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Appendix A: Response to the 1999 Recommendations

Recommendation One:

Pacific Union's constituencies must move its planning process beyond the creation of the initial, independent planning documents. Separate plans must be examined to reveal possible gaps or conflicts, and integrated along with budget requirements, into a coherent whole. Plans must become guidelines for decision-making and implementation of decisions. Evaluation of the results must form the basis for revising those plans.

PUC's Response: While we have made significant progress toward integrating strategic planning and moved away from disjointed planning documents and efforts (particularly with the academic program reviews), we have not made as much progress coordinating this planning with the budgeting process as we would like. When President Osborn came in 2001, he created a new strategic plan (see Appendix B), which included a yearly follow-up in the form of an implementation grid, last revised in May 2004 (See appendix C). However, largely because we are so tuition-dependent, budgeting decisions are still often driven by immediate cash-flow considerations, rather than by priorities developed in the planning process. Integrated planning is often hampered by unanticipated budget constraints, and while we have good planning on paper, we look forward to the day when we will not have to leave our plans behind in response to low enrollments or other emergencies. We have therefore spent a great deal of time and energy exploring land development and master campus plan options. The recent contract with Triad Communities promises both financial stability (through a greatly enlarged endowment) and a stimulus for realistic planning and budgeting.

Recommendation Two:

After developing criteria and a process for reviewing the program offerings in consultation with the faculty, the administration will need to reach conclusions about program quality, fiscal impacts, and viability, and make some hard decisions regarding program discontinuance.

PUC's Response: Academic program reviews have been a notable success, and now constitute a real strength on campus. Hard decisions were indeed made, with four departments closed down, thirty-one majors eliminated, and fourteen majors added. (See appendix D for list of eliminated and added programs.) However, consistent with our mission, we plan to continue to be creative in adding new programs and majors, using Program Review guidelines to evaluate proposals.

Recommendation Three:

After revising the guidelines, a schedule for reviewing all academic programs within a five-year cycle needs to be established and adhered to, except for programs separately accredited. The reviews should include assessment results and focus on program improvement. They should be linked to departmental strategic plans and the College's planning and decision-making process.

PUC's Response: Guidelines for Academic Program Reviews were clarified and strengthened in 2000, and a second five-year cycle of reviews is currently in process. (See Appendix E for guidelines.) The reviews include departmental assessment indicators and focus on program improvement. Departmental strategic plans are updated yearly, and form the basis for planning through the Academic Master Plan (See appendix F for Academic Program Review schedule. Sample department reviews available at the PUC Reaccreditation Website. All Program Reviews are available upon request).

Recommendation Four:

In order to assess the effectiveness of academic programs, including General Education, student learning outcomes need to be identified; appropriate assessment strategies selected and implemented; and the results used to demonstrate educational effectiveness and make program improvements.

PUC's Response: Assessment has blossomed at PUC, though not without some faculty reservations about taking time away from actual teaching. Nevertheless, departments prepare yearly assessment reports based on a variety of indicators, including portfolios, MFAT scores, board passage rates, and exit interviews.

Work has begun on assessing core GE outcomes, with all seniors taking a required assessment seminar in their Spring quarter to complete assessment instruments (see appendix for summary data from last two years). Still, student learning outcomes are not fully defined and integrated on campus; these are addressed by our Core Theme One (A Learning Community), in the Educational Effectiveness report.

Recommendation Five:

Every effort should be made immediately to improve the learning environment on campus for students and to enhance library resources. We also strongly endorse the capital campaign for the new library facility.

PUC's Response: Changing roles for the library have made the capital campaign for a new library problematic, as constituents note the availability of resources on their own laptops, and wonder if the traditional "bricks-and-mortar" library is even a viable concept in what they see as a virtual future for information. We have come to understand that we greatly overestimated our ability to raise money for a new library building. While we hired an architect to design a renovation/expansion project, donors are still skeptical. Precisely because of these and other problems in relation to fund-raising, we now have a new Vice-president for Advancement who is developing relationships with donors and reviewing campus options for a future capital campaign. Yet despite these challenges, we continue to believe that a physical library is a crucial resource for the kind of residential liberal arts education to which we are committed.

In the meantime, the current library has been significantly improved in several ways: off-site storage for older materials has been created; this has freed up space for comfortable study areas, with good lighting, recliners, and a more attractive ambiance librarians have agreed to allow food and drink in the library; hours have been extended until midnight; and finally, a new electronic catalogue, including LINK+, has now made so many resources available to students (including books and journals delivered within days, as well as on-line sources) that they cannot begin to look at them all. (See appendix G for a full description of LINK+ and other library enhancements.) These efforts have tripled student use of the library in recent years. Still, problems remain to be addressed: the library needs air-conditioning, an elevator, and more group study rooms are still minimal.

Recommendation Six:

As Pacific Union College prepares for a capital campaign and the construction of additional facilities, including a library, it is recommended that the College secure professional assistance in preparing a Facilities Master Plan for the development of the 345 acre campus and to serve the number of students the College determines to be its desired size. This plan will assist in the proper placement of the buildings currently under consideration and giving guidance for future facilities.

PUC's Response: Because of recent developments in regard to PUC's land, we have hired SWA Group, a landscape design and planning firm in Sausalito, California, to make a new campus plan coordinated with Triad's plans for the town of Angwin. They have conducted a rigorous process of assessing the campus and discussing future needs with a wide segment of campus stakeholders. Their interim report is included in Appendix H.

Recommendation Seven:

A long-range Business Plan should be prepared and reviewed annually, integrating revenue-generating initiatives and expense projections of the institutional Strategic Plan. The Business Plan should include additional income sources for cost savings necessary to implement prioritized initiatives of the institutional Strategic Plan. The Business Plan should also include financial projections for three years as required by WASC Standard 9 for Private Institutions.

PUC's Response: We do not yet have a formal business plan, but we have made good progress on important elements of one. We are committed to completing a comprehensive, formal business plan, based on a new strategic plan to be developed in the context of Theme Two, Stewardship. (Our current plan has an end-date of 2007. See Appendix B for the Strategic Plan and the three-year financial projections.) As part of its long-term planning, the College administration has been addressing a number of major issues relating to mission, enrollment, and finances. After careful, campus-wide debate, the College affirmed in

2006 that its mission should remain that of a four-year college informed by the traditions of faith and the liberal arts. The Program Review process helps us understand the viability of programs and majors and make decisions about additions and deletions.

The Enrollment Management team has recognized that the pool of traditional students drawn from our “feeder” schools is shrinking. A new marketing plan to recruit from public high schools and non-Adventist private schools is in the process of being implemented. The College also is participating in a new consortium of Adventist colleges to attract students with little knowledge of Adventist higher education to our campuses (Go to <http://adventistcolleges.org> to see the new website.)

Finally, the administration and board recognize that PUC is caught in the squeeze of students’ limited ability to pay and rising operational costs. A campus-wide effort to control expenses and increase revenues is in progress. Administration, faculty chairs, and department directors are leading the campus by example and holding employees accountable to exercise fiscal restraint. An innovative recent project is our new cogeneration plant, which creates electricity and heat/cooling for the campus in a manner that is ecologically sensitive. It will provide long-term savings for the College and has improved the quality of electricity on campus. Most important, PUC is working to

reduce its vulnerability by increasing its endowment, which has grown from \$13.0 million in 1996-97 to \$18.8 million as of December 31, 2006. The endowment has returned an average of 11.7 percent for the four-year period ending December 31, 2006. The goal is to continue to increase the endowment by one hundred million dollars through an agreement with Triad Communities voted by the Board on June 29, 2006. We are actively creating a master plan for PUC’s 1892 acres that in addition to the core campus will include an eco-village that incorporates homes, commercial properties, farmland, and parks (see the PUC Reaccreditation Website for more information about the Triad proposal).

Recommendation Eight:

Non-tuition based revenue generation should continue to be explored, including endowment earnings potential from the development of the College’s significant land holdings.

PUC’s Response: Significant progress has been made in this area with the recent agreement with Triad Communities to develop about half of the college land. Revenue from this development will potentially increase PUC’s endowment by a factor of five or more over the next ten years. We are also exploring the possibility of selling our airport, Parrett Field, and of inviting the community to support a program to maintain a forest preserve on a large portion of our property. Further, our development efforts to increase philanthropic support have become far more successful since our last WASC report: since 1999 our endowment has grown significantly (see Appendix I).

Appendix B: Planning Documents – Strategic Plan and Three-Year Financial Projections

Strategic Plan for 2002-2007

Mission Statement

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.

The Mission's Context

Founded in 1882 at Healdsburg, California, Pacific Union College (PUC) moved in 1909 to its current location in Angwin, a former health-resort town that overlooks the renowned Napa Valley, about 70 miles north of San Francisco. With 2,000 acres of forested and agricultural land and 30 miles of on-campus trails, this breath-taking environment, conducive to learning, has nurtured students for more than 90 years, and the evidence is unmistakable. PUC students score very high in national test scores, and the admission rate into professional programs is also high. What's more, PUC students benefit from one of the most culturally diverse campuses in the nation, according to U.S. News & World Report. The college's motto, "Where Nature and Revelation Unite in Education," captures these strengths.

The college offers about 50 associate and bachelor degrees and one graduate degree. Several off-campus adult programs demonstrate the college's commitment to the educational needs of the broader community. Pacific Union College has chosen to keep the name "college" rather than to change to a "university" because "college" signifies our primary focus on teaching in a learning community where the student is the only reason for the institution's existence. Excellence is a goal in all academic offerings. The college is especially known for its strong pre-medical and pre-dental programs. An important ongoing objective is to prepare graduates for careers in the church and in the broader world of work as lay persons.

