wanted a college living environment where such policies are enforced. Another portion of our students seem to grow irritated with what they perceive to be an unwarranted intrusion into their lives and decision-making. It is unclear how this tension ultimately affects student retention, but anecdotal reports and comments supplied on standardized surveys, suggest that a significant fraction of students feel that the residence life policies are overly restrictive of their rights and responsibilities as adults, and that at least some have considered leaving PUC because of this. It should be noted, however, that exit interviews given to students who do leave us have not indicated dissatisfaction with Student Life policies as a major factor in the decision to leave.

Part of our approach to addressing the tensions mentioned above has been to build developmental aspects into our system that will allow more mature students to experience greater autonomy and self-regulation. For example, the curfew and leave policies are tiered (see [Appendix S: Residence Life Policy](#)). In the fall of 2008, we set aside a wing in one of our residence halls for a pilot program providing independent living arrangements to a selected group of older students (see [Appendix T: McReynolds Pilot Program](#)). In response to a recommendation from the Study Committee (see §2), a housing taskforce was established in the spring of 2009 to “study the best practices in housing on Christian campuses and to develop a vision for what housing and housing policies at PUC could become, with a special focus on ‘independent’ living units.” The taskforce also will study policies for living off campus, with a focus on making these policies more flexible.

- **Improvements to Facilities:** Many of our campus buildings and facilities date back to the first half of the 20th century. Since the current generation of students has many more educational choices available and is often sensitive to the quality and feel of the environments in which they will be living and working, we have made it a priority each year, even with limited budgets, consistently to upgrade selected student life facilities. As mentioned above, a former storage shed was transformed into the Teaching and Learning Center in the fall of 2003. Renovations were done to the Campus Center in 2002 and to the Library in 2004. In 2005, the area to the south of the Dining Commons underwent extensive landscaping, and a Prayer Chapel was constructed. Our residence halls are regularly upgraded every summer with several tens of rooms receiving new paint, carpet, furniture, locks, and cabinet repair; plumbing either repaired or replaced as necessary; and major renovations accomplished, as funds allow. In recent years such renovations have included the remodeling

of kitchens in two dorms, replacement of several heating/AC units, remodeling of several bathrooms, and the remodeling of one dorm lobby (see [Appendix U: Residence Hall Projects](#)). In addition, our Advancement Office was remodeled in 2005, the Maxwell Reading Room was added to the Library in 2008, and a major renovation of our Albion Field Station was completed in 2008.

Strategic Planning

OUR PREVIOUS STRATEGIC PLAN WAS INTENDED for the years 2001 through 2007. The creation of a new plan is still ongoing, building on the following elements. [CFR 1.2, 4.1]

- Campus-wide discussions on the possibility of changing our identity to a university instead of a college. This discussion was initiated by the president and the Board of Trustees in light of the choice made by many other tuition-dependent undergraduate institutions, to change their status to “university” in an attempt to increase enrollments. The PUC faculty, administration, student body, and trustees concluded that one of our defining priorities was undergraduate teaching in an intimate and supportive residential environment; hence, our identity as a college was deemed not only appropriate, but a source of institutional pride.
- WASC Institutional Proposal. In preparation for our WASC Proposal we engaged in an extensive series of formal and informal campus discussions about who we are, who we want to be, and what our major challenges are. This self-visioning process was described in our Institutional Proposal (see PUC Institutional Proposal, May, 2007, pp 3 – 6).
- **Institutional Student Learning Outcomes**¹³. In a College Assembly meeting in the spring of 2008, the president submitted a preliminary list of possible Institutional Student Learning Outcomes that had been suggested by the

WASC-PC. After extensive conversation at that meeting, followed by revisions and further on-line discussions by the entire campus community, the final list was approved by our Board of Trustees on February 25, 2009.

- The Land-Development Project. In order to decrease our financial vulnerability as a tuition-dependent college, we have been processing for some years how best to transform some of our precious and extensive land assets into income-generating endowment funds. This process, which involved all members of the college community, resulted in clarifications of our priorities and mission by the Board of Trustees and led to a formal land-development project that currently is working through several internal and external review processes. (See §2 for a more complete discussion of the land-development project.)
- The Campus Master Plan. In conjunction with the land-development project, it was necessary to update our campus master plan. Toward that end, we hired the SWA Group¹⁴ to help us create a plan that would reduce asphalt, create more walkable space, and allow for increased enrollment.
- The Study Committee. As described more fully in §2, the Study Committee that worked through the winter of 2009 made numerous recommendations that were voted by our Board of Trustees to guide the college in the near future. These recommendations have provided the primary structure for our short-term planning process.

While we had hoped to blend these elements into a cohesive strategic plan in the spring of 2009, the resignation of our president has postponed the implementation until our new administrative team can address it during the 2009–10 school year.

¹³ <http://www.puc.edu/about-puc/institutional-student-learning-outcomes>

¹⁴ The SWA Group is an international landscape architecture, planning, and urban design firm. We contracted with their office in Sausalito, California, to assist us in creating our Campus Master Plan.

§2: ESSAY ON “STEWARDSHIP” (THEME 2)

IN MAKING STEWARDSHIP ONE OF OUR key themes, we recognize that answering questions in this area will get to the heart of issues involving capacity and sustainability for Pacific Union College. As indicated in our proposal, a principal capacity issue for us stems from the paradox of owning nearly 2,000 acres of extremely valuable land in the hills above the Napa Valley, yet remaining tuition-driven with a very small endowment, generally making do with less than optimal funds from year to year. We have had a long history of essentially running a company town: maintaining a water system, wastewater treatment facility, electricity distribution grid, partial gas distribution grid, and over three miles of paved roads. In addition, we have operated a general store, gas station, airport, and other businesses, while attempting to support excess buildings, square footage, and land. In the past, such enterprises were profitable and were seen as providing useful valuable labor; in some instances, that is no longer the case. Our recent story, then, is one of finding long-term planning strategies that will allow us to shift our focus from the old company-town model to our core mission as a college. To do this, we must stabilize (and increase) our enrollment figures, effectively use some of our subsidiary assets to increase our endowment funds, and eliminate the losses in some of our auxiliary and commercial enterprises.

IDEAL ENROLLMENT

AS WE FOCUS ON LONG-TERM PLANNING FOR the college, it is important to think critically about the ideal number of students we would like to have enrolled here. The recent campus master planning report from the SWA Group¹⁵ suggests that our planned core campus area is large enough to accommodate more than 2,300 students (approximately the historic high figure for the college), but issues other than just geographic size also must be considered. When we take into account the current number and size of campus buildings and other educational and support infrastructures, it appears that the ideal cap on enrollment should be set between 1,600 and 1,650 students (headcount) enrolled on the Angwin campus. Enrolling more than this number would require us to expand the capacity of the residence halls, Dining Commons, and library. Based on a review of enrollment and year-end financial outcomes, administration has determined that an Economic Full-time Equivalent (EFTE) enrollment above 1,400 students would be desirable to maintain our long-term economic health. Based on figures for the past five years, this would require a headcount of at least 1,450 to 1,550 students. So a goal of 1,600 would match our physical resources and provide a nice economic cushion as well. The Study Committee (see below) recommended an official enrollment target of 1,500 EFTE by 2015.

ENROLLMENT DECLINE AND ECONOMIC ISSUES

FOR MANY YEARS BEFORE 2000, OUR EFTE enrollment was relatively stable and above 1,400. After 2000, however, with the exception of one year, we had a six-year run with EFTE enrollments in the 1300s. During that time, we managed to appear financially stable by cutting back on expenses that would usually be considered a normal part of operations. Such items as routine upkeep on buildings, paving of

¹⁵ The SWA Group is an international landscape architecture, planning, and urban design firm. We contracted with their office in Sausalito, California, to assist us in creating our Campus Master Plan.

roads, updating equipment in both the academic and nonacademic realms, and professional development for employees had funding cut to a small fraction of normal levels or eliminated entirely. In addition, any funding ideas for new projects had to be put on indefinite hold. Our hope was that these short-term cutbacks would allow us to “weather the storm” until enrollment numbers improved and we could fully restore funding to these necessary areas. Unfortunately, in 2006 and 2007 our EFTE figure dropped to roughly 1,250, and even the cutting of routine maintenance funding could no longer appear to address the problem.

While we had begun addressing some of the problems in recruitment and retention (see below and §1), the national economic crisis in the fall of 2008 further impacted us in many ways. The credit crisis dramatically affected the availability of student loans, unemployment severely damaged many families’ ability to pay for college, and the general uncertainty about the world economy made many prospective students put their plans on hold. As a result, our EFTE enrollment in the fall of 2008 dropped once again, this time below 1,200.

STUDY COMMITTEE

EVEN BEFORE THIS FINAL ENROLLMENT BLOW, our administration had been concerned about financial losses in our some of our auxiliary and commercial enterprises and were considering how best to deal with other issues impacting our future. In a report made to the Council for Christian College and Universities, it was noted that there are five characteristics of colleges that are most at risk in the coming times¹⁶. Since we are a rural college that is largely tuition driven and still trying to build a reasonable endowment, this report clearly concerns us. At the urging of administration, the Board of Trustees invited Dr. Don Pursley to come to our campus in November of 2008, to consult on our program (see [Appendix V: Pursley Biography](#)). According to Dr. Pursley, if our recent trends were to continue for the next three years, we could easily find ourselves with an annual deficit in excess of

¹⁶ Those that: are rural, have high discount rates, have small endowments, have undifferentiated academic programs, and are profoundly tuition driven.

\$4 million. Clearly we needed to do something immediately to prevent this bleak financial forecast from becoming a reality. [\[CFR 3.5\]](#)

Following the advice of the consultant, we established a “Study Committee” in December of 2008. This 10-member committee was comprised of faculty, staff, and a board member, chaired by two faculty members, and was charged by the president “... to review all areas and activities of the college in order to find additional income and/or reduced expenses.” During the winter quarter of 2009, the committee put in more than 1,600 hours meeting with key personnel from every area of the college and then discussing their gained understanding of “mission-essential” elements, efficiency issues, and comparisons with benchmarks. The culmination of this work was a report submitted to administration on March 16, 2009. The administration then met with an executive session of the Board of Trustees to begin serious contemplation of the final recommendations that were made to address “a lack of accountability and management at all levels; the need for realistic budgeting; the importance of enrollment, recruitment, and retention; the potential for increased revenue through Advancement; and the need for a vision, mission, and strategic plan to provide focus for the future of PUC.” On May 14, 2009, the Board voted to implement 59 of the 67 recommendations from the Study Committee, 20 in modified form (see [Appendix W: Study Committee Report with Implementation](#)). Some of the modifications were necessitated by the announced resignation of our president on April 9, 2009.