The core values driving this mission include a continuing search for truth, excellence, integrity in human relationships, and dedication to Christian witness, service, and community. While offering many professional programs, the college focuses on the importance of the broad range of liberal arts through a program of rigorous general education requirements that are part of a student's preparation for life beyond a specific vocation. These programs center around a Christian world view, integrating faith and learning that teach critical analysis and create conversations in which the learning community may discern which understandings of the world are better, may practice the skills of appropriate persuasion, and may cultivate the disposition to do good. The college's seal containing the phrase from John 6:45 "They shall be all taught of God" summarizes a major purpose. The words of Ellen White, one of the college's founders, from 120 years ago, enjoin us to produce "thinkers, not mere reflectors of other people's thoughts"; and these words remain a constant ideal.

Adventist education focuses on the whole person, emphasizing the importance of helping students improve their mental, physical, social, and spiritual life as they serve their fellow human beings. Part of this effort includes an emphasis on art, music, and intramural/intercollegiate sports/recreation. The college concentrates on enabling students to explore and create personal value systems in an independent setting, surrounded by loving Christian adults and peers. The joy of Christian relationships is deliberately cultivated as an essential aspect of truly successful education. The result of this open exploration is committed church members and reflective spiritual individuals who continue to serve others as witnesses to Jesus Christ.

Strategic Goal Assumptions

Our five strategic goals for the next five years assume that we will average a traditional on-campus student head count of 1,550-1,600 and a non-traditional student head count of 250-300 students, including our Continuing and Professional Education (cape) program and off-campus nursing programs. The college will continue to emphasize its residential nature with residential halls operating close to capacity. We will continue to offer a wide range of traditional liberal arts and professional programs, only subsidizing on a

long range basis those academic programs considered central to the college's mission. A limited number of courses will enable students in liberal arts majors to gain a "hands on" experience in life skills as included in the general education component and other offerings.

We will achieve a balanced budget each year, based on tuition increases comparable to national averages for like colleges, church subsidies from the Pacific Union Conference of Seventh-day Adventists (the college's sponsoring organization) based on average tithe increases, and contributions in unrestricted funds, producing an average of \$1,200,000 in gifts per year. The college's Development Office will help increase endowments from \$15,000,000 to \$25,000,000 with a focus on increasing student scholarship funds and faculty professional development. These increases will enable the college to remain competitive with other colleges in scholarships and tuition discounts being offered. As resources provide, departmental budgets will be more adequately funded according to need. Ongoing physical maintenance and landscaping on a campus with many old buildings will remain an important priority. As part of its community responsibility, the college runs a small town, which it will operate in a financially prudent manner through Howell Mountain Enterprises and other services.

The college is committed to being a constant learning organization itself, driven in part by self-study reports and accreditation reports from the Accrediting Association of Seventh-day Adventist Colleges and Universities, the Western Association of Schools and Colleges, and other professional accreditations. WASC "Institutional Capacity and Effectiveness of Academic Programs" requirements will become a regular part of campus study. Accountability and assessment will be tough-minded, thorough, and fair. The results will produce systematic plans that are implemented on a consistent basis. Throughout this process, we affirm that shared information will be our advantage as we interact, intersect, and integrate in breaking down barriers that separate campus functions. This learning organization will exemplify a productive, cooperative environment that excels in meeting the needs of both students and employees, thereby modeling the purpose of true education. We recognize the importance of adequately funding a continued expansion and maintenance of technology in the college's infrastructure and curriculum. Collaboration with La Sierra University, PUC's sister institution, and the Association of Adventist Colleges and Universities will result in greater efficiency, more excellence, and increased enrollment possibilities.

The following five strategic goals represent campus-wide goals. Each campus area (such as academic administration, student services, financial administration, enrollment services, auxiliary services, marketing, development, facilities, and technology) will develop more detailed strategic plans that fit within these goals.

Goals

GOAL 1. A CHRIST-CENTERED CAMPUS

A loving relationship with Jesus Christ will be integral to the academic and community life of our college.

Guiding Strategies for Goal 1:

- * Establish an interdisciplinary task force to develop a coordinated, intentional, all-college approach to student and faculty/staff spiritual growth, resulting in a spiritual master plan with appropriate assessment strategies for continual improvement.
- * Increase student participation in worship, personal devotions, service activities, peer family groups, Friday evening vespers, and Sabbath worship activities.
- * Establish a coordinated plan promoting healthful living.
- * Create a weekly all-college chapel/assembly program, attended by at least 75 percent of all students and employees. This program will enable the college community to convey important college values and spiritual principles that will develop school spirit and a campus-wide pride in the college and in the Seventh-day Adventist Church.

GOAL 2. A VIBRANT ADVENTIST LEARNING COMMUNITY

We will foster an environment in which all members of the college family nurture a vibrant, wholistic approach to learning.

Guiding Strategies for Goal 2:

- * Begin the phased construction of a new library (or renovate the current library) by 2007 that will become the student-focused study center of the college's learning community.
- * Develop a regular student advising program that stresses accuracy, care for student goals, development of student values, and the importance of academic regulations.
- * Create opportunities for faculty members to improve their teaching while maintaining current knowledge of their academic disciplines.
- * Create a learning environment in which faculty and students learn together, across disciplines where possible.
- * Continue a review of current and possible new academic programs with a focus on student need, academic priorities, excellence, rigor, and financial contribution.
- * Create a community where it is safe to challenge assumptions and to ask questions in the God-ordained mandate to seek truth.
- * Refine student learning outcomes with appropriate assessment strategies.
- * Enhance the learning community through additional on-line courses and by strengthening or expanding off-campus programs offered by cape, nursing, and education.

GOAL 3. STUDENT ACCESS AND PERSISTENCE (RETENTION)

We will improve student access and methods of helping students persist at PUC by strengthening financial assistance, student employment opportunities, campus climate, and spirit.

Guiding Strategies for Goal 3:

- * Stabilize and increase enrollment through the active involvement of every employee as implemented through a new marketing plan.
- * Appoint employees to develop student persistence strategies and oversee their implementation.
- * Create a campus culture that views student persistence as the responsibility of each employee.
- * Develop an inviting, attractive student center where students can interact with each other on a casual basis.
- * Continue to enhance student service areas such as residence halls, counseling, food services, public safety, affinity groups, social events programming, and spiritual climate.
- * Continue to strengthen such support areas as Enrollment Services, Records Office, Student Finance, and the College Bookstore.
- * Feature strengths of campus diversity while concurrently assisting students from international and culturally diverse backgrounds to find identity within the campus.
- * Provide an academic curriculum connection between student persistence and one or more General Education courses for freshmen within existing courses to deal with issues that could lead to student Departure.
- * Respond to all individual inquiries from students and constituents within 24 hours and no more than five working days if a committee response is needed.
- * Provide students with regular feedback on class performance.
- * Improve performance gaps as identified in the annual results of the Noel-Levitz Student Satisfaction Inventory.
- * Strengthen access for potential students through effective marketing, financial assistance, and career counseling.

GOAL 4. STRONG FACULTY AND STAFF RETENTION/RECRUITMENT

We will be known for our outstanding faculty/staff who have such high morale and commitment to Christian education and the college that they will want to remain as employees, thereby making recruitment of new college family members an easier task.

Guiding Strategies for Goal 4:

- * Continue implementation of increased pay for faculty.
- * Receive approval from county authorities to provide land for affordable housing for employees, where they may continue to live, even after retirement.
- * Increase by 15 percent the number of faculty holding doctorates through sponsored graduate study leaves and recruitment of individuals already holding a doctorate.
- * Continue funding faculty sabbaticals and research study as part of the regular budget and through the creation of endowments for faculty development.
- * Prepare a strategic plan for replacement of retiring faculty, as part of an academic master plan on what programs will be continued, strengthened, or discontinued.
- * Create an environment of academic freedom in which the Adventist understanding of progressive revelation and truth can be pursued while respecting appropriate contexts for such exploration.
- * Review on-campus governance and decision-making structures for opportunities to create greater efficiency and to facilitate better time management by administrators, faculty, and staff. The aim will be to foster a more cohesive and focused community that enjoys the benefits of good relationships between all campus entities.

GOAL 5. FINANCIAL STABILITY

We will operate from a position of long-term stability and annual economic balance.

Guiding Strategies for Goal 5:

The following sample guiding strategies from Board reports will be emphasized:

- * Achieve close partnerships between departments, streamline business processes, and standardize operations.
- * Establish benchmark target goals for key financial areas based on similar colleges in such areas as staffing, fundraising expenses, maintenance and operation costs, and building efficiency.
- * Maintain vigilance on all expenditures.
- * Achieve a student:faculty ratio of 13 to 1 for 2002-03 and 15 to 1 for 2003-04 or through equivalent financial reductions.
- * Maximize the use of college land, buildings, and assets to further the mission of the college.
- * Budget a realistic amount of student financial aid that will result in an increase in the number of students able to attend the college.
- * Repay half of all external operating debt within five years.
- * Build a cogeneration plant by 2004.