PRESIDENTIAL RESIGNATION

DURING THE MEETINGS OF ADMINISTRATION WITH the executive session of the Board of Trustees mentioned above, the Board and President Osborn “agreed that new leadership would best serve the college as it looks to addressing some of the recommendations.” Consequently, on April 9, Dr. Osborn tendered his **resignation**¹⁷ as PUC president, effective June 30, 2009. He led our administration for eight years and, beginning

¹⁷ <http://www.puc.edu/news/archives/2009/leadership-transition-announced-for-puc>

July 1, 2009, became an associate director for the Senior College Commission of WASC. Since July 1, our academic dean has been serving as acting president until the Board-appointed search committee is successful in finding a new leader. As indicated elsewhere in this document, this unexpected resignation has caused several evaluation and planning activities to be put on hold until our new administrative team is in place.

BUDGET PLANNING

WHILE VARIOUS COLLEGE ENTITIES, INCLUDING the academic departments, have been producing and updating strategic plans for several years, these plans and assessment programs have not fed directly into the overall budgeting and planning process. Further, as indicated in §1, our last published strategic plan for the entire campus was for the years 2001–07. In the fall of 2008 our administration made the decision to project a five-year budget using the 2007–08 fiscal year as the base period, while simultaneously developing a new strategic plan. Much of this work was put on hold, however, until the recommendations of the Study Committee were known. Because this was followed closely by the resignation of our president, the long-term strategic plan is not yet in place. In addition to the specific process that led to our 2009–10 budget, we have a detailed plan for yearly budgeting as well as creating the beginning of a 5-year process (see [Appendix X: Budget Plans](#)). [CFR 3.5]

MARKETING AND ENROLLMENT SERVICES

RECOGNIZING THE NEED TO STABILIZE OUR enrollment figures, as well as address diversity issues in our student body, (see §4), we have made several recent changes in our recruiting and marketing strategies. These changes began with the creation of a new Vice President for Marketing and Enrollment Services position in June of 2007. Before this appointment, the Public Relations Department had answered to one vice president, while Enrollment Services answered to the president, making it difficult for these two crucial recruitment forces to collaborate

with each other effectively. Now that they both answer to the same vice president, our public relations’ creative team of writers, photographers, and graphic designers produce marketing materials in consultation with the “sales representatives” in enrollment that have long been our personal connection to prospective students and their parents.

Since establishing the new vice presidency, the public relations team has physically moved to the workspace adjacent to enrollment services. There now is collaboration taking place daily between the two departments, with easy access between the offices. The presence of this new leadership that understands the responsibilities of both departments within the context of the overall goals for the college has provided the departments with a common vision.

In response to recommendations from the Study Committee, several additional changes were made in the spring of 2009. Immediate actions included the addition of a director of marketing, promoted from within and effective July 1, 2009. A fourth counselor also will be hired to help with recruitment efforts — specifically in public schools and community colleges. However, in an effort to save money, the position will be split between Enrollment Services and Student Financial Services, which also received a recommendation for an additional student finance counselor. This shared counselor will recruit but also spend half of his or her year focusing on financial aid packaging for all new incoming students. As funds become available in the future, this shared position will be converted into two full-time positions — one for finance and one for recruiting.

FINDING NEW SOURCES OF STUDENTS

IN ADDITION TO THE RETENTION EFFORTS outline in §1, we have focused our attention on finding new sources of prospective students. Traditionally, we have relied heavily on students from our regional Seventh-day Adventist secondary schools to feed our enrollment. We could easily assume that these students were either (1) Seventh-day Adventists and therefore potentially interested in Adventist higher

education, or (2) not Seventh-day Adventist, but accustomed to Adventist school systems and interested in private education. Therefore, much of the marketing has been directed at students enrolled in these schools. However, with the decline of enrollment in Adventist academies, it has become imperative that we develop a plan that reaches into schools outside the Adventist education system — home school programs, public schools, non-Adventist private schools.

To increase our pool of potential students, we have had to expand our search to Adventists who are not attending our feeder schools and non-Adventists who would potentially be interested in a private Christian higher education in an Adventist community. Since aggressively recruiting Christian students outside the Adventist faith may decrease our appeal to some traditional Adventist families, we must also make efforts to educate these families on the value of diversifying our student body within the constraints of Adventist values (see §4). The steps that we have taken to find new sources of students can be found in our Marketing Plan (see [Appendix Y: Marketing Plan and Supplemental Report](#)).

TRANSFER POLICIES

PRIOR TO THE SPRING OF 2009, WE HAD maintained relatively stringent transfer policies that required students to take individual courses that were equivalent in content to those specified in our general education package. Realizing that this was causing undo hardship and unintentionally encouraging potential students to go elsewhere, our Academic Senate voted several changes to the policies that would recognize transfer courses taken in “good faith” by students who could have applied them to meet the requirements at the institution where they were taken. In particular, we now will accept the Intersegmental General Education Transfer Curriculum (IGETC¹⁸) Certificate as meeting entire sections (amounting to 51-55.5 quarter hours) in our baccalaureate general education package.

Our transfer policies are readily available

to all potential students at our [web site](#)¹⁹. We anticipate that many students who choose community college as their starting point in higher education now will find the transition to our environment much more enticing.

ENHANCING OUR ENDOWMENT

DURING THE PAST FOUR YEARS, WE HAVE MADE A concerted effort to increase our fundraising effectiveness, giving attention to two primary areas — endowed scholarships and unrestricted income for operating. At the same time, we have directed efforts towards increasing our endowment. We are pleased to note that our endowment consistently has remained above the median market value of Adventist colleges and universities, according to the Council for Aid to Education VSE survey of Seventh-day Adventist higher education institutions.

It should be noted that traditionally Seventh-day Adventist constituents have not felt compelled to donate to endowments. This may be in part to the Church’s belief in the soon approaching “Advent” (2nd coming of Christ). Members often do not see the urgency of an endowment or believe it to be as essential as the immediate needs of an institution. Over the last decade, however, there has been a greater willingness to donate, particularly among younger members. Therefore, more Seventh-day Adventist institutions have given increased attention to the growth of their endowment. It should be noted that while they may not always contribute directly to endowments, our constituents consistently have invested in educational institutions through tithe and offering allocations that are designated as educational subsidies. Because of those allocations, we receive an annual operating subsidy of approximately \$3.7 million from the Pacific Union. This annual subsidy would be roughly equivalent to an endowment of more than \$50 million.

In response to recommendations from the Study Committee (see above), an additional fundraising position was added to the Advancement budget for the 2009–10 school year. Additional positions also were recommended subject to the attainment of certain benchmark figures.

¹⁸ A series of courses offered in the California community colleges for students who plan to transfer to baccalaureate-level institutions.

¹⁹ <http://www.puc.edu/enrollment/transfer-students>

CONVERSION OF SUBSIDIARY ASSETS

IN THE FALL OF 2002 OUR BOARD OF TRUSTEES resolved that “the administration of the College identify College assets that are non-essential to the accomplishment of the College’s core mission for potential liquidation,” and “that the administration develop proposals for the liquidation of nonessential assets.” This paved the way for development plans intended to create needed funding for 1) employee compensation, 2) planned facility upgrades, 3) scholarships, and 4) debt reduction. The Study Committee (see above) reinforced these plans with recommendations for dealing with specific enterprises that have been costing us several hundred thousand dollars per year.

In July of 2007, we filed an application with Napa County for a major **land-development project**²⁰ designed to meet the needs of the community, the county, and the college. This plan would enhance the small commercial town center, would supply housing for local workers, and could generate more than \$80 million for our endowment. It would create an ecologically, economically, and culturally sustainable community that treads lightly on the land and self-mitigates its own impacts. The **timeline**²¹ posted on our website highlights the ongoing progress as the plan has been modified in response to community and county feedback on the way to the end of the application process in June of 2010.

In the fall of 2008, we entered into a Memorandum of Understanding with Napa County for a 15-month study period to allow the County to explore its options with owning and/or operating the Angwin Airport. Both entities recognize the value of maintaining an airport on Howell Mountain. The airport is frequently used as an alternate to the Napa County Airport in poor weather conditions and emergencies because it is uniquely situated on a ridge top that is often above the fogs of Napa Valley.

Past efforts to convert land assets into endow-

ment funds have been problematic in many ways. The most obvious conversion method in our geographic location would be to sell or lease the land to a local vintner. Such an action, however, would be met with vigorous resistance by many of our alumni, employees, community members, and students, since it would appear to run counter to the historic Seventh-day Adventist commitment to abstinence from alcoholic beverages. Other ideas, such as the creation of a golf course or a stand-alone retirement center, have raised environmental concerns related to water usage and increased traffic. While several development options already are proceeding, the Board Asset Management Committee will continue to explore other possibilities and determine where we next might focus our attention. Additionally, in response to a recommendation from the Study Committee (see above), administration appointed a Land Management Committee in the spring of 2009 to determine how best to manage our undeveloped land.

CHANGES IN OPERATION MANAGEMENT

IN ORDER TO FOCUS MORE OF OUR IMMEDIATE attention and finances on our core mission, we recently have turned over the operation of some of our auxiliary areas to other qualified professionals. While this has not cut our expenses significantly, it has lessened our risk in some areas and has generally improved the quality of the services. Perhaps more importantly, it has freed us from the responsibility for day-to-day operations in these non-core areas.

In the winter of 2003 we contracted with TruGreen LandCare to take over much of the campus landscaping functions. In the fall of 2005, the contract was given to Pacific Landscapes. While we have not saved a significant amount of money with this change, we no longer have to worry about finding a qualified labor pool and now have a better-groomed landscape that has enhanced the beauty of our core campus — a beauty that has long played an important role in shaping our identity.

Following the resignation of our food service director at the end of the 2006–07 school year, the lack of qualified candidates in the Adventist

²⁰ <http://www.puc.edu/campus-services/public-relations/growing-our-endowment>

²¹ <http://www.puc.edu/campus-services/public-relations/growing-our-endowment/updates>

private sector prompted us to consider turning the operation over to an outside agency. The choice ultimately was made to contract with the Bon Appétit Management Company, which took over in the fall of 2007. The fact that this was the first food service company to address issues related to where our food comes from and how it is grown, and is still the largest restaurant company with such a high level of commitment to socially responsible practices, made the choice particularly attractive to our ecologically-minded campus. (For more information on their integration of socially responsible practices for our campus and the environment, see their [web site](#)²².)