Three-Year Financial Projections

PACIFIC UNION COLLEGE OPERATING BUDGET - 3 YEAR PLANNING SCHEDULE

	2006-07 Budget	2007-08 Budget	2008-09 Budget	2009-10 Budget
Revenues, Gains and Other Support				
Contributions	917,200	917,200	949,700	968,487
Educational Revenue, Net	20,111,758	20,518,048	21,704,067	22,838,071
Educational Subsidy	3,406,679	3,459,586	3,543,576	3,595,230
Federal Grant Work Study	90,000	90,000	95,000	95,000
Auxiliary Enterprises Revenue	10,580,918	10,647,257	10,822,334	10,972,608
Other Income	353,717	348,050	355,050	378,050
Net Assets Released from Restrictions	490,021	512,983	546,178	598,425
TOTAL	35,950,293	36,493,124	38,015,905	39,445,871
Expenses and Losses:				
Program Expenses:				
Instruction	9,850,360	10,331,529	10,882,749	11,415,036
Academic Support	2,658,598	2,747,937	2,861,264	2,963,856
Student Services	2,576,648	2,628,942	2,733,867	2,885,883
Total Educational	15,085,606	15,708,408	16,477,880	17,264,775
Supporting Expenses:				
Institutional Support	5,297,626	5,194,262	5,367,689	5,526,809
Fund Raising	813,462	834,598	905,024	960,767
Operation and Maintenance	3,329,176	3,295,051	3,485,096	3,718,238
Depreciation	1,227,697	1,228,969	1,354,862	1,378,555
Other				
Total Management and General	10,667,961	10,552,880	11,112,671	11,584,369
Auxiliary Enterprises	10,146,771	10,181,710	10,321,530	10,469,804
Other				
Total Expenses and Losses	35,900,338	36,442,998	37,912,081	39,318,948
Change in Net Assets Gain /-Loss	49,955	50,126	103,824	126,923
Budgeted EFTE	1,275	1235	1,260	1290
Total From TARGET SHEET	49,955.00	50,126.00	103,824.00	126,923.00
Total From PINK Pages	49,955.00	50,126.00	103,824.00	126,923.00
Total From BUDGET Sheets	49,955.00	50,526.00	132,245.32	450,636.00

Appendix C Strategic Plan Impl. Grid

Pacific Union College
 Implementation of Strategic Plan, 2002-2007
 May 2004

<p>MISSION STATEMENT</p> <p><i>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.</i></p>

Administrator Responsibility: jc=John Collins; id=Ileana Douglas; do=Dick Osborn; lp=Lisa Paulson, jv=Jeff Veness

Budget: The “budget” section generally represents amounts needed beyond current projected budgets although some current budgets will also be reflected in the projected figures.

GOAL 1. A CHRIST-CENTERED CAMPUS					
A loving relationship with Jesus Christ will be integral to the academic and community life of our college.					
GUIDING STRATEGIES	IMPLEMENTATION STEPS	BUDGET	RESPONSIBILITY	PROGRESS	
<p>1. Establish an inter-disciplinary task force to develop a coordinated, intentional, all-college approach to student and faculty/staff spiritual growth, resulting in a spiritual master plan with appropriate</p>	<p>a. Ad Council appointed task force of Dick Osborn Chair; Mike Dunn, Executive Director; Bruce Bainum, Harold Mills, Lisa Paulson, Jean Sheldon, Amabel Tsao, 2 students appointed by S.A. President Jonathan Thornton.</p> <p>b. LP gathers plans from other campuses.</p> <p>c. First Draft of master plan will be presented to Ad Council by December, 2002.</p> <p>d. Plan will be presented to College Assembly for approval on January 14, '03.</p> <p>e. President will constantly promote the idea of a Christ-centered campus.</p> <p>f. Spiritual Master Planning outcomes will be the focus of all programming: chapel,</p>	<p>To be determined after task force completes proposed master plan.</p>	<p>lp, do</p>	<p>a. Accomplished.</p> <p>b. Accomplished.</p> <p>c. Task Force began work in December, 2002.</p> <p>d. After Board presentation on May 5, 2004, the College Assembly will approve on May 11, 2004.</p> <p>e. On-going</p> <p>f. In Progress</p>	

<p>assessment strategies for continual improvement.</p> <p>2.</p>	<p>assembly, mini weekends, etc.</p>	<p>Current budgets for programming may need to be strengthened depending on recommendations from spiritual master plan task force. A partial salary for Chris Hagen, Special Activities Director, will go for this purpose.</p>	<p>lp</p>	<p>a. Accomplished. b. Accomplished. c. Board supported new participation/enforcement (grade on transcript) strategy. d. College Assembly supported proposal with some opposition to grade on transcript. Faculty governance structure approved making Colloquy attendance a G.E. requirement with 1/10th of a credit each quarter on the transcript. e. Ongoing discussion f. Comparative numbers show marked (50-100%) increase in attendance @ chapel/colloquy. Note Annual Report 2004 Appendix 31 for continued increase in attendance. g. Group worship is becoming a major focus for the winter/spring quarter. Cell/family groups continue to grow.</p>
<p>h.</p>	<p>Establish a coordinated plan promoting healthful living.</p>	<p>\$ needed for fitness/health club yet to be finalized. \$ incurred by student attending rehab to be finalized.</p>	<p>lp</p>	<p>a. Accomplished. New Health/Wellness Fair to be presented by students/community for students on March 7, 2003 and again in March 2004. Gaylin Bowers, HR Director, has worked on implementing a wellness program on campus. Paulson is working with LSU on a coordinated program to pilot September 2004. Choices focus Spring 2004 is Wellness. See appendix 37 for curriculum. b. Accomplished. Committee begins work. Surplus exercise equipment purchased by Dan Brown for center. Plans for hot tub at women's dorms pursued. c. In progress.</p>
<p>4.</p>	<p>Create a weekly all-college chapel/assembly program, attended by at least 75 percent of all students and employees. This program will enable</p>	<p>Current budgets for programming may need to be strengthened depending on recommendations from spiritual master plan task</p>	<p>lp</p>	<p>a. Accomplished. b. Accomplished. c. Board supports proposal d. College Assembly supports with some dissenting, e. Ongoing f. 1. Comparative stats indicate 50-100% increase in attendance @ Chapel/Colloquy. See</p>

<p>the college community to convey important college values and spiritual principles that will develop school spirit and a campus-wide pride in the college and in the S.D.A. Church.</p>	<p>September 2, 2002. College Assembly will react to developed strategies on September 12, 2002. Spiritual master plan task force will include strategies. Surveys, attendance records, and town hall meetings will assess progress in November, 2002.</p>	<p>force.</p>	<p>appendix 31 for 2004 comparison. 2. Mini groups will be the focus of winter/spring quarter.</p>
<p>GOAL 2. A VIBRANT ADVENTIST LEARNING COMMUNITY</p> <p>We will foster an environment in which all members of the college family nurture a vibrant, wholistic approach to learning.</p>			
<p>GUIDING STRATEGIES</p>	<p>IMPLEMENTATION STEPS</p>	<p>BUDGET</p>	<p>PROGRESS</p>
<p>1. Begin the phased construction of a new library (or renovate the current library) by 2007 that will become the student-focused study center of the college's learning community.</p>	<p>a. Begin conversation with faculty & Board during 2001-02 on need to revise campaign. b. Appoint committee of John Collins, Chair; Dan Brown, Ileana Douglas, and Nancy LeCourt to assess renovation possibilities. c. Focus Board retreat agenda on how to proceed in terms of new library or renovation and how much money the Board thinks it can lead in raising at September, 2002 Board. d. Raise money for fundraising consultant to help Board and administration determine how much can be raised. e. Begin contacting lead gifts in silent phase with 80% raised before public announcement of new campaign. f. Contract with architect to develop plans for renovation or new construction. g. Approval of plans by Board.</p>	<p>\$12.1</p>	<p>a. Accomplished. b. Accomplished. c. Accomplished. d. Fundraising consultant, Dr. Buck Smith, has been retained by a generous grant from Tom and Vi Zapara. e. Upon consultation with Smith, major donors are being contacted. f. Accomplished with Alex Riley. g. Overall approval has been granted.</p>
<p>2. Develop a regular student advising program that stresses accuracy, care for student goals, development of student values, and the importance of academic regulations.</p>	<p>a. Academic Advising Handbook for 2002-04 will be prepared and printed. b. Faculty Workshop on Academic Advising will be held on Sept. 17. c. Advising Resources will be prepared on Lantern. d. Degree Audit will be available online. e. Advanced Registration Program with advisor approval online will be finished. f. Student/Advisor Satisfaction Survey will be administered.</p>	<p>\$10,300 for publication of Handbooks for faculty & students. \$100 for Survey forms</p>	<p>a. Revised Academic Advising Handbook 2004-2005. b. On-going. c. Accomplished. d. Accomplished. e. Accomplished. f. Spring 2003 & spring 2004 – evaluation of academic advisor by advisees. A questionnaire is answered by the advisees and a report is prepared and disseminated to chairs and faculty for improvement.</p>

<p>3. Create opportunities for faculty members to improve their teaching while maintaining current knowledge of their academic disciplines.</p>	<p>a. USF presented the workshop “Teaching Academy” at PUC in Aug 2002 with facilitators Dr. Susan Prion and Dr. Matthew Mitchell from USF. b. College Assembly will focus once per quarter on different issues in Christian higher education such as “The Dynamic Christian Classroom.” c. Educator of the Year will be awarded annually to recognize and reward outstanding teaching within the mission of the College. d. Graduate studies program will be funded for faculty in master’s and doctoral degrees. e. A revised Graduate Studies Policy will be proposed to Ad Council and Board. f. Faculty will be encouraged to participate in professional conventions and to publish in their field of expertise. g. William Glasser Workshop will be presented to faculty. h. Sabbaticals are granted when financial resources are available. i. Beginning Colloquy in September, 2003 will focus on the pedagogical, spiritual, and intellectual needs of classroom teachers.</p>	<p>a. Funded by Irvine Foundation b. No cost c. \$1,500 d. Regular budget e. Only tuition will be funded f. \$10,500 for publications g. N.C.C. funded h. \$0 in 2002-03</p>	<p>id</p>	<p>a. Accomplished. A Faculty Development College Assembly in March presented Dr. Hart, LLU Chancellor, on the topic of “The community as Faculty – Service Learning.” A panel discussed different areas of service learning. c. Educator of the Year 2004 Chapel will honor the recipient of this distinction. d. Paul McGraw, Cliff Rusch, and Rachelle Davis completed their terminal degree in 2004. e. Accomplished. Tuition only policy was voted by the Board of Trustees in their meeting of December 2002. f. Due to financial constraints, only those making presentations at professional meetings were funded in 2002-03. A reduced number of teachers had presented papers in national conventions and professional conferences. This year a \$5,000 donation was given to assist faculty to attend professional meetings. g. Accomplished. NAD or the Pacific Union sponsored Glasser seminars at Pacific Union College in the summer 2003 and 2004 for K-12 teachers. h. Placed on hold in 2002-03 and 2003-04 due to financial constraints. i. Accomplished.</p>
<p>4. Create a learning environment in which faculty and students learn together, across disciplines where possible.</p>	<p>The following are examples of where such a learning environment will be created: a. Computer labs, upgrading of equipment. b. Tutorial availability in the Learning Resource Center. c. PowerPoint technology installation in different classrooms. d. Different departments with study rooms, seminar rooms, small library and computer labs. e. Faculty development office available with journal and video resources. f. Digital Media Studio for video production. g. Discoveryland I & II: a laboratory for Early Childhood Education. h. More discussion in classes, field trips, research opportunities, internships. i. Master classes, seminar courses, and cap</p>	<p>Yet to be determined.</p>	<p>id</p>	<p>a. On-going. A \$91,000 Zapara’s donation for Cyber Courses, power point projectors and equipment upgrade was received. b. A new Teaching and Learning Center is being developed to open in September, 2004, fully staffed to meet the needs of students with academic challenges. c. On-going. d. Ongoing. e. Adjacent to the Dean’s office such resources are available on an on-going basis. f. Digital Video Production majors and one faculty member went on a mission trip to India during the Christmas vacation to shoot videos for Amazing Facts. g. On-going, especially with the Trincherro gift of an early childhood center in St. Helena Plans are on their way for the summer experience at Newbold. Seventeen honor</p>