Also in fall of 2007, we contracted with Barnes & Noble College Booksellers to take over the operation of our bookstore. This contract gives us a percentage of the sales to pay for the building usage and provide a profit to the college. While the sales amounts understandably will vary from year to year, our financial vice president estimates that we saved about \$33,000 in the first year of this arrangement.

Motivated by ecological concerns as well as the rising cost of utilities and equipment repair after an increasing number of power outages, spikes, and brownouts, we decided in 2003 to dedicate ourselves to the construction of a cogeneration plant that would provide a cleaner, more efficient and reliable source of electricity for our campus and partially free us from dependence on outside sources. In February of 2006 the plant became operational and has since been supplying over 90% of our energy needs. Using an 1100-kilowatt Kawasaki gas turbine generator that is unparalleled for its low emissions levels, this cogeneration plant was summed up by County Supervisor Diane Dillon as “clean, clever, and climate smart.” Besides providing a more efficient energy source for our campus with its production of electricity and steam, the plant also is available for field trips to provide a richer educational experience for students in a variety of classes that have incorporated cogeneration ideas into their curriculum. In response to a recommendation from the Study Committee (see above), a campus-wide Energy Manage-

ment Committee was formed in the spring of 2009 and will use the cogeneration plant as the central context for its planning activities.

EMPLOYEE COMPENSATION

THE ISSUE OF PROPER EMPLOYEE COMPENSATION has received a great deal of discussion over the past several years. During the fall of 2007, following preliminary discussions in the Stewardship Taskforce, our financial administration invited faculty and staff to participate in a discussion over lunch of how we might establish benchmarks for salaries and engage strategies to meet those benchmarks. At that meeting, and later at a presentation to the Academic Senate, our financial vice president indicated that faculty salaries were at least \$10,000 behind any reasonable benchmark value and that we minimally must make sure that cost of living adjustments (COLAs) be made part of the annual budget to ensure that we did not fall even further behind. (See [Appendix Z: Faculty Salary Scale](#)). Other concerns prevented the taskforce from continuing work in this area after the Senate meeting. In keeping with announced commitments, all faculty members (who are the only college employees with contracts) were given a 6% COLA in July of 2008. Unfortunately, the COLA that was planned for other college employees in January of 2009 had to be abandoned as the size of our financial crisis became apparent. (General statements about how non-faculty salaries compare with other institutions are difficult to make since some of our employees make slightly more than they could elsewhere, while for others the gap is even greater than the suggested \$10,000 for faculty. This is understandably due to the great variety of job descriptions for employees outside of the faculty realm, as well as the greater diversity of benefits packages available elsewhere for such workers.)

The discussion of appropriate benchmarks for salaries is somewhat muddled by the college’s many attempts to assist employees in finding affordable housing²³. In addition to

²³ Since PUC is located in an area with much greater housing costs than many of our sister institutions, finding ways to assist employees in finding affordable housing is a crucial part of our recruiting and hiring process.

²² <http://www.circleofresponsibility.com/>

offering rental properties at less than community rates, we also maintain a mobile home park and provide rent assistance in the broader community. In our “Woodside Plan,” employees are able to purchase just a dwelling on land that is still owned by the college; thus reducing their overall housing costs. There are currently 49 homes on this plan. In response to a recommendation from the Study Committee (see above), the Board Asset Management Committee began developing a long-term management plan for all college-owned housing and lots in the spring of 2009.

In the spring of 2009, it was announced that due to the enrollment decline and the accompanying financial crisis, not only would there not be any budgeted COLA for the next year, but all college employees will be required to take ten days of unpaid furloughs. This amounts to an approximate 3.85% decrease in pay. In addition, the employer basic usual contribution to retirement plans may not be made during the 2009–10 school year, pending NAD²⁴ approval. (See [Appendix AA: Furlough Policies, Faculty and Staff, 2009-10](#)).

IMPROVING STUDENT AND FACULTY DIVERSITY

ONE OF THE QUESTIONS THAT WE ASKED IN OUR Institutional Proposal was “How can we recruit students and faculty who more closely resemble the demographic profile of our constituency?” As discussed in §4, when we focused our attention on this issue, we discovered that we had no clear data on the ethnic breakdown of our constituency or our own employees. We outline there our plans to obtain these data for our employees, as well discussing possible strategies for increasing numbers for under-represented categories of both students and employees.

24 North American Division of Seventh-day Adventists.

§3: ESSAY ON “A CULTURE OF SERVICE” & “CONVERSATIONS ABOUT FAITH, LEARNING, AND ADVENTIST IDENTITY” (THEMES 3 & 4)

[Note: While these remain separate themes, for the purposes of the Capacity and Preparatory Report they have been blended into a single essay addressing the “walk” as well as the “talk” of our mission as a Seventh-day Adventist Christian college.]

PUC STRIVES TO BE A SAFE BUT NOT overprotective community where academic freedom and Christian commitment are complementary, not oxymoronic. We know that young people need space and time to learn to think critically about their religious and spiritual beliefs, in order to find a commitment that is genuinely their own, and not simply “the faith of our fathers.” The “excellent Christ-centered education” of our mission statement makes our campus a place that can provide opportunities for rich and vigorous conversations, where one’s spiritual beliefs are explored, one’s hopes are expressed, and one’s faith is nurtured. But it also provides a place where comfortable assumptions may be challenged, doubts aired, and fears expressed in a loving, supportive environment. While these conversations naturally will center on the Adventist tradition that is the basis of our community, we also highly value the participation of those from other faith traditions. We believe that critical thinking is key to real improvement in understanding among groups, to thoughtful conversations about faith and learning, and to meaningful service based in

true compassion and love of justice. While we can provide education about the conditions of injustice or poverty, intrinsic motivation must be the goal if a true culture of service is to be attained in our community. We intend to foster a campus-wide environment that gives our students opportunities both to engage in meaningful conversation and service now and to prepare for a life of service into the future.

ACADEMIC DEPARTMENT INVOLVEMENT

THE CULTURE OF SERVICE THAT WE SEEK IN THE academic realm refers not simply to “Service Learning” as such, but to an intentional mindfulness of the pain and injustice in the world, along with a Christ-like disposition to relieve that pain and fight that injustice. Beginning in the fall of 2008, as part of their regular program reviews, all academic departments now are required to indicate specifically how they address either “Service” or “Conversations on Faith, Learning, and Adventist Identity” in their programs. Service has been addressed in some departments by requiring or making available opportunities in the curricular or co-curricular life of the department. For example, education students taking “Literacy Tutoring Experience” and those in the Early Childhood Education program must respectively tutor a struggling reader and conduct 10 hours of child-related service; nursing students must participate in flu clinics, health fairs, and screenings; and theology majors are placed in an extern program during their junior year in which they are assigned to local churches for an entire year, helping with the church’s needs. Service also has been addressed by systematically engaging students in conversations, exercises, and projects designed to help them recognize important needs, and ways of

meeting them, that are illuminated by or related to the discipline and related careers. Departments are expected to demonstrate how they are challenging students to put their knowledge, careers, and professions in the service of their local and global communities, rather than just the pursuit of material gain and prestige.

In order to prepare students to have fruitful conversations with people of different backgrounds than themselves, we have introduced a new “foundational skill” into our General Education Program: “to learn and work collaboratively.” This skill will be introduced to students on both a practical and theoretical level in their required Communication course. Students will learn to communicate and work effectively in small, randomly-created groups that reflect our campus diversity, and then continue to practice these skills in other general education courses and classes in their major. This change was made in the spring of 2009 as part of the ongoing General Education Program Review that began in 2008. As we move forward, we will learn as a campus community how to use diverse small groups more effectively in our courses.

Due to the nature of many of our classes, it is fairly common for conversations on faith, learning, and Adventist identity to begin in a classroom and continue across campus into teachers’ offices and dorm rooms. (Over the past few years, 85% –90% of our students reported that they had discussed religion/spirituality in class, and a similar percentage reported that they had discussed these topics with friends.) We seek to encourage these continued conversations wherever possible. As mentioned in §1, many departments conduct prevespers meetings at a faculty home where serious discussions on such topics can occur in a casual atmosphere. Beginning in the 2008–09 school year, the academic dean’s office was able to offer funding to academic departments who wished to spend a weekend with their students at our Albion Field Station²⁵, discussing faith and learning as it relates to their particular discipline. Religion and Education were the first departments to take advantage of these funds.

25 This station is located on the Mendocino coast and provides a great get-away spot for many college activities. For more information, see the station’s web site <<http://www.puc.edu/albion>>.

SPIRITUAL FILM SERIES

FOR MANY YEARS WE HAVE BEEN BUILDING A tradition of showing thought-provoking films to our college community in order to stimulate conversations about who we are and how we can serve the needs of the world. In January of 2008, our Administrative Council voted to formalize this tradition with the creation of a Spiritual Film Series that provides another regular option for “Religious and Community Service Attendance” credits (described in §1). In this series, students are invited to view films that support at least one of the following Student Learning Outcomes:

After watching these films, students will

- Think critically about the connection between faith and learning;
- Consider issues involving Adventist heritage and identity;
- Care more deeply about suffering and injustice;
- Have a fuller understanding of the ethical issues surrounding human diversity;
- Have a clearer understanding of their role in the stewardship of the created world.

As a small sample of the many films that have been shown in the past few years, consider **Darius Goes West**²⁶ (with director and crew present), **The Power of Forgiveness**²⁷, **The Lost Boys of Sudan**²⁸ (with “star” Santino Majok Chur present), and **The Visitor**²⁹. (For more information, see **Appendix AB: Spiritual Film Series**.)

The director of the series has worked with various campus clubs to find films that not only meet these Learning Outcomes, but also help to meet the goals of those organizations. He also has been involved with San Francisco-based “**Active Voice**³⁰,” which has connected us with

26 <http://www.dariusgoeswest.org>

27 <http://www.thepowerofforgiveness.com>

28 <http://www.lostboysfilm.com>

29 http://prod.takepart.com/social_network/action/thevisitor

30 <http://www.activevoice.net/about.html>

resources and some possible filmmaker/issue expert talkbacks.