<p>stone. i. Honors Program. k. Philosophy Course. l. GE Interdisciplinary approach.</p> <p>The following needs exist:</p> <ol style="list-style-type: none"> 1) New computers needed in technology, art, library, and other areas of campus. 2) Art space needs to be evaluated. 3) Early Childhood Education moved into Education building. 4) The English Department needs dedicated classroom space. 5) Digital Media Studio needs \$200,000 of new equipment. 	<p>i. Honors Program. k. Philosophy Course. l. GE Interdisciplinary approach.</p> <p>The following needs exist:</p> <ol style="list-style-type: none"> 1) New computers needed in technology, art, library, and other areas of campus. 2) Art space needs to be evaluated. 3) Early Childhood Education moved into Education building. 4) The English Department needs dedicated classroom space. 5) Digital Media Studio needs \$200,000 of new equipment. 		<p>students will study about Beauty in the Arts while visiting British Museums and sites.)</p> <ol style="list-style-type: none"> i. Accomplished. j. English, History, Honors programs, Anthropology, and Art are examples of the interdisciplinary approach in the GE's. k. A new teacher qualified to teach Philosophy has been hired. l. On-going <p>The following needs were met:</p> <ol style="list-style-type: none"> 1. Considerations are given to upgrade the Library computer lab with their clients. We hope to accomplish this goal by the summer 2003. 2. Summer 2003 the Art Graphic Design computer lab was upgraded. 3. Plans for summer 2003 or when financial resources are available. 4. Under study. 5. The Capital Campaign is addressing this need. A designated budget is identified within the Capital Campaign.
<p>5. Continue a review of current and possible new academic programs with a focus on student need, academic priorities, excellence, rigor, and financial contribution.</p>	<p>a. CECOM continues to review programs with past reviews done of History, Honors, Art, Communication, Technology, Business, and Biology, Family and Consumer Science, and CSMP.</p> <p>b. Reviews scheduled for 2002-03 include Exercise Science, Health & Nutrition, Chemistry, and Modern Languages, with efficiency reports from Nursing & CAPE.</p>	<p>No direct cost</p>	<p>id</p> <ol style="list-style-type: none"> a. Accomplished. b. The English, Modern Languages, Library and Behavioral Science departments finished their program review. The recommendations were approved by Academic Senate. The Religion department will submit their program review in the fall 2004.
<p>6. Create a community where it is safe to challenge assumptions and to ask questions in the God-ordained mandate to seek truth.</p>	<p>a. Academic freedom statement approved by faculty and Board and currently published in the Faculty Handbook provide policy.</p> <p>b. President and Academic Dean create a culture that allows for exploration through personal modeling and support within limits established by college policies.</p> <p>The following examples of other on-going events provide an atmosphere for accomplishing this goal:</p> <ol style="list-style-type: none"> 1) Honors Faculty Summer Seminar 2) Paulin Hall Sabbath School discussion and other classes 3) Longo Lecture 	<ol style="list-style-type: none"> 1) \$3,000. 2) \$0 3) \$5,000 with money from donor 4) \$13,000 5) \$3,500 6) \$0 7) Salary from funded endowment 	<ol style="list-style-type: none"> a. Accomplished. b. On-going. <p>1-7) On-going.</p>

	<p>4) Heubach Lecture 5) Nobel Prize science lecture 6) Faculty meetings to discuss relevant issues in Higher Education 7) Walter Utr Endowed Chair 8) Hasso Endowed Chair</p>	To be determined as WASC mandates are implemented more fully.	id	
<p>7. Refine student learning outcomes with appropriate assessment strategies.</p>	<p>a. WASC mandates a strong emphasis on learning outcomes and assessment strategies which is part of the on-going efforts of the Academic Dean's office. b. Changes will be implemented based on assessment tools. c. The number of seniors accepted into professional and graduate school will be determined. d. A survey given to seniors during graduation weekend will help suggest needed changes. e. An Alumni survey to address suggested improvements will be developed.</p> <p>The following instruments are currently used;</p> <ol style="list-style-type: none"> 1) Senior Survey 2) MFATS @ \$30 each in Chemistry, Physics, Math, Business, and Behavioral Science 3) Praxis @\$12.5 each 4) Portfolios -- \$4,000 total in Education, English, Social Work, History and Art 5) Music Performance in recitals and groups 6) Summer Internships in Churches/Religion 7) State Board for Nursing 8) FAA for pilots 9) GRE's @\$99 each 10) Student Art Exhibition 1.1) Departmental Assessment at end of each academic year 12) Exit interviews 1.3) C Best (Education) 		id	<p>a. On-going. The 2004-05 Colloquium will focus on assessment. b. On-going. c. Accomplished. d. On-going e. Spring ACT Alumni Survey spring 2004 to assess how PUC prepared them for life and career.</p> <p>A General Education Assessment Five-year Plan was approved. A pilot program is in progress to assess spirituality, critical thinking and writing across the curriculum. Target date is spring 2005.</p> <p>Standardized test are given in many majors to determine how our students compare with national standards (Chemistry, Physics, Behavioral Science, Business, Education, Social Work, and Nursing).</p> <p>1) – 12). On-going.</p>
<p>8. Enhance the learning community through additional on-line courses and strengthening or expanding off-campus programs offered by CAPE, nursing, and education.</p>	<ol style="list-style-type: none"> a. Develop 6 new courses in 2002-03 to supplement the 12 already developed. b. Develop policies on load credit for on-line courses. c. Explore possibilities of further expansion of CAPE program. d. Continue contract with lobbyist on Capitol Hill with goal to continue receiving federal funds for CAPE program. 	<p>a. \$165,000 Zapara Grant</p>	Id	<p>a. Accomplished. b. In process. c. A Marketing Taskforce appointed by the Academic Dean is currently working to address this goal. On-going discussions are taking place at all levels at PUC including CeCom. d. On-going.</p>

GOAL 3. STUDENT ACCESS AND PERSISTENCE (RETENTION)				
We will improve student access and methods of helping students persist at PUC by strengthening financial assistance, student employment opportunities, campus climate, and spirit.				
GUIDING STRATEGIES	IMPLEMENTATION STEPS	BUDGET	RESP ON-SIBILI TY	PROGRESS
1. Stabilize and increase enrollment through the active involvement of every employee as implemented through a new marketing plan.	<ul style="list-style-type: none"> a. Finish preliminary draft of marketing plan by March, 2002. b. Attend branding seminar. c. Introduce preliminary draft of marketing plan and branding ideas to Board & College Assembly (Spring, 2002). d. Finalize Marketing & Branding Plan by October, 2002. e. Present plans to College Assembly in November, 2002. f. Presentation plans to Board in December, 2002. g. Constantly promote the responsibility of each employee at College Assembly meetings and through regular President's Reports. 	To be determined based on approved Marketing & Branding Plan	do	<ul style="list-style-type: none"> a. Due to departure of previous P.R. Director, this was put on hold with a new committee appointed to accomplish this task now meeting. a. Accomplished. b. Accomplished. d-f. The departure of Michelle Mesnard resulted in this being placed on hold for a few months while the new director got in place. g. On-going.
2. Appoint employees to develop student persistence strategies and oversee their implementation.	<ul style="list-style-type: none"> a. Appoint Rosemary Collins & Jennifer Wareham Best in May, 2002 on a part-time basis to improve student persistence in 2002-03. b. Persistence coordinators meet with college employees and students to develop strategies. c. Plans developed for persistence by coordinators with initial ideas ready by June, 2002. d. More formal plans developed for 2002-03 (September, 2002). e. Undecided students about returning contacted during summer. f. Undeclared majors assigned to Best as advisor. g. Meeting of advisors planned for formal training (September, 2002). h. Renovation of Campus Center for 2002-03. i. Adopt a freshman program implemented. 	<ul style="list-style-type: none"> a. \$40-50,000 To be developed with more specific plan development 	do	<ul style="list-style-type: none"> a. Accomplished. b. Accomplished. c. Accomplished. d. Accomplished. e. Accomplished. f. Accomplished. g. Accomplished. h. Accomplished. i. Not done. <p>These efforts resulted in the highest retention rates in recent memory between the fall and winter quarters building on the success of the 2002-03 year.</p>

<p>3. Create a campus culture that views student persistence as the responsibility of each employee.</p>	<p>a. Regular President's Reports emphasize this responsibility on a regular basis. b. First College Assembly of 2002-03 will emphasize. c. Advisor's Meeting planned by Ileana Douglas (September, 2002). d. President send notes of appreciation to those doing special work in persistence. e. Meals with the students by employees. f. All Student Services Directors/Deans contact students on a regular basis. At-risk students are targeted at beginning and middle of each quarter. Strategies/discussions/agendas center around retention/persistence at Student Service meetings. g. Pre-vespers will be held in academic departments.</p>	<p>No budget cost beyond current budget.</p>	<p>All (do)</p>	<p>a. On-going. b. Accomplished. c. Accomplished. Resulted in the largest increases in student satisfaction in the Noel-Levitz study. d. On-going. e. On-going. f. On-going. g. On-going.</p>
<p>4. Develop an inviting, attractive student center where students can interact with each other on a casual basis.</p>	<p>a. Initial ideas discussed in spring, 2002 by retention coordinators and others. b. Appointment of committee to renovate Campus Center. c. Campus and volunteer efforts to accomplish renovation by beginning of 2002-03 school year. d. Appointment of Director of Student Activities in a restructured Student Services department. e. Campus Center programming will occur 7 days a week with a Sabbath "Breakfast Club," evening, and weekend programming.</p>	<p>Phase I of renovation will cost \$15,000 as donated by Amabel and Eric Tsao. Phase II could possibly cost \$25,000.</p>	<p>lp</p>	<p>a. Accomplished. Further renovations have occurred through the summer and into this school year with the addition of The Grind and blinds for the west windows. We want to do Phase II!! b. Accomplished. c. Accomplished. d. Accomplished. e. The Campus Center is open daily from 8:30 a.m. to Midnight. It is open on Friday nights after vespers until 11:00 p.m. and Saturday mornings for Breakfast Club (breakfast and Sabbath School/Bible study) and Saturday nights after Sundown until 1:00 a.m. Freestyle is a new student talent show being done monthly. Campus Center is too small due to the popularity of this event.</p>
<p>5. Continue to enhance student service areas such as residence halls, counseling, food services, public safety, affinity groups, social events programming, and spiritual climate.</p>	<p>a. All departments to have online sites for ease of access. b. Appointment of Director of Student Activities will help increase programming and activities for all departments. c. The renovated Campus Center will continue to bring enhancement to the social and spiritual life of students at PUC. d. An Activities Committee will be appointed in September, 2002.</p>	<p>Funds need to be added for additional programming. Minimum of 5,000 needs to be allocated for current year. Additional \$10,000 for next year.</p>	<p>lp</p>	<p>a. Most Student Service areas have web sites up and running on the PUC website. Orientation/Registration website has assisted new and returning students. Additional sites under consideration are: Parent Site, Resource Site, Alcohol.edu site, etc. b. Director was hired November, 2002 c. CC is open daily and Director is adding new and different programming. See # 4 above. d. Student Life and Ministries is working on 4 goals in student life. CC Director is working with small social committee on new programming ideas such as Freestyle.</p>

<p>6. Continue to strengthen such support areas as Enrollment Services, Records Office, Student Finance, and the College Bookstore.</p>	<p>a. Bob Norton will present seminars to support area employees on improving customer satisfaction. b. Various joint/cross departmental meetings have been called to solve issues such as access to departments, hours available, etc.</p>	<p>Norton will provide seminars on a negotiated basis</p>	<p>All</p>	<p>a. Norton presented required seminars for all employees. Noel Levitz indicates PUC has done much better in the area of service excellence this year. A spring survey will be prepared by Norton. In 2004 a solution was found for one-stop shopping in Graf Hall. A designer was procured. The project will be completed in the summer, 2004, combining into one area Enrollment Services, Financial Aid, Registrar, and a Cashier's window. b. Departments have met, agreed upon extended hours, access issues, etc. This will be ongoing depending on issues.</p>
<p>7. Feature strengths of campus diversity while concurrently assisting students from international and culturally diverse backgrounds to find identity within the campus.</p>	<p>a. Orientation and first week of school will celebrate and invite membership to all clubs, societies, and groups. The Dining Commons will be the center for these activities. b. Activities, weeks of emphases, and specified weekly community convocations will feature diversity and cultural identity.</p>	<p>No additional cost anticipated.</p>	<p>lp</p>	<p>a. Accomplished. a. On-going. Just completed annual International Talent show. Huge success. Additionally we will have three weekend emphasis: Asian Awareness, Black Awareness, and Hispanic Awareness. This will be in conjunction with Colloquy, Vespers, and Church.</p>
<p>8. Provide an academic curriculum connection between student persistence and one or more General Education courses for freshmen within existing courses to deal with issues that could lead to student departure.</p>	<p>a. Initial ideas will be developed by retention coordinators. b. ASGE Committee will discuss interdisciplinary approaches. c. A faculty task force will be appointed on how to incorporate retention aspects into the curriculum with report in winter, 2003. d. To create a Teaching and Learning Center.</p>	<p>To be determined. \$100,000</p>	<p>id, do</p>	<p>a. Accomplished. b. Under discussion. c. Advisory Council for students in academic probation was appointed. d. Plans are on the way to open this center in September 2004.</p>
<p>9. Respond to all individual inquiries from students and constituents within 24 hours and no more than five working days if a committee response is needed.</p>	<p>a. President's Reports will emphasize throughout the year. b. Colloquy business agenda will focus on this goal (September, 2002). c. Students and parents will be informed of this goal (September, 2002). d. Part of Bob Norton's contract will include a major emphasis on customer service with training of all employees during pre-week of school. e. Training of all desk workers, RA's, and Student Service employees will focus on customer service, one stop, "what more can we do." f. Norton will present Weekly Convocation on October 10 to inform students of what they</p>	<p>\$6,000 of Norton's contract will focus on customer service.</p>	<p>All (do)</p>	<p>a. On-going. b. Accomplished. c. On-going. d. Accomplished. e. On-going. f. Accomplished. g. Noel-Levitz results show great improvements in service. A survey will be given at the beginning of Spring Quarter in consultation with President Osborn, Bob Norton and Rosemary Collins. h. On-going.</p>

	<p>should expect from employees.</p> <p>g. Quarterly analyses will be done to see how well PUC is doing in responding.</p> <p>h. Regular affirmation in accomplishing this goal will be given. Administrative follow-up will take place with those not following this mandate.</p>	No cost	id	<p>a. In progress.</p> <p>b. Some improvement has been accomplished.</p> <p>c. They are used for this purpose.</p> <p>d. Great accomplishments in this area. Academic Advising Workshop and Academic Advising Handbook demonstrated to be effective tools to enhance this area.</p> <p>e. On-going. The evaluation instruments are administered in the spring quarter. A report is prepared and sent to faculty and Chairs of departments.</p>
<p>10. Provide students with regular feedback on class performance.</p>	<p>a. The Academic Dean will promote among faculty members a timely return of written work and tests.</p> <p>b. Teachers will be encouraged to post grades every week for feedback.</p> <p>c. Mid-term grades will provide regular feedback.</p> <p>d. Individual meeting for advising will be strengthened to advise student about their progress.</p> <p>e. Students will be given evaluation forms of advisors to make sure advisors are carrying out their responsibilities.</p>	No cost	id	<p>a. In progress.</p> <p>b. Some improvement has been accomplished.</p> <p>c. They are used for this purpose.</p> <p>d. Great accomplishments in this area. Academic Advising Workshop and Academic Advising Handbook demonstrated to be effective tools to enhance this area.</p> <p>e. On-going. The evaluation instruments are administered in the spring quarter. A report is prepared and sent to faculty and Chairs of departments.</p>
<p>11. Improve performance gaps as identified in the annual results of the Noel-Levitz Student Satisfaction Inventory.</p>	<p>a. The Noel-Levitz Student Satisfaction Survey will be administered annually to an appropriate sample group.</p> <p>b. Performance gaps will be analyzed by the Vice President for Student Services with results presented throughout the campus.</p> <p>c. Additional departmental surveys will be developed to assist in ensuring student satisfaction and in meeting WASC goals of assessment.</p>	Survey already included in budget.	All	<p>a. Survey for 2002-03 and 2003-04 was administered.</p> <p>b. Gaps were analyzed by Vice President and presented to appropriate groups. See Annual Report 2004 for latest details regarding student satisfaction. Annually, numbers have noted that students are more satisfied each year with their overall experience at PUC.</p> <p>c. A three year comparative chart regarding performance gaps will be presented to faculty, staff, and board.</p>
<p>12. Strengthen access for potential students through effective marketing, financial assistance, and career counseling.</p>	<p>a. Current marketing efforts will continue while new Marketing Plan is completed.</p> <p>b. Financial Aid Office will continue meeting student needs on a regular basis.</p> <p>c. Career Counseling will take place at the academy/recruitment level.</p> <p>d. Orientation will include required career testing for future follow-up with counselor and academic advisor.</p>	Included in regular budget.	jc, lp, do	<p>a. On-going.</p> <p>b. On-going.</p> <p>c. Accomplished at campmeeting in summer, 2002.</p> <p>d. Many departments invite Counseling/Career Center to assist in testing freshmen.</p>