LECTURE SERIES

FOR MORE THAN A DECADE NOW, OUR COLLEGE community has been enriched by two endowed lecture series that have brought world-renowned speakers to our campus. The Longo series, established in 1992, invites guests to focus on “Faith, Knowledge, and Human Values,” while the Heubach series, established in 1998, features talks on “...the Character of God.” The list of speakers for these series includes Chaim Potok, Anne Lamott, Robert Alter, Gerald Winslow, and **Barry Black**³¹. The lectures typically are followed by talk-back sessions, and spark conversations and actions that extend well beyond the lecture itself. (See [Appendix AC: Lecture Series Descriptions and Speakers](#).)

CAMPUS COLLOQUY

OUR REGULAR THURSDAY MORNING CAMPUS Colloquy (described in §1) invites all college community members to participate in collective reflection on presented themes. In 2009 we decided formally to continue the pattern established in the previous years and use “Community,” “Service,” “Stewardship,” and “Faith and Learning” on a rotating basis as the year-long guiding themes for the curriculum.

The theme of the 2007–08 Campus Colloquy was “Service.” Included in the list of 30 presentations that year were the following:

- Father John Brenkle and his heroic work to improve migrant housing in the Napa Valley.
- The Honorable **Alan Nakanishi**³² who serves with integrity in the political arena as a California Assemblyman.
- The **Maranatha Volunteers International**³³ program with its opportunities to serve in building projects from South Dakota to Mozambique.

31 <http://www.puc.edu/news/archives/2009/barry-black-speaks-to-full-house-at-puc>

32 <http://www.puc.edu/news/archives/2007/assemblyman-nakanishi-visits-puc>

33 <http://www.maranatha.org>

- Reminiscences of the **Martin Luther King march**³⁴ from Selma to Montgomery provided by Bill Knott and original marcher Milton Hare, a PUC student in that momentous year of 1965. (Read more of the story in the **Adventist Review**³⁵.)
- “**Voices of Darfur**³⁶,” sponsored by Amnesty International and featuring two refugees from that war-torn region.

The second week of spring quarter each year brings with it a special occasion for us to think critically about our Adventist identity. During that week, eleven students are given the opportunity to speak about their spiritual walk to the entire campus community. This **Week of Prayer**³⁷, organized by our Campus Chaplain, not only allows the speakers to contemplate and share their reflections on a common theme, but it provides impetus for additional conversations across campus as other students integrate these diverse presentations by their peers into their own lives.

REVO PUC

ONE OF THE CAMPUS COLLOQUY SPEAKERS, WHO also was asked to be the Longo Lecture guest speaker for 2008, was David Batstone (author of *Not for Sale*), a journalist, activist, and ethics professor at the University of San Francisco. His presentation on the modern scourge of human trafficking roused the interest and passion of many of our students. One result was **REVO PUC (2008)**³⁸, a student-organized effort to raise awareness of human trafficking and raise funds for a home and vocational school in Lima, Peru. On the night of May 18, 2008, hundreds of students, faculty, staff, and community members packed the campus mall for a concert, fashion show, and benefit that ultimately raised a total of more than \$10,000. In addition to coverage in local newspapers, the event also was

34 <http://www.puc.edu/news/archives/2008/college-remembrance-for-dr.-king-includes-official-apology>

35 <http://www.adventistreview.org/2005-1521/story1.html>

36 <http://www.puc.edu/news/archives/2008/darfur-conflict-survivors-speak-at-puc>

37 <http://www.puc.edu/news/archives/2009/spring-week-of-prayer>

38 <http://www.puc.edu/news/archives/2008/students-lead-a-revolution-of-giving>

featured in one of our academic dean's submissions to San Francisco public radio's "Perspectives" series ([listen here](#)³⁹). (More information on other REVO events around the world may be found [online](#)⁴⁰.)

In the spring of 2009, our students once again enthusiastically embraced a REVO PUC (2009)⁴¹ campaign, with funds this time going to support our local Napa Valley Food Bank. With students reminding each other that they could exercise their talents to make a difference in the world now, they succeeded in raising over \$8,500 to help replenish the Food Bank during particularly hard economic times. As the campus community celebrated with a "pay-up" party⁴² in the Dining Commons on the evening of May 14, many were already thinking ahead to what might be accomplished with REVO campaigns in the future.

EXTRACURRICULAR SERVICE

WE HAVE HAD A LONG AND DEEP TRADITION OF involving students in service both locally and abroad through the actions of such organizations as the Student Association, campus clubs, student residence halls, Campus Ministry groups, and our World Mission Program. In the past few years, the percentage of our students who say they have participated in community food or clothing drives either "occasionally" or "frequently" has been between 61% and 73%. A similar percentage (62% – 71%) report that they have helped at local houses of worship either "occasionally" or "frequently." The percentage of our seniors who say they have performed volunteer work since entering college has risen over the past few years from 82% in 2006 to 91% in 2008.

Our Residence Life programs regularly provide service opportunities for students. Collectively, the residence halls have sponsored projects such as providing child care for parents who need a night off, adopting families during the holiday season, doing yard work for those in need, and participating in clothing drives

for the homeless. Often a residence hall dean will be approached by a community member in need, and is able then to find a specific student who can provide skills to match that need. Some examples have included helping the elderly with computer skills, providing transportation for appointments, and helping with home maintenance projects. The involvement in these service opportunities works to build dorm pride while providing real help to the community. Students who have participated in these activities are often self-motivated to become further involved in already established service programs such as volunteering at the local teen center and Boys and Girls clubs, tutoring in local schools, and providing mentoring, tutoring, and support to their fellow students.

Since the fall of 2002, we have had an active [chapter in Amnesty International](#)⁴³. This chapter, whose founding was initiated by concerned students, has a core student leadership of 12 – 20 each year, with well over 100 more involved in various letter-writing campaigns and [Jamnesty](#)⁴⁴ events. Several international figures (including Ameena Jandali of the Islamic Networks Group and Darfuri refugees Abu Asal Abu Asal and Ibrahim Adam) have been brought to campus by Amnesty International to speak at campus colloquy programs and personally interact with our college community.

During a typical school year, 350 – 400 students participate in community outreach programs that are planned and organized by student leaders under the auspices of "Campus Ministries," which is sponsored by the Student Association. Our campus chaplain, who coordinates these activities, has found his job shifting in recent years as a growing culture of service has permeated the campus. Students no longer need to be cajoled or required to do service work; rather, they are the ones proposing service projects and awareness events. "My job has changed," he says. "I'm not frustrated like I might have been ten years ago having to beg students to be involved. Now they come to me daily — I'm just trying to make sure they

39 <http://www.kqed.org/epArchive/R809150737>

40 <http://startarevo.org/>

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

42 <http://www.youtube.com/watch?v=bRvvgjBc4KRw>

43 <http://www.puc.edu/news/archives/2006/amnesty-international-at-puc-keeping-an-eye-on-human-rights>

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

have the right resources.”⁴⁵ Examples of current programs include the following:

- **Kidzreach**⁴⁶, which connects college students with local children from troubled homes.
- Homeless Ministries, which organizes weekly interactions with the homeless in the Bay Area, providing food and fellowship.
- Lighthouse Ministry, which engages in “random acts of kindness” and service projects.
- Health Ministries, which helps students to practice healthier lifestyles, and organizes participation in events like blood drives.
- Prison Ministries, in which students attend to the needs of prisoners in the Bay Area.

Students interested in long-term service opportunities may find them in the World Missions program, whose vision is to see PUC students engaged in service and excited about volunteering a year or more of their lives. A wide variety of year-long opportunities is available, including working as a teacher, dean, chaplain, maintenance worker, tutor, medical assistant, or orphanage worker. Students are placed in positions around the world, in Asia, Africa, Central and South America, and the Pacific. In a related program, students serve similar needs in placements throughout the United States. Many students each year put their academic programs on hold to make this commitment and then return to give presentations on their experiences and engage others in conversation to encourage them to serve as well.

Many additional service opportunities are being featured now in the “Outreach” section of the PUC **Marketplace website**⁴⁷. This site, which became available to our college community in the winter of 2009, is an online center for announcements about events, books, items for sale, jobs, lost & found, outreach, and ride sharing.

⁴⁵ Quote taken from “Contagious Activism” in the Summer, 2008, *ViewPoint*, the journal of Pacific Union College.

⁴⁶ <http://www.puc.edu/news/archives/2006/kidzreach-a-weekly-gift>

⁴⁷ <http://www.puc.edu/puc-life/marketplace>

OFFICE OF SERVICE, JUSTICE, AND MISSIONS

ENGAGEMENT IN OUR CAPACITY AND PREPARATORY review has provided us with the occasion to think more deeply and systematically about these varied service opportunities. We have come to realize that if we want to develop a genuine culture of service, in which service is relentlessly presented as an inextricable quality of a PUC education, we must bring more coherence and organization to our multiple but largely uncoordinated programs.

To address these needs and to build on the increased student enthusiasm for service and social justice causes, we recently have created an Office of Service, Justice, and Missions (OSJM) under the direction of the campus chaplain. This serves as a central office for disseminating and tracking relevant information and coordinating one-day and short-term service projects, longer-term projects for Christmas, Spring, or Summer break, and the long-term service opportunities that make up the World Missions program. The OSJM also will help students write grants for service projects, coordinate activities that promote justice and compassion, work with professors who want to incorporate service learning into their curriculum, and coordinate Beyond PUC (see below). Part of its mission will be to make sure that there are appropriate Student Learning Outcomes for these service activities, thoughtful teaching and learning integrated into them, and appropriate assessment. We realize that the OSJM will not be fully functional until we are able to fund a full-time Assistant Chaplain.

RELATIONSHIP WITH THE COLLEGE CHURCH

OUR CAPACITY FOR BOTH SERVICE AND CONVERSATIONS about faith, learning, and Adventist identity is greatly enhanced by our close working relationship with our local Seventh-day Adventist church. While we regularly contract with church pastors to teach some of our general education religion courses, their involvement with students extends well beyond the classroom. Indeed, we are jointly committed with them to include participation in local churches as one

important way in which we can perpetuate the culture of service. Students here are encouraged to lead out in the formal church program, as well as work with community members in local outreach projects. Each Saturday morning brings a variety of church-sponsored “Sabbath Schools” where intense discussions occur on topics of spiritual interest. These voluntary conversational study groups allow students, teachers, and community members to interact as equals in seeking a better understanding of our role as Christians in this world.