GOAL 4. STRONG FACULTY AND STAFF RETENTION/RECRUITMENT					
We will be known for our outstanding faculty/staff who have such high morale and commitment to Christian education and the college that they will want to remain as employees, thereby making recruitment of new college family members an easier task.					
GUIDING STRATEGIES	IMPLEMENTATION STEPS	BUDGET	RESPON-SIBILITY	PROGRESS	
1. Continue implementation of increased pay for faculty.	a. New plan voted in 1999 will continue to be implemented.	To be determined	jc	a. Phase Three of plan has been implemented.	
2. Receive approval from county authorities to provide land for affordable housing for employees, where they may continue to live, even after retirement.	a. Land & Facilities master plan approved by Board. b. Submit master plan to Napa County. c. Master plan approval by Napa County with target date of March, 2003. d. Create design and funding plan. e. Work closely with Northern California Conference and Adventist Health Systems to help meet their needs. f. Implement as housing is needed.	To be determined	jc	a. Accomplished. b. Napa County is continuing to process planning issues with the College. c. Target date will not be met. d. On-going. e. Accomplished with no resolution yet. f. On-going.	
3. Increase by 15 percent the number of faculty holding doctorates through sponsored graduate study leave and recruitment of individuals already holding a doctorate.	a. Continue increasing the number of Ph.D's on campus. b. Revise Graduate Studies Policy through Ad Council and Board.	In regular budget.	id	a. A total of 18 faculty members completed their PhD and two completed their MFA between 2002-2004. There are two in doctorate and master programs. b. Accomplished.	
4. Continue funding faculty sabbaticals as part of the regular budget and through the creation of endowments for faculty development.	a. A new sabbatical policy in effect since summer, 2001 provides for three sponsored sabbaticals each year. b. Donors will be encouraged to create faculty development endowments.	On hold due to financial challenges	id, jc	a. This policy has been put on hold due to financial constraints. b. In progress. The Bashir Hasso Chair in Middle Eastern Studies was given in the amount of \$500,000 with approval of an individual for the chair going to the PUC Board in May, 2004.	
5. Prepare a strategic plan for replacement of retiring faculty, as part of an academic master plan on what programs will be	a. A draft plan will be ready on September 16, 2002. b. A taskforce will be appointed by the Academic Dean to develop a plan to replace faculty.	To be determined	id	a. The academic department submitted their strategic plan. The Academic Dean and Associate Dean will prepare the comprehensive academic strategic plan 2002-2007. Target date is summer 2004. b. No progress.	

continued, strengthened, or discontinued.					
6. Create an environment of academic freedom in which the Adventist understanding of progressive revelation and truth can be pursued while respecting appropriate contexts for such exploration.	a. The President and Academic Dean will help create this environment in cooperation with Board leadership. b. Faculty meetings, department meetings, seminars & Capstone courses will help create this environment.	No cost.	id, do	a. On-going. The President has been invited to present a paper to the International Science & Faith Conference organized by the General Conference in August, 2004. b. On-going.	
7. Review on-campus governance and decision-making structures for opportunities to create greater efficiency and to facilitate better time management by administrators, faculty, and staff. The aim will be to foster a more cohesive and focused community that enjoys the benefits of good relationships between all campus entities.	a. Reduce the number of academic committees. b. Maintain Rank & Tenure, Faculty Development, ASGE, CECOM, and Academic Senate as the base of academic decisions.	No cost.	id, do	a. Summer Session Committee was eliminated in 2002-2003, and Academic Ways & Means was eliminated in 2000-2001. Strategic Plan Committee eliminated 2004. b. On-going.	

GOAL 5. FINANCIAL STABILITY

We will operate from a position of long-term stability and annual economic balance.

GUIDING STRATEGIES	IMPLEMENTATION STEPS	BUDGET	RESPONSIBILITY	PROGRESS
1. Achieve close partnerships between departments, streamline business processes, and standardize operations.	a. BPR Consultant reviews business processes. b. Create proposed new processes. c. Review with department leaders. d. Recommend changes to Ad Council. e. ROC committee completes project. f. DOCS continue to address issues. g. Various committees should include all related departments: i.e. Summer Groups, Health Club, Social activities, Student Life and Ministries with intentional	To be determined	All (jc)	Administration is planning to create a student service center combining the efforts of records, student finance and enrollment services. Quarterly evaluation of orientation, choices, chapels, programming on campus. Many departments are involved in these endeavors. Roc Committee continues to meet regularly with a focus on cross departmental issues. They have been

	steps/invitations/communication occurring.		very effective in designing and supporting change efforts. A new Teaching and Learning Center will be opened by the fall of 2004.
2. Establish benchmark target goals for key financial areas based on similar colleges in such areas as staffing, fundraising expenses, maintenance and operation costs, and building efficiency.	College has voted academic efficiency goals in 1998. Additional benchmarks have been established for other areas of the college.	jc	a-d. Benchmarks are being used to inform decision making.
3. Maintain vigilance on all expenditures.	President and V.P. for Finance continually emphasize to campus that only essential expenditures will take place. The budgeting process on-campus and with the Board will focus on vigilance in regard to finances. A purchase requisition process will be strictly enforced. A business process re-design will be on-going.	All (jc)	a. On-going. b. On-going. c. Accomplished. d. On-going.
4. Achieve a student:faculty ratio of 13 to 1 for 2002-03 and 15 to 1 for 2003-04 or through equivalent financial reductions.	a. Continuous focus will be placed on achieving these goals by evaluating the need for certain majors, freezing teaching positions, re-evaluating faculty positions, analyzing loads, not offering courses to less than 5 students when possible, and by targeting efficiencies.	id	a. The student/faculty ratio was increased from 11.86 to 14.11 to 1. The 15:1 ratio is yet to be accomplished.
5. Maximize the use of college land, buildings, and assets to further the mission of the college.	a. Review elements of 2000 master plan and identify key assets that are not critical to mission. b. Appoint Asset Management Committee to prepare report in fall, 2002. c. Board will consider report in December, 2002. d. Begin implementation of Asset Management report by hiring a consultant to review and revise master plan to be submitted to the county for ratification. e. Focus on "real difference" solutions such as meaningful relationships with people which do not cost money.	All (jc)	a. Completed. b. Accomplished. c. Accomplished d. County is actively working with PUC. e. College has implemented a customer service training program for employees.

<p>6. Budget a realistic amount of student financial aid that will result in an increase in the number of students able to attend college.</p>	<p>a. Focus on scholarship gifts in fund raising. b. Maximize use of current programs. c. Plan more seminars.</p>	<p>26.5% of tuition is budgeted PUC funded grants and scholarships for 04-05.</p>	<p>jc, iv, do</p>	<p>a. On-going. b. On-going. c. Prospective students are assisted in understanding all options and given help in applying for scholarships and aid. PUC organized seminars throughout the Pacific Union for parents during 2003-04.</p>
<p>7. Repay half of all external operating debt within five years.</p>	<p>a. Goal one – stop the losses – increase enrollment. b. Restructure debt payment program. c. Sell enough assets to reduce debt level.</p>		<p>jc</p>	<p>a-c. Progress has been made on each issue.</p>
<p>8. Build a cogeneration plant by 2004.</p>	<p>a. Final analysis and financing proposal authorized by Board:</p>	<p>Project to be financed.</p>	<p>jc</p>	<p>a. Information is available for a final decision by the board in May, 2004.</p>

Appendix D Programs and Majors Discontinued

**ACADEMIC ADMINISTRATION
2001-2006**

Art	Art History, B.A. Digital Film Production, B.S.
Behavioral Science	Behavioral Science, B.S.
Biology	Medical Technology, B.S.M.T.
Business	Administrative Service, B.B.A. Business Education, B.S. Long-term Health Care, B.S. Fashion Marketing, B.B.A.
CAPE	Criminal Justice, B.S.
English	English as a Second Language (ESL) Program
Exercise Science, Health & Nutrition	Foods & Nutrition, A.S. and B.S. Physical Education with Emphasis in Commercial Fitness Management, B.S.
Family & Consumer Science	Family & Consumer Service, B.S. Teaching Credential Fashion Merchandising, A.S. Fashion Merchandising, B.S. Residential Interior Design, A.S. Residential Interior Design, B.S. Foods & Nutrition, A.S. and B.S.
History	History and Government, B.S.
Music	Piano Pedagogy, A.S.
Technology	Design Engineering Technology, B.S. Electronics Engineering Tech., B.S. Engineering Tech., A.S. Manufacturing Engineering Tech., B.S. Engineering Tech.: General, B.S. Engineering Tech.: Robotics, B.S. Robotics, A.S. Engineering Tech.: Transportation, B.S. Industrial Tech.: Manufacturing, B.S.

Industrial Tech.: Transportation, B.S.
Industrial Tech. & Mgmt.: General, B.S.
Graphic Technology, B.S.

Note: With the exception of the minor in Art History, all minors of discontinued majors have been dropped.

Academic Departments Eliminated

- Liberal Studies 1999-00
- Family & Consumer Science 2001-02
- Extension Division 2001-02 (CAPE Restructure)
- Merger Art & Technology Fall 2004
- Continuing & Professional Education Structure Winter 2005

Discontinued

- BSM Adult Program housed in the Business Dept. February 2005
- ECE Adult Program housed in the Education Dept. February 2005
- BSN Program in the White Memorial Hospital (WMMH) June 2006

New Academic Programs Approved by Academic Senate and the Board of Trustees

- Public Relations/Journalism B.S. (2002)
- Major in Exercise Science B.S. (2004)
- Major in Psychology B.S., B.A. (2004)
- Emphasis A, Psychological Science
- Emphasis B, Psychological and Culture
- Italian Minor (2004)
- Drama Emphasis (2004)
- Television and Film Production (2005)
- Graphic Design B.S. – with three Emphasis (2005)
- Design
- Illustration
- Web
- International Communication with Emphasis in Italian (2005)
- Music A.S. (2003) – Emphasis: General, Church & Piano Pedagogy
- Religion Major B.A. - with Four Emphasis and one Minor (Winter 2006)
- Biblical Studies
- Theology and Christian History
- Health Professions
- Philosophy and Ethics
- Minor Biblical Language
- History B.A. (2006) with 2 Emphasis
- American History
- European History
- A revised Master of Education in Teacher Leadership (2004-05)

Academic Programs Change of Name

- Digital Video Technology was changed to Television and Film major (2005)
- Master of Education was renamed Master of Education in Teacher Leadership (2005)
- Television and Film to Film and Television (2006)

Name Change of Academic Departments

- Behavioral Science to Psychology & Social Work (spring 2004)

The name change better represents the departmental academic offerings

- Art to Visual Arts (spring 2005)

This name change was a result of the merger of Art and Technology Departments

- Physical Education to Exercise Science, Health & Nutrition (2001). To house the Nutrition courses when the Family and Consumer Science Department was closed.

Appendix E: Academic Department Program Review

Instructions

(2006 Revision)

Curriculum and Efficiency Committee

Pacific Union College

I. Introduction

As stated in the Faculty Handbook, “the goal of the program review is to assess all aspects of a department’s strengths and weaknesses, and formulate plans for the future that would enhance its contribution to the overall mission of the College” (II-18).

The review process, conducted every five years, involves the self-analysis of the department against the sounding board of the Curriculum and Efficiency Committee. Some of the effects of the review process should be enhanced quality, updated programs, better coordination of programs with other departments, realistic long-term goals, optimal use of resources, and new ideas on how better to enhance PUC’s mission. The PUC Academic Master Plan and the Strategic Planning Committee have expressed some broad curricular goals. The role of the Curriculum and Efficiency Committee in these matters may be summarized as follows:

- A. To explore with departments what they are trying to achieve and how their goals fit into the goals of the institution.
- B. To review and revise a vision of academic quality and to explore with departments how well and efficiently they are achieving their purposes
- C. To examine with departments the evidence that supports or challenges their conclusions in these matters.

II. The Role of the Department

The department is responsible for the actual program review. The review is primarily a self-evaluation and results in a document describing the department. This document should address at least the following areas:

A. Mission and Goals

- 1. Statement of departmental mission and goals
- 2. Rationale for any change from previous departmental mission and goals
- 3. Relationship between the department’s mission and PUC’s mission and goals

B. Academic Program

- 1. Majors and degrees offered
- 2. Educational goals for each major
- 3. Copies of the most recent reports from accrediting bodies
- 4. GE/lower division/upper division courses
- 5. Criteria used in your department to designate courses as 100 level, 200 level, 300 level or 400 level

-
6. A grid of courses and majors: which courses are used in which majors and how these selections match the department's strategic plan
 7. Service courses to other departments
 8. Explain or justify courses that
 - a. have not been taught since the previous program review
 - b. overlap with those of other departments
 - c. are listed jointly with other departments
 - d. should be taught less frequently
 - e. have chronically low enrollments
 - f. are remedial or college prep in nature

C. Evidences of Academic Quality

1. Curriculum comparisons with other colleges of comparable size and mission
2. Curriculum comparisons with national norms
3. Examples of how courses address major educational goals
4. Outcome assessment: scores from GRE, MFAT, or departmental instrument (If the instrument does not have national norms, how is its validity determined?)
5. An explanation of how the results from learning outcomes assessment are used to evaluate achievement of major and departmental educational goals
6. Sampling of course syllabi

D. Faculty

1. Preparation and degrees of the department's faculty
2. Academic activities not directly related to teaching
3. Professional development plans and activity of the faculty
4. Teacher load forms

E. Outlook for Students

1. Enrollment patterns in other institutions for these majors and degrees
2. Employment outlook for graduates
3. Tracking of graduates

F. Response to Previous Program Review Recommendations

1. Include how the department has responded to each of CECOM's recommendations from the previous program review.

G. Departmental Strategic Plan

1. The department's strategic plan, possibly updated in light of the items above
2. Include the vision for the curriculum in five to ten years
3. Include an assessment of the implementation of the department's previous strategic plan.

III. The Role of CECOM

In addition to the department's program review document, CECOM will collect the following information to forward to the department.

- A. Items generated by offices responsible for institutional research

-
1. Numbers of majors and graduates
 2. Class sizes (class sizes that are very small or very large)
 3. Student/teacher ratios
 4. Senior comprehensive test scores
 5. Direct expenses
 6. Productivity ratio
 7. Cost per major in the department
 8. Grading statistics for the department (Is grade inflation evident?)
 9. Retention of majors
 10. List of all classes taught in the last five years
 11. Contact hours
 12. Indirect expenses

B. Items on file in departmental offices or available from the Academic Dean's office

1. Department's previous strategic plan from the Strategic Planning Workbook
2. Student evaluations (departmental averages only) in recent years.
3. Course syllabi
4. Previous program reviews
5. Recommendations from CECOM

IV. Steps in the Process

- A. The department receives academic program review instructions.
- B. The department provides the dean's office with a complete draft of its review one week prior to an appointment with the dean, who will give the initial reaction to the department.
- C. Ten copies of the review (reworked if necessary and signed by every member of the department) then go to CECOM members for individual reading.
- D. The chair is invited to CECOM for a discussion of the review. Following the initial discussion process, CECOM drafts preliminary commendations and recommendations. The department is given a chance to respond in person or in writing. This step may be repeated as needed.
- E. CECOM sends a final copy of its commendations and recommendations to the department chair who, if so desired, has one week to submit a response to accompany CECOM's commendations and recommendations when they are presented to the Academic Senate.
- F. The Senate votes on the commendations and recommendations of CECOM. The review document itself, both in hard copy and electronic form, is kept permanently on file in the dean's office and is available for review by other departments.
- G. Academic Senate's response is presented to the Academic Dean who then works with the rest of the administration to address the recommendations.

H. The Academic Affairs Committee of the PUC Board reviews the commendations and recommendations of CECOM and Academic Senate's response to them. Committee members vote on the document and then send their report to the full Board for final approval.

V. Professional Program Reviews

Departments that prepare reports for external accrediting agencies are provided with an alternative to the standard Academic Department Program Review. This Professional Program Review should include the following:

- A copy of the external accreditation self-study
- Historical background of the program
- Enrollment and constituency
- Professional activities shared by the staff / staff productivity
- Credit hours generated per faculty member
- Income
- Contribution to overhead
- Number of small sections
- Student/faculty ratio
- Total cost of the program
- Projections: Where will the program be five years from now?
- Teaching loads

VI. Guidelines for Proposing Name Changes in Departments

A. Rationale for Name Changes

- Departments are merged due to budget constraints or the elimination of departments or majors.
- The name of the department does not accurately reflect current curriculum.
- The name does not reflect currently accepted terminology in the discipline.

B. Guidelines for Proposing Name Changes

- Ordinarily any proposed change in the name of a department will be an outgrowth of the regular Department Review. In exceptional cases, proposals can be considered in intervening years by submitting them in the context of the annual catalog revision process.
- Documentation for the proposed name change should include:
 1. Research on what other institutions of higher education are doing, including North American Division colleges and universities
 2. External consultant input – when budgets allow
 3. A department statement based on the current or recommended orientation or direction of the curriculum; i.e., a statement addressing how the proposed name change reflects the department's current or proposed course offerings and its identity
 4. Input from students currently enrolled in the department.

C. Procedure for Approving Proposed Name Changes

Departments will initiate changes which will then be reviewed by the appropriate academic and administrative bodies in the following sequence:

-
- Curriculum and Efficiency Committee
 - Administrative Council (for information only)
 - Academic Senate
 - Academic Affairs Committee of the Board of Trustees
 - Full Board of Trustees

Note: The Academic Department Program Review Instructions were first approved by Academic Senate in May, 2001. Section IV was revised in April, 2003. The Introduction as well as Sections II-C, II-F and II-G were revised in May, 2005. Section V, Efficiency Reports, was approved in 2003-2004 and became effective in the 2004-2005 school year. The Guidelines for Proposing Name Changes in Departments were approved by the Curriculum and Efficiency committee in February, 2005 and approved by Academic Senate in March, 2005.

Committee Members for the 2003 revision:

Faculty: Marilyn Glaim, Chair; Joel Lutes, Marvin Mitchell, Marie Pak, Leo Ranzolin, Richard Rockwell

Administrators: Bill Cochran, Ileana Douglas, Susi Mundy

Committee members for the 2005 revision:

Faculty: Leo Ranzolin, Chair; Monte Butler, Paul McGraw, Marvin Mitchell, Bill Price, Steve Waters

Administrators: Bill Cochran, Ileana Douglas, Susi Mundy

Committee members for the 2006 revision:

Faculty: Leo Ranzolin, Chair; Dave Bell, Monte Butler, Lynal Ingham, Paul McGraw, Steve Waters

Administrators: Bill Cochran, Ileana Douglas, Susi Mundy

Appendix F: Academic Program Review Schedule 2000-2010

<i>DEPARTMENT</i>	<i>MOST RECENT REVIEW</i>	<i>NEXT SCHEDULED PROGRAM REVIEW</i>
Aviation	2004-2005	2006-2007
Biology	2004-2005	2009-2010
Business	2000-2001	2007-2008
CAPE	2002-2003	<p>CAPE Programs Discontinued Winter 2005</p> <ul style="list-style-type: none"> • BSM now reviewed with Business department (2007-2008); • ECE now reviewed with Education department (2007-2008)
Chemistry	2002-2003	2008-2009
Communication	2000-2001	2007-2008
Computer Science, Math & Physics	2004-2005	2009-2010
Education	2004-2005	2007-2008
English	2003-2004	2008-2009
Exercise Science, Health & Nutrition	2001-2002	2007-2008
Family and Consumer Sciences	2001-2002	Program discontinued 2002 elements merged with Exercise Science, Health & Nutrition and Education departments.
History	2000-2001	2006-2007
Honors Program	2001-2002	2006-2007
Library	2003-2004	2008-2009
Modern Languages	2003-2004	2008-2009
Music	2004-2005	2009-2010
Nursing: B.S.N	1999-2000	2008-2009
A.S. Degree	A.S. 2003-2004	2009-2010

Religion	2004-2005	2009-2010
Technology	2000-2001	Program discontinued 2004 elements merged to Visual Arts department.
Psychology & Social Work	2003-2004	2008-2009
Visual Arts	2005-2006	2010-2011

Appendix G: Description of Link+ and Other Library Enhancements

In 1999 the on-site book collection at the PUC Nelson Memorial Library was 130,683 volumes. At the start of the 2006-07 academic year we had 145,933 on-site volumes. During the 2005-06 academic year, PUC joined a consortium called Link+, which has 47 participating libraries with a combined book collection of 15 million volumes, increasing the volumes our students have access to by a factor of 100. These libraries are in California and Nevada and they lend to and borrow books from each other. Items arrive at the requestor's library in 2 to 4 days and can be held for up to 10 days. The loan period is 21 days with one renewal. Patrons may have 15 LINK+ transactions at any one time. There is no charge to request or borrow LINK+ materials.