Seeking to build on the positive relationship between students and our local church, the Educational Effectiveness Taskforce proposed in the spring of 2008 a new college project entitled “Beyond PUC.” This program fosters continued involvement of our graduates in the Seventh-day Adventist Church by connecting them to congregations that are welcoming to young adults. As active members, they can revitalize the conversations on Adventist identity that occur in these other communities, while simultaneously spreading the culture of service that has been nurtured here. On behalf of the new OSJM, our Campus Chaplain has begun working with national leaders of the Seventh-day Adventist church to create a [website](#)⁴⁸ that outlines an approach that will make programs like this sustainable. He also met with students in the Senior Assessment classes in the spring of 2009 to introduce them to the program and invite their feedback, and has worked with our local church pastor to begin the development of a list of young-adult-friendly churches in California that are likely to partner with us in this effort.

DRAMATIC PRODUCTIONS AS A TOOL FOR CONVERSATION

THE DRAMATIC ARTS SOCIETY (DAS⁴⁹) HAS BEEN functioning here since the 1980s, first as a club and later as part of the English department. As would be expected, it provides a creative outlet for actors, directors, and set designers in a wide variety of productions and connects with our academic programs that involve drama. In the past few years, however, it has gone well beyond

48 <http://churchofrefuge.org/Welcome.html>

49 <http://www.dramaticartsociety.com>

this traditional role and become a catalyst for critical thinking about our Adventist identity.

It was in one of our Sabbath Schools that an idea took hold and led to a major dramatic production that has fostered many more conversations here at PUC and across the nation. In the presentation that morning, it was noted that it is typical for early leaders in a movement to be respected humans in their own generation, somewhat deified by the next generation, and then vilified by the third generation, leaving the fourth generation with little or no idea about who they were. Then-student, Mei Ann Teo, was struck with the fact that she was part of that fourth generation who knew very little about one of the great founders of our church, Ellen White. When we later hired her as our Artist in Residence for Drama Studies, Mei Ann decided that it was time to do something to wake up the fourth generation and start productive conversations about what it means to be an Adventist in the 21st century.

In the spring of 2007 Teo assembled a team of writers and actors to begin the work that ultimately led to the production of “**Red Books: Our Search for Ellen White**”⁵⁰. This team conducted hundreds of hours of interviews with family members, faculty, staff, other students, and community members, to gather perspectives and facts on who Ellen White really was and how her influence has been used and abused in the lives of Adventists. From the transcripts of these interviews, the writers assembled a 17-scene play that incorporated two scripted acts, followed by a third act consisting of a talk-back session and extended conversation between the audience and cast members.

Following its successful **debut**⁵¹ in the spring of 2008, the play was further revised and polished before being taken on a tour about California in the fall. A few hundred copies have been purchased of the DVD production based on those performances (and many others distributed at no charge), which have allowed thousands of people around the world to experience the play and join in the on-line conversations sparked by it. In addition, Mei Ann Teo

50 <http://www.puc.edu/news/archives/2007/play-on-e.g.-white-to-premiere-at-puc>

51 <http://www.puc.edu/news/archives/2007/red-books-extended-by-demand>

and Greg Schneider (member of the cast and Professor of Religion and Social Science) were invited to give presentations at **national meetings**⁵² on the value of documentary theater in generating ongoing communal thought.

During the 2008 – 09 school year, Teo undertook another documentary theater project with talk-back sessions, this one based on the poems of John McDowell, a professor in our English department and director of our Honors program. She describes “Clay Feet/Wire Wings: The Space Between” as collage, ensemble, and experimental theatre. Using elements of music, gymnastics, and sculpture, in addition to stage choreography and extensive set design, the participants (cast, crew, and audience) are encouraged to use the poems about God and angels to move beyond inherited paradigms. Through conversation and introspection, they are led to use their “God-given curiosity to ask dangerously, and push past all that we have already learned and forgotten in order to, perhaps, experience again.” She stresses that such productions require a great deal of support from the college community, and is thrilled to be allowed to create in such an environment.

ASSESSMENT TOOLS

WE MAKE USE OF SEVERAL SURVEYS AS PART OF our strategy to assess student attitudes toward service and measure engagement in conversations on faith, learning, and Adventist identity. The Higher Education Research Institute at UCLA allows us to use their Spiritual Beliefs and Values Survey with our students, since we were involved in the developmental stages of that instrument. We also administer the Measure of Academic Proficiency and Progress (MAPP) each year and the National Survey of Student Engagement (NSSE) every three years. In addition, we routinely update the questions in our PUC Senior Exit Survey to fine-tune that assessment instrument. The results from all of these tools are studied by the academic dean and passed on to other appropriate entities on campus. Every three years (after the NSSE results are known) an overview of the results will be created and distributed. (See **Appendix AD: NSSE Results** for the most recent overview and commentary.) Individual academic departments

also have developed specific assessment tools that feed into their regular program reviews.

These surveys have provided us with encouraging information about our students’ ongoing commitments to service and social causes. The following percentages indicate how many of our 2008 seniors responded with “very important” or “essential” to the indicated items:

- Influencing social values: 66%
- Personally helping others in difficulty: 88%
- Reducing pain and suffering in the world: 73%
- Improving the human condition: 81%
- Trying to change things that are unfair in the world: 82%

In response to the question “Given your plans for the future, and the education you received at PUC, how well prepared do you think you are in social responsibility development?” 87% of our seniors replied “excellent.”

The use of multiple survey instruments occasionally presents us with seemingly conflicting results. For example, the last time we gave the NSSE, 62% of our seniors said they had performed community service or volunteer work. But 92% of those same seniors reported on the UCLA Survey of Spiritual Beliefs and Values that they had performed volunteer work since entering college. We have not been able to account for this discrepancy. Fortunately, the results in most areas are typically in much greater agreement.

With these capacities in place, we believe that we are prepared to enhance the atmosphere of service that permeates all aspects of campus life, foster meaningful conversations about faith and learning, and provide a structure that encourages continued conversation and service after graduation. We envision our students going forward equipped with a combination of Christian and Liberal Arts values that will allow them to redeem the professional workplace from some of the narcissism that often dominates there. In so doing, they will show that they have been prepared to lead “productive lives of useful human service and uncompromising personal integrity” as promised by our mission statement.

§4: ESSAY ON “DIVERSITY” [CFR 1.5]

IN MANY AREAS DIVERSITY IS ONE OF OUR strong points, but in others it exposes real weaknesses. As part of a global church, we typically attract more than 10% of our student body from other countries and have more than 7% of our students living abroad each year either attending an international institution through the **Adventist College Abroad**⁵³ program or participating in our World Missions program. We have a rich tradition of attracting a large number of Asian/Pacific Island students, and of including a broad range of scholarly and theological views from our faith community within the faculty and student body. At the same time we have a history of under-representation of African-Americans among our students and of all ethnic minorities among our faculty and staff. We have also been slow to think through how the unique nature of our institution may be experienced as less than welcoming by students from diverse sexual orientations and religious faiths. The reaffirmation process has brought to our attention some of the gaps in our diversity data and has allowed us to begin a more systematic, information-based understanding of these areas.

PUC DIVERSITY STATEMENT

WE HAVE FOR MANY YEARS SEEN DIVERSITY AS A distinctive of the PUC experience (see **Appendix B: Collective Vision Document**), but have never had a formal document articulating our values and commitments in this area. To address this lack, our Board of Trustees consulted extensively

with the campus community and then created a PUC Diversity Statement that specifically commits us to the principles in the WASC Statement on Diversity, places this commitment in an institutional context, affirms five diversity-related goals, and requires annual progress reports. The final version of the **Diversity Statement**⁵⁴ was formally adopted during a meeting of the Board on October 6, 2008 (see **Appendix AE: 2009 Diversity Progress Report**).

As a Seventh-day Adventist institution, we officially recognize that “every human being is valuable in the sight of God” and affirm “**the dignity of all human beings**.”⁵⁵ Our challenge, then, is to ensure the value, dignity, and well-being of all members of our college community. As indicated below, we have committed ourselves to campus-wide training and education that will address the issues of gender, ethnicity, sexual orientation, religious preference, and disability.

CAMPUS CLIMATE SURVEY

REALIZING THAT WE NEEDED A BETTER UNDERSTANDING of a variety of diversity issues on campus, we administered a Campus Climate Survey (CCS) for the first time in the fall of 2008 (see **Appendix AF: Campus Climate Survey**). This survey was sent electronically to a random sample of 367 students and netted 222 responses⁵⁶ (61%). The results then sparked extensive discussion by Administrative Council, the Board of Trustees, and College Assembly during the winter of 2009 (see **Appendix AG: Campus Climate Presentation to College Assembly**). Now that we have baseline data, we look forward to repeating the survey every three years and tracking our progress in the areas discussed below.

We found encouraging data on several fronts: three quarters of our students agreed that “learning about individuals who are different”

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

55 http://www.adventist.org/beliefs/statements/main_stat46.html

56 It should be noted that several important sub-groups had a very small sample size. For example, there were only 8 African-American students and 9 LGBT students in the sample. While these numbers are consistent with their representation in the student population, they are so small that conclusions based on these results must be tentative.

53 <http://nadadventist.org/aca>

from themselves has “been a significant part” of their PUC education; women and men felt equally safe and respected on campus; and 87% of all students agree that students from different ethnic groups get along. We also learned about some areas needing attention and improvement. We highlight and discuss our responses to selected key findings below. (See [Appendix AH: Campus Climate Survey Narrative Report](#) and [Appendix AI: Campus Climate Survey Results](#) for complete results).

Gender: Large fractions of students (62% of women, 45% of men) disagreed that residence hall policies were equally enforced. While our stated Student Life policies are identical for both genders and it is our intent that they be enforced equally, these results indicate that either that is not happening in practice, or, if it is, then there is widespread misperception among our students about it.

- **Response:** Based on a recommendation from the Study Committee (see §2), in the spring of 2009 a Housing Taskforce was established “to study the best practices in housing on Christian campuses and to develop a vision for what housing and housing policies at PUC could become.” In so doing, they will review the CCS data and recommend ways to address the perceived gender inequity in policy enforcement.

Ethnic Groups: Only 60% of our sample agreed that students from different ethnic groups actually spend significant time interacting with each other, and 25% of Black and 16% of Asian/Pacific island students agreed that they felt isolated on campus because of their ethnicity (compared to 10% of White students). Additionally, many of the written comments noted a tendency for students from the same ethnic group to spend a great deal of exclusive time together.

A majority of students in the CCS agreed that our student ethnic clubs⁵⁷ were helpful, both in increasing cross-ethnic understanding and, particularly, in providing social and academic

support to ethnic minority students. While this majority agreement was found in all ethnic categories, Asian/Pacific Island and Black students, in particular, found the clubs to be helpful. In light of this, it is all the more problematic that the Black Student Forum, which has a strong history on campus, has been inactive this past year due to lack of available sponsors.

Only 49% of students agreed that the weeks of ethnic emphasis (Hispanic in the Fall, African-American in the Winter, Asian in the Spring) promoted understanding, while 23% found them to increase group conflict.

- **Response:** After reviewing the CCS data we decided that our main goal here would be to increase meaningful interactions between members of different ethnic groups. Towards this end we plan to do the following:
 - We will maintain the ethnic clubs and will find someone to sponsor the Black Student Forum so that it may become active again.
 - To encourage more interaction between the clubs, we will create an Ethnic Club Council, with representation from each of the ethnic clubs, to begin in the fall of 2009. The Council will be encouraged to plan one or two events each quarter designed to encourage interaction and understanding among students from different ethnic groups across campus. A model of this interactivity was provided in the spring of 2009 when three of our ethnic clubs (Latino, Asian, and Korean) worked together to conduct a tri-club banquet. With 230 students attending, the event was considered a huge success and left the club officers eager to work on similar projects in the future.
 - We will replace the current system of three quarterly weeks of separate ethnic emphasis with broader and more integrative quarterly celebrations of diversity. Each fall we will have an Ethnic Film Festival (in conjunction with our Spiritual Film Series), during which several films exploring different ethnic issues will be shown and discussed. In the winter we will have a week devoted to an Ethnic Symposium, in which speakers will focus on ethnicity-related themes. In the spring we will have an outdoor Ethnic Festival on our mall that

⁵⁷ We currently have five Ethnic clubs: Asian Student Association, Mabhay Filipino Club, Korean Adventist Student Association, Polynesian Club, and Student Organization of Latinos (SOL).

will feature food, music, folk dancing, and crafts from around the nation and the world.

Sexual Orientation: Substantially fewer LGBT students agreed that they felt safe and respected at PUC (56%) than heterosexual students (88%). Forty-four percent of LGBT students agreed that hurtful incidents or comments were frequently directed at LGBT students in the classroom.⁵⁸

These data must be understood in light of PUC's mission and institutional context, and the potential tension between two important commitments. While our Diversity Statement commits us to creating a campus environment where every student feels "safe, respected, and valued," specifically including LGBT students, we also are committed to the values and teachings of the Seventh-day Adventist Church whose official **position**⁵⁹ states that "sexual intimacy belongs only within the marital relationship of a man and a woman" and that "Adventists are opposed to homosexual practices and relationships."

- **Response:** We are committed to eliminating any kind of disrespectful or harassing environment that our LGBT students might be experiencing on our campus, in and out of the classroom. Toward that end, we plan to do the following:
 - **Training & Education:** Prior to the fall of 2009, an expert will be invited to train residence hall workers to recognize and prevent harassment based on sexual orientation. We also will invite speakers to our campus who can offer guidance in developing supportive relationships with LGBT family and friends. Our focus will be on maintaining loving, civil, interactions that are respectful of our fellow community members and consistent with Christ's Golden Rule.

Religious Preference: Since we are a Seventh-day Adventist learning community sponsored by the Seventh-day Adventist Church, it is not

surprising that the culture of our institution is very much pervaded by Adventist practices, habits, and jargon that often are taken for granted. Most of our students (83% in the sample) identify as Seventh-day Adventists, but our Catalog states that "to achieve its mission, the college offers an excellent education, informed by a distinctive Seventh-day Adventist Christian point of view, to all [italics added] who appreciate the school's unique values and its integration of faith and learning."⁶⁰

We are aware of the potential for some of our non-Adventist students to feel uncomfortable or unwelcome in our community; therefore, we were encouraged by the results of the CCS in this area. When we asked non-Adventist respondents (the overwhelming majority of whom were Christians of some kind), 84% agreed that they felt safe and respected at PUC, compared to 86% of Adventists. Thirteen percent of non-Adventists, however, did say that they had witnessed or experienced hurtful incidents or comments frequently or very frequently in class.

- **Response:** Since our recruiting strategies are likely to bring us more students from other faith traditions in the future (see §2), we know that we must continue to find effective ways to include them in our Adventist community. It is important to us that all of our students (including Adventists) feel safe and respected in expressing their religious beliefs, while simultaneously respecting the beliefs of others.
- **Training & Education:** We have designed several of our programs focused on the theme of "Conversations about Faith, Learning, and Adventist Identity" to help all members of our community participate in more productive and respectful conversations about religion (see §3).
- We have for many years offered a Religion course designed specifically for students with little biblical literacy. In practice, however, it was difficult to restrict enrollment in the course to those students for whom it was intended. In the spring of 2009, the Religion Department began working with our recruiters to ensure that students specifically needing such a course, and only those

⁵⁸ The specific meaning of phrases like "safe and respected" and "hurtful incidents or comments," used in the CCS, became the focus of extended on-campus conversation as we reviewed these results together. While most of our community would not believe that they had engaged in such conduct, it is clear that in many instances it is the tone of a comment, rather than the actual content, that creates the injury. Hence, our goal is not only to eliminate egregiously bad incidents, but also to look to Christ as our example as we interact with each other in an atmosphere of civility and mutual respect.

⁵⁹ http://www.adventist.org/beliefs/statements/main_stat46.html

⁶⁰ PUC General Catalog, p. 11

TABLE 1: DISAGGREGATED AVERAGE GRADUATION RATES FOR 2006-07 & 2007-08

	PUC	IPEDS	CA-Select	La Sierra	Walla Walla
Total	41%	46%	56%	38%	50%
White	39%	49%	58%	39%	53%
Black	37%	32%	41%	27%	17%
Hispanic	32%	37%	51%	32%	26%
Asian/Pacific Island	55%	59%	56%	34%	43%

students, would be registered for it. While this course is not exclusively focused on our Adventist subculture, it does help students acclimate to a community whose values are informed by biblical principles.

Disability: While our lovely mountain setting is rightfully considered to be one of our great assets, it also provides a significant challenge for physically disabled students. Classrooms and residence halls are spread out over more than 60 acres, with connecting paths often including of fairly steep climbs. Since most of our buildings were constructed prior to 1980, very few have elevators, and many are missing ramps that would be suitable for wheelchairs. Retrofitting these buildings for full access has been slow, and the pace is not likely to increase given our current economic climate. Perhaps as a result there were only two students in our sample who identified as disabled (1%). When we have physically disabled students we do everything we can to make the necessary accommodations and arrangements to get them around campus, but it is likely that some disabled students who otherwise would benefit from our community choose not to join us because we are not sufficiently accessible.

We do have a long and very active commitment to helping students with a variety of learning disabilities and post these **policies and procedures**⁶¹ on our web page.

PROGRAM REVIEW AND DIVERSITY

BEGINNING IN THE FALL OF 2008, THE CAMPUS guidelines for Academic Program Review

include a requirement that departments provide “curricular evidence of appropriate concern with diversity issues within the discipline,” as well as “a discussion of other diversity-related issues within the department.” Our intention is not to force diversity outcomes where they are not appropriate, but to push each department to think freshly and carefully about what kinds of diversity outcomes might be appropriate for their discipline. The data from the CCS should provide useful information to the departments as they discuss their plans.

DISAGGREGATED GRADUATION RATES

AS MENTIONED IN THE LEARNING COMMUNITY Essay, we are just beginning to understand our graduation rates. While we only have reliable data for the past two years, we have been able to establish an institutional foundation for tracking this information from now on and using it to improve student success.

Table 1 compares our overall and disaggregated graduation rates with four reference groups: the IPEDS default comparison group, a selected peer group of California colleges and universities, and two other Adventist Universities on the West Coast (La Sierra in Riverside, CA, and Walla Walla in south-central Washington). The data for all groups is for the two-year period from 2006–08, except the selected California schools, for which only 4-year averages were available. In addition, the information for La Sierra is only for 2006–07, since we have no reliable data for 2007–08.

For reasons explained in the Learning Community Essay, graduation rates at Adventist institutions are likely to be lower than the

61 <http://www.puc.edu/academics/tlc/disabilities-support-services/policies-procedures>

general average. Our strongest showing is for Asian/Pacific Island and Black students with rates similar to IPEDS and CA-Select. Also, we are at or above the rates of our sister institutions in all disaggregated categories, with the exception of Walla Walla’s high rate for White students. While we do not have enough data or experience to draw firm conclusions at this time, we now will track this disaggregated graduation rate regularly through our Director of Institutional Research and evaluate it annually. The IR office also will start tracking disaggregated data on such outcomes as Academic Probation and Suspension and utilization of support services at the Teaching and Learning Center.

STUDENT REPRESENTATION

FIGURE 1 SUMMARIZES THE CHANGES IN THE ethnic composition of our student body for the school years from 2004–05 to 2008–09.

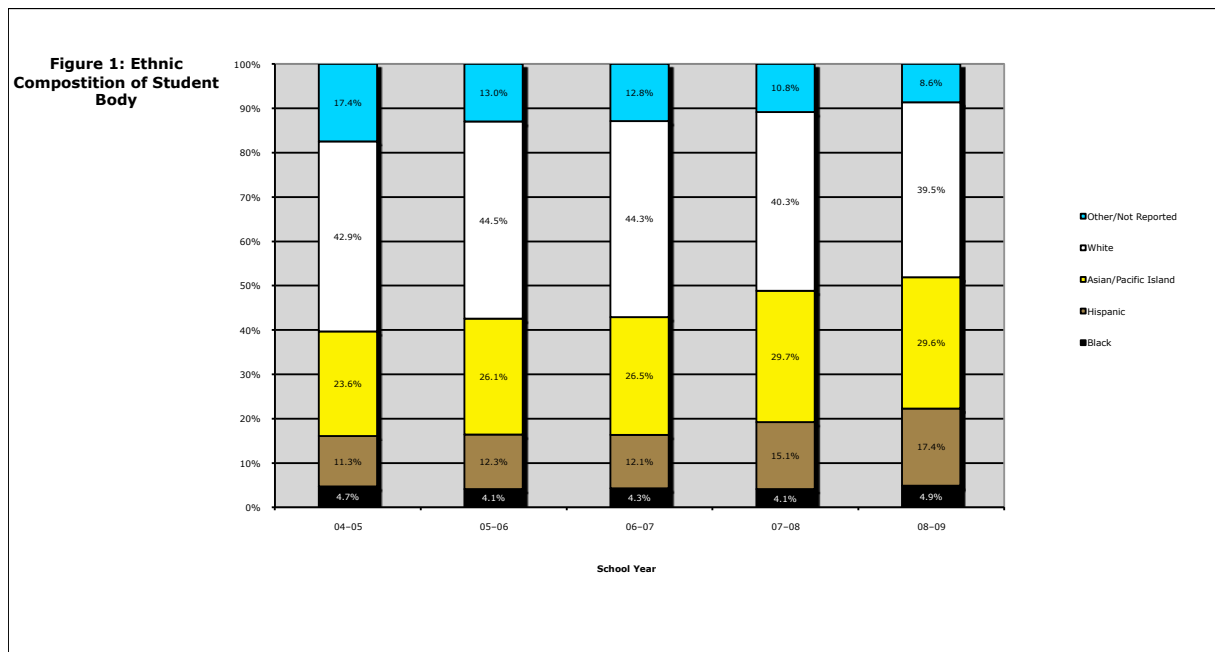
The PUC Board has identified as our primary constituency the Northern California, Central California, Nevada-Utah, and Hawaii Conferences of Seventh-day Adventists. While we had hoped to compare the composition of our student body with that of our constituency, we discovered that ethnically disaggregated data for this constituency is not available. The Pacific Union reports its ethnic make-up by local church designation, not on an individual

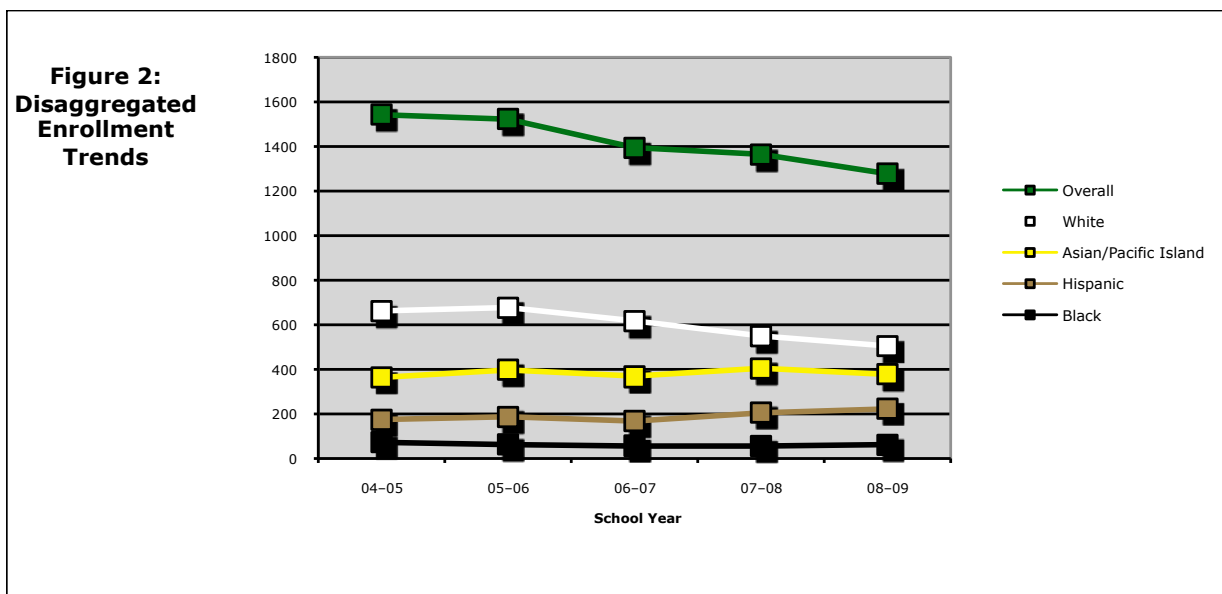
church member basis.⁶² (See [Appendix AJ: Comparison of Constituency and PUC Ethnic Disaggregation for more on this](#)). Moreover, the ethnic make-up of the college-aged portion of our constituency is likely to be different from that of the overall membership; for example, we believe that we have more young Hispanic and Black members than we do White and Asian. In general, our best guess is that we probably have fewer Black and fewer White, more Asian, and about the same percentage of Hispanic students at PUC as in our constituency.

While Figure 1 shows a decrease in the percentage of White students and an increase in the percentage of Asian/Pacific Island and Hispanic students over the past four years, we gain another perspective by examining the actual numbers of students enrolled during those years. Figure 2 shows the overall declining enrollment trend (discussed more fully in §2), along with the trends for various ethnicities.

While we have lost 17.2% of our overall student body during this time span, most of this loss has been in White students and, to a lesser extent, Black students. We actually have experienced gains in the numbers of Asian/Pacific Island and Hispanic students. The number of “Other/Not Reported” students also has declined significantly during this time (from

62 According to Kelly Bock, Pacific Union Director of Education, and Arnold Trujillo, Pacific Union vice president.





269 to 110). Given these data, we briefly reflect on issues related to the enrollment of each of the major ethnic groups below:

Hispanic Students: The gain here of 27.4% is truly remarkable when contrasted with the drop in overall enrollment. This gain helped to raise the Hispanic representation in our student body from 11.3% to 17.4%. While we don't have exact data on individual ethnicities, we do know that the percentage of Adventists who attend Hispanic churches in the region has increased from 13% to 16%, which indicates that the increased representation in our student body is likely to have grown at an even faster pace than that in our constituency.

- **Response:** While we don't have concrete data (see below), we believe that we have a greater number of Hispanic staff members here than we did years ago. This may be contributing to a perception of a more welcoming environment for this part of our constituency.

In addition, the SOL club (mentioned earlier) and its faculty sponsor have been very enthusiastic about recruitment. This group is actively involved in weekend activities at Hispanic churches within our constituency, which has helped to create positive feelings toward the college.

Asian/Pacific Island Students: The gain here of 3.8%, while modest, is still impressive given the drop in overall enrollment. This gain has contributed to raising the representation of this group in our student body from 23.6%

to 29.6%, which we believe is higher than the percentage in our constituency. (The only data we have indicates that 6% of Adventists in our region attend Asian churches, but many Asians attend White churches as well.) One explanation for our large fraction of Asian/Pacific Island students is the very strong reputation that our science departments have in the Adventist denomination, particularly our pre-medicine and pre-dental programs. (We get a very high percentage of **students admitted into medical and dental school**⁶³.) There is high interest in health-related careers within the Adventist church in general, and this interest may be even higher among Asian Adventists. Additionally, PUC has for many years been the location for a weeklong annual summer religious event ("camp meeting") for Korean Adventist churches. As a result, many Korean Adventists have been on our campus regularly throughout their lives, and may feel more comfortable sending their children here and coming here themselves. This in turn makes PUC more attractive to other Korean families.

- **Response:** Here again, our recruiting efforts are helped tremendously by the actions of our Asian students. Each weekend finds many of these students actively involved in local Asian churches, which enhances the positive feelings toward the college by the members of those churches.

63 <http://www.puc.edu/news/archives/2009/a-long-line-of-puc-doctors>

Black Students: The loss of 15.1% here is similar to the overall loss in enrollment, which has kept the proportion of Black students here within the historical 4% – 5% range. Since 27% of Seventh-day Adventists in North America are Black and 10% of the Adventists in the Pacific Union attend Black churches, we have reason to believe that this ethnic group is greatly under-represented at PUC. We list here several contributing factors to this under-representation.

Within our denominational system of colleges and universities is Oakwood University in Huntsville, Alabama. The Seventh-day Adventist Church founded this historically Black college in 1896 to educate Black students in the South. There is still a sense among many Black Adventists that it is important to attend Oakwood in order to be exposed to Black culture, prestigious and authoritative Black role models, and to make the connections that will serve in a later life lived primarily within the culture and network of the Black Adventist church. Consequently, all of our other colleges are likely to have a smaller proportion of Black students than they would without the presence of Oakwood University.

A second factor is our rural location with few nearby Black neighborhoods and churches. Related to this are stories that still are told in Black churches about the hostile environment at PUC during the 1950s – 70s. During that time, the college discouraged participation in the Civil Rights Movement, attempted to prevent interracial dating, and often reacted negatively to the music and social behavior of Black students. This history, damaging to all of our previous students and offensive to all of us now, has left a legacy that in some quarters may still have lingering effects. That things have changed significantly over the last 35 years is difficult to communicate when there are so few Black students here to take the message back home, and there is still very little interaction between the leaders of our college and leaders of Black Churches.

- **Response:** Our new general recruiting strategy that puts more emphasis on Adventist students in public high schools may help attract more Black students in the near future. These students

are less likely to attend expensive private Adventist academies that continue to be the primary targets of our recruiters. However, while there is general interest in increasing enrollment of students from all backgrounds, there are currently no plans specifically aimed at recruiting a greater percentage of Black students.

During the Campus Colloquy meeting on January 10, 2008, our president made a significant attempt to reach out to our Black college constituency. In this meeting, which featured recollections of PUC students participating in the Martin Luther King march from Selma to Montgomery, Dr. Osborn offered a **public apology**⁶⁴ to the many Black students and to those from other ethnic groups who have attended PUC, “for our actions which hurt these students, either overtly, officially, or more subtly,” and pledged that “we will continue in our efforts to make sure that we model the values of an inclusive community.”

While we would like for our Black students to be involved in weekend activities at local Black churches, we currently have no one who is able to coordinate such activities. Until we again have Black faculty and staff members who are able to sponsor the Black Student Forum, this situation is unlikely to change.

White Students: The loss of 23.7% here is the largest for any ethnic group. While still the largest ethnic portion of our student body, the difference from the second largest (Asian/Pacific Island) has decreased dramatically in four years. We do not have a good understanding for the decline here. There may be some decline in the percentage of White students in our constituency. It also may be that some White Adventists may be choosing to send their children to Adventist post-secondary institutions that have relatively more White students (e.g. Walla Walla University in Washington state and Southern Adventist University in Tennessee).

- **Response:** In addition to the general recruiting strategies mentioned in the Stewardship Essay, we will better communicate to potential White students the benefits of a diverse educational environment. We also anticipate that the more

64 <http://www.puc.edu/news/archives/2008/college-remembrance-for-dr.-king-includes-official-apology>

integrative celebrations of diversity mentioned earlier will help current White students feel that they are an integral part of our diverse campus.

In studying these disaggregated data, we have come to realize the inadequacy of traditional ethnic labels. While this is no doubt true of such terms as “White”, “Black,” and “Hispanic,” which conceal a great deal of diversity within each group, we particularly have become aware of this limitation with the term “Asian.” Korean (our largest “Asian” ethnic group on campus), Japanese, Filipino, and Chinese students each have unique backgrounds, and sometimes have significant tensions with each other. We know that we need to find ways to gain a better understanding of this; currently we do not even have a reliable count of students from each national group.

FACULTY AND STAFF REPRESENTATION

WHILE ASSEMBLING THE DATA EXHIBITS FOR this reaffirmation process, we learned that we had no reliable ethnicity data on our faculty and staff. Realizing the value of such information, we have taken steps to ensure that we will have it in the future. Beginning in the spring of 2009, all faculty members are asked to state their ethnicity when signing their annual contracts. Other college employees (who do not sign contracts) will be asked to state their ethnicities each fall when other demographic information is verified.

Even though we have no concrete data, we are able to make some general observations about the ethnic makeup of our faculty. In particular, our full-time faculty continues to be predominately White, but we believe that we have had an increase in both Asian and Hispanic numbers in the past five years, along with a decrease in Black numbers. This imbalance in the faculty causes two different kinds of problems. As mentioned earlier, we currently have no Black faculty or staff member willing to serve as sponsor for the Black Student Forum, which has resulted in that historically important club being inactive for the past year. The underrepresentation of Asian and Hispanic faculty members weakens our ability to serve the needs of these large (and growing) segments of our

student body, while the critical shortage of Black employees makes it difficult to establish ties with our Black constituency members and to fight the perception that PUC is not really accessible to them.

Increasing faculty and staff ethnic diversity is a particular challenge for a school like ours as we typically are limited in the hiring of full-time employees to members of the Adventist church; therefore, we have a fairly small pool from which to choose. This difficulty is even more pronounced for faculty hires, where the pool consists of ethnic minority Adventists with advanced degrees. The problem is exacerbated by the fact that in small communities like ours, vacancies tend to be filled by candidates known to current administrators and employees, most of whom are White and not connected to ethnic Adventist communities and networks.

As our new administrative team develops its plan to increase employee diversity, we are encouraging them to create and maintain an accurate database of promising ethnic minority students at our own and sister institutions who may be interested in higher education employment. We then will need to ensure that this database is searched vigilantly whenever we have a job opening on campus. We must also invest more time in building relationships with the various ethnic church communities in our constituency, so that we can enlist their help in filling staff vacancies. Further, we must seriously consider offering substantial financial graduate school support to some of our own promising students in exchange for a commitment to come back and work for us.

One area in which we have made significant progress is diversity among our administration. After years of an exclusively male Administrative Council, in 1999 we had just appointed our second female, and first Hispanic, administrator (out of the then five-member Administrative Council). In 2009 we have our second consecutive female academic dean, four of the six members of the Administrative Council are women, and two of them are of Asian descent.

UPDATE ON EDUCATIONAL EFFECTIVENESS REVIEW

AS NOTED IN THE INTRODUCTION, WE CREATED THREE TASKFORCES TO WORK with our WASC Planning Committee on the CPR and EER issues highlighted in our Institutional Proposal. These are the Learning Community Taskforce (LCT), Stewardship Taskforce (ST), and Educational Effectiveness Taskforce (EET). (See [Appendix AK: WASC Taskforces](#) for information on the specific tasks assigned to each group.)

One of the tasks of the LCT (working with the EET, see below) has been to ensure that program review processes are in place and updated for academic departments, our general education program, and college service departments. These processes have provided the foundation for analysis of actual program effectiveness and student learning. The LCT also has worked to ensure that we have student learning outcomes identified at program and course levels, and procedures in place to assess them. By the date of our EER we will be able to report on the success of our students in reaching these outcomes. The LCT also has worked to upgrade our overall assessment program and institutional research capability. By the date of our EER, for example, we will have administered the NSSE twice, and be able to report an analysis of three-year trends in that data.

The EET was created to focus our attention on two of our accreditation themes that are particularly relevant to the Educational Effectiveness Review – “A Culture of Service,” and “Conversations about Faith, Learning and Adventist Identity.” Toward that end, it created dashboards in five areas: justice and compassion, engagement in service, engagement in conversations about faith and learning, critical thinking, and diversity. The EET also created and reorganized existing campus initiatives designed to emphasize elements of our primary EER themes (e.g. Spiritual Film Series; Office of Service, Justice, and Missions; thematic focus of weekly campus-wide Colloquy program; and Beyond PUC program). Working with the LCT and the chairs of our faculty governance committees, the EET implemented program review mechanisms to ensure that activities related to the themes of service and conversation, along with student learning outcomes and assessment strategies, are present in our campus programs, and that mechanisms for rewarding such activities are present in our rank and tenure system. The Chair of the EET also worked with the Board of Trustees to guide the creation of both a Diversity Statement and Institutional Student Learning Outcomes.

As we complete our work on the CPR we now will turn our full attention to the EER. As planned in our Institutional Proposal, our Planning Committee will continue to coordinate the work with the taskforces focusing on issues associated with Theme 1 (LCT) and Themes 3 and 4 (EET). Should any capacity issues related to Theme 2 get carried over to the EER, they will be given to the ST for further work. All taskforces will deal with diversity issues where appropriate, with special focus provided by the Planning Committee in consultation with key committees of our Board of Trustees. We believe that, simultaneous to completing the work for our CPR, we have a good beginning on the work for our EER, and are well positioned to move toward the Educational Effectiveness Report.

CONCLUSION

THE WORK THAT WE HAVE DONE THUS FAR IN OUR REAFFIRMATION process with WASC has given us a fresh look at many of our strengths and how we can build on them, as well as drawn our attention to some of our weaknesses and how we might address them.

Strengths

THE ACADEMIC PROGRAM REVIEWS THAT WE HAVE conducted for over a decade now have been used as a model for reviews of our general education package and our college service departments. This review structure has proved to be remarkably adaptable, allowing us to incorporate changes suggested by the results of various assessment tools and to develop and sharpen student learning outcomes at program and course levels. The culture of evidence that now permeates our campus has led to an even greater openness and willingness to support each other in our educational process. [CFR 1.2, 2.3, 2.6, 2.7, 4.3, 4.4, 4.6; Theme 1]

We have a tradition of including the entire college community in our decision-making process. Along with a strong faculty-governance structure, our College Assembly⁶⁵ is used as a forum for discussion of items of major concern, and DOCS⁶⁶ has taken on a major role in the review process for college service departments. [CFR 3.11, 4.1, 4.4; Theme 1]

Our close-knit, faith-based, community continues to work, play, study, and pray together. Because the vast majority of our students live in residence halls on campus, and an even greater majority of our faculty and staff live within a few miles of campus, we are able to interact in ways not available to many other schools. We also are learning to make better use of our Thursday-morning Campus Colloquy meetings of the entire college family to build on this community strength and to integrate our vibrant campus ministry and mission activities around our theme of service. [Theme 1, Theme 3, Theme 4]

Our recently reorganized Marketing and Enrollment Services area is led and staffed by dynamic employees who have created an outstanding web site for the college, designed a new marketing track, and revamped our campus tour. These improvements will be particularly helpful as we take on the challenge of reversing our declining enrollment trend. [Theme 2]

Weaknesses

AFTER MANY YEARS WITHOUT A CENTRALIZED INSTITUTIONAL RESEARCH function, we continue to have areas of concern in our institutional data. In researching the issues for our Capacity and Preparatory Review, we discovered that some information was being tracked by more than one office on campus, with different figures reported. In other cases, most notably

65 This group consists of administration, faculty, and salaried staff.

66 Directors of College Services.

ethnic information on employees, we discovered that we had no reliable data. We have created procedures to fill in the discovered gaps and are adding a half-time information-technology professional to our institutional research team this fall. [CFR 4.3, 4.5; all Themes]

Our failure to assemble a cohesive strategic plan and multi-year budget has significantly impaired our ability to respond adaptively and proactively to the multiple challenges and changing environment that we face. In part, this is because we have long been preoccupied with responding to short-term and immediate challenges, but we now have a growing understanding of the need to take a longer and more intentional strategic view. Some of this understanding is reflected in our land-development efforts. While several requisite planning and budgeting pieces have been put in place, and a budgeting procedure written, the final accomplishment of these tasks will have to wait for the leadership of our next president. The need to address this issue was specifically endorsed by one of the recommendations from the Study Committee (see §2). [CFR 3.5, 4.1, 4.2, 4.3; Theme 1, Theme 2]

The culture of evidence embodied in our various program reviews has highlighted our need for more accountability and evidence-based management in all areas of the school, including regular evaluation of administration. Indeed, the central theme of the Study Committee report was accountability (see §2). In response to one of their recommendations, the Board of Trustees created a Board Management Committee in the spring of 2009 that will meet monthly with our new president to review the progress made on all of the Study Committee recommendations (with their associated timelines for implementation) and consequently to create a higher level of accountability within our management structure. [CFR 1.3; Theme 1, Theme 2]

While we have a stable financial history of well-managed budgets and reliable accounting systems, we face some very difficult challenges caused by declining enrollments in recent years, large losses in certain auxiliary and commercial

enterprises, and the general downturn in our national economy. We already have upgraded our recruiting and enrollment operation, prioritized the elimination of money-losing enterprises, and engaged in aggressive land-development plans that may add more than \$80 million to our endowment. We continue to be overly tuition-dependent, but have seen our percentage of income due to tuition decrease from 84% in 1999 to 81% in 2009, while seeing our endowment increase by 34% over that same period. [CFR 1.8, 3.5; Theme 2]

AS INDICATED IN THE PRECEDING PAGES, THE work that we have done in our capacity and preparatory review genuinely and significantly has enhanced our understanding of ourselves, allowing us to build on strengths and specifically address discovered capacity deficiencies (see [Appendix AL: Timeline for Follow up](#)). Based on the simultaneous work we already have done on our educational effectiveness review, we are confident that we will benefit equally from its completion. Throughout this process of reaffirming our accreditation, we have continued to develop a clearer sense of ourselves through our chosen themes: we are a supportive and intimate community of learners effectively learning about itself; responsibly nurturing our natural, fiscal, and human resources; and focused on creating with our students a culture of service and lifelong habits of vigorous and productive conversation about faith, learning, and Adventist identity.