Our electronic full text periodical subscription has grown greatly since 1999, while our paper subscription has gone down some and will continue to go down as more and more electronic resources become available. In 1999, we subscribed to 919 periodicals in paper format. Today, we have 812 periodical titles in paper. But we have access to literally thousands of titles, from 75 different electronic databases, most of them full text.

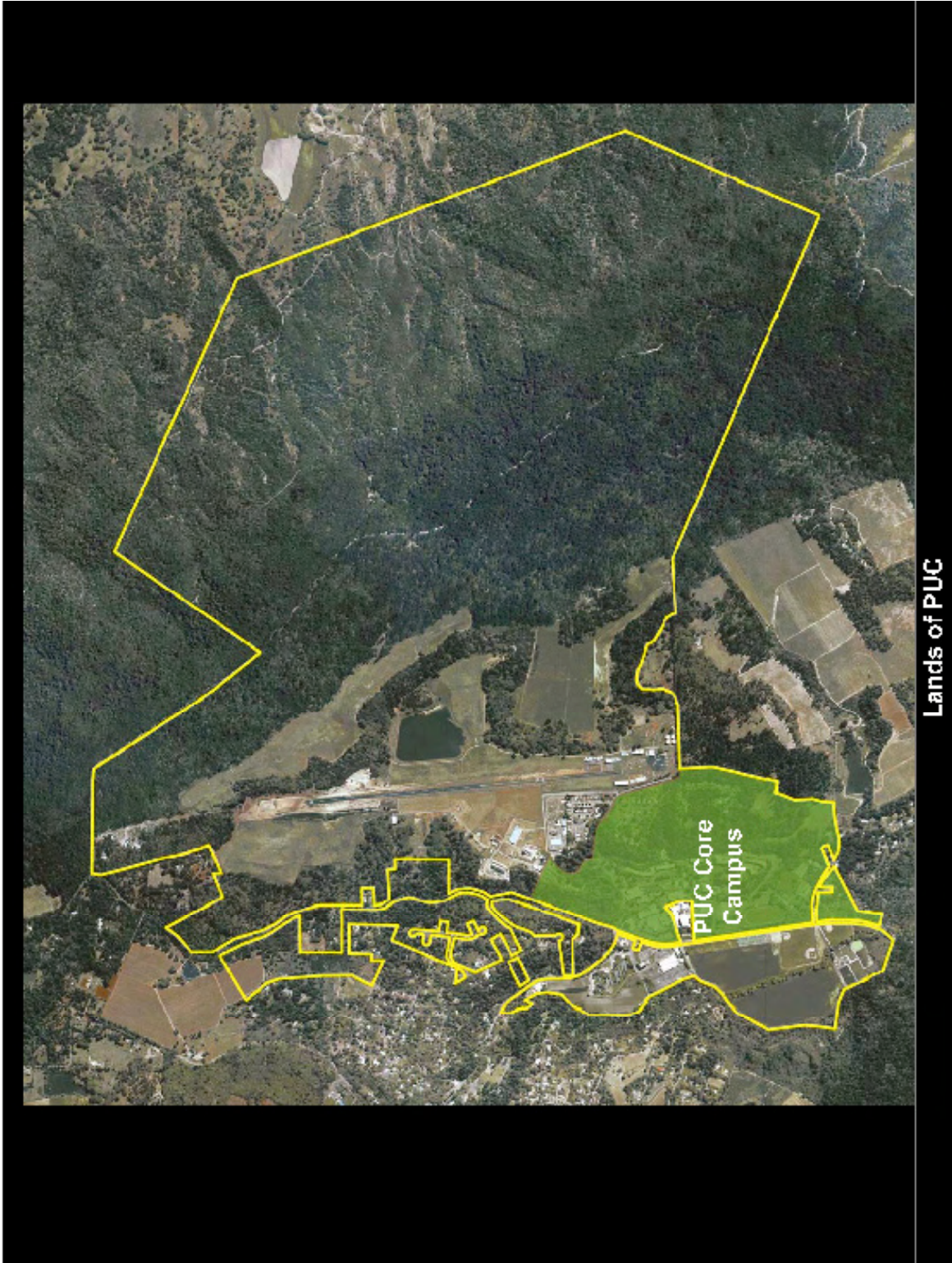
The Table below indicates the electronic resources we have added to our library collection since 1999. These can be accessed by PUC students, faculty and staff from anywhere via the Internet. The date of subscription is also indicated.

Database	Added	Comment
Access Science	2004-05	Full-text
American Chemical Society Journals	2004-05	Full-text
American History and Life	2003-04	
BioOne	2003-04	Full-text
Classical Music Library	2004-05	Digital music content
Columbia Granger's Poetry Database	2004-05	
Communication and Mass Media Complete	2004-05	Full-text
Contemporary Women's Issues	2003-04	
Education Full-text	2003-04	Full-text
Encyclopedia Britannica	2001-02	Full-text
Gale Virtual Reference Library	2006-07	Full-text
Health & Wellness Resource Center	2003-04	Full-text
Historical Abstracts	2003-04	
Lexis-Nexis Academic	2003-04	Full-text
Literary Resource Center	2005-06	Full-text
Literature Online	2003-04	Full-text
Opposing ViewPoints	2003-04	Full-text
Oxford Reference Online	2005-06	Full-text
Proquest Religion	2003-04	Full-text
Proquest Research Library	2003-04	Full-text
PsychArticles	2002-03	Full-text
PsycInfo	2002-03	

PUC - A Small Residential Liberal Arts College



	<u>Existing</u>	<u>Potential</u>
Enrollment	1,540	2,300
Faculty and Staff	320	380
Student Housing	1,226	1,840
Faculty/Staff Housing	134	193





Campus – Existing



Existing Heart of Campus



Proposed Heart of Campus – "The Glade"

Campus Improvements

Irwin Hall Wing at top of Mall

Heart of Campus – The Glade

Administration Building

Innovation Quad

Campus Mall & Springs

Library Expansion

Student Center Expansion

Amphitheater Improvement

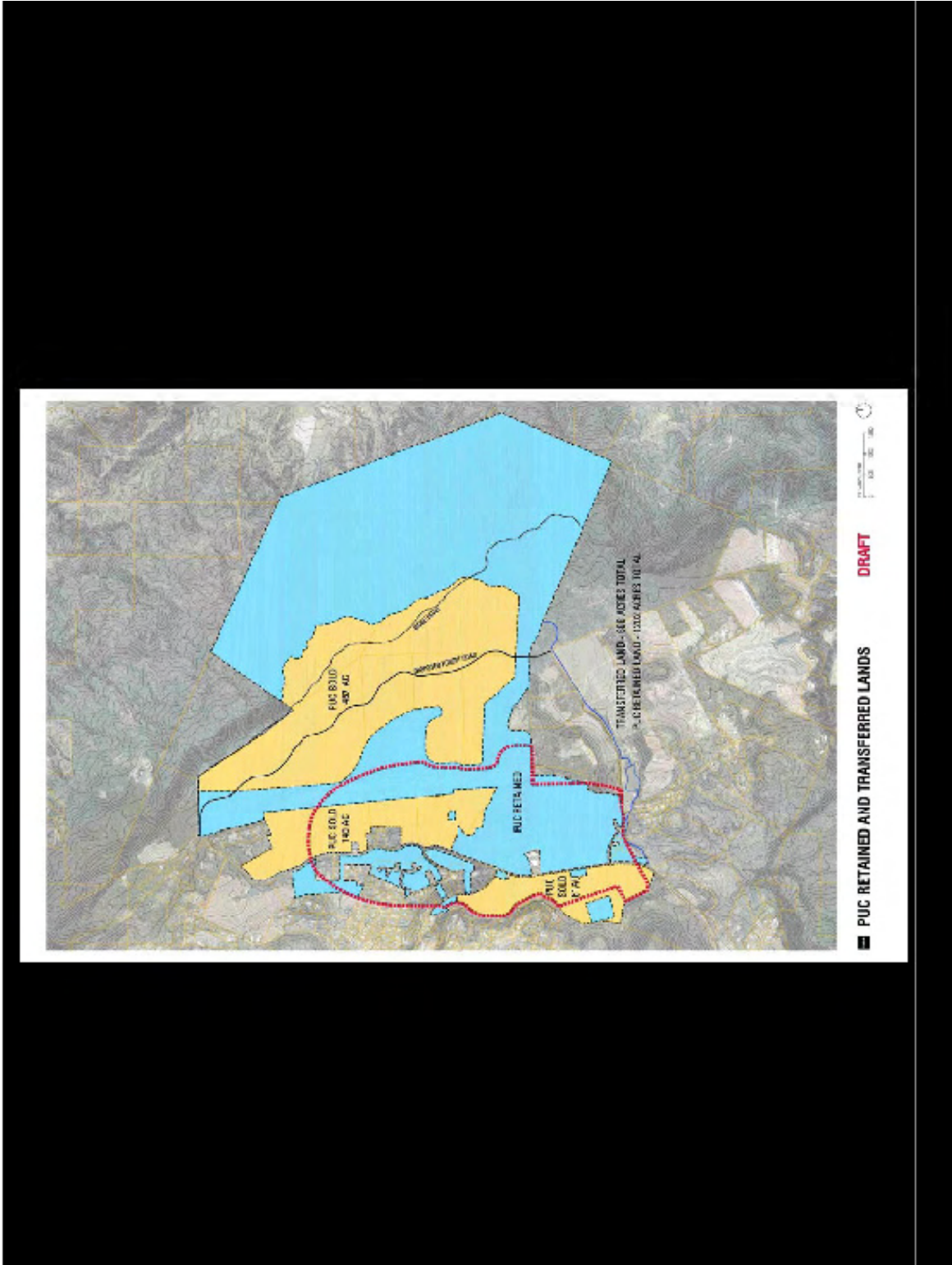
Field & Court Relocation



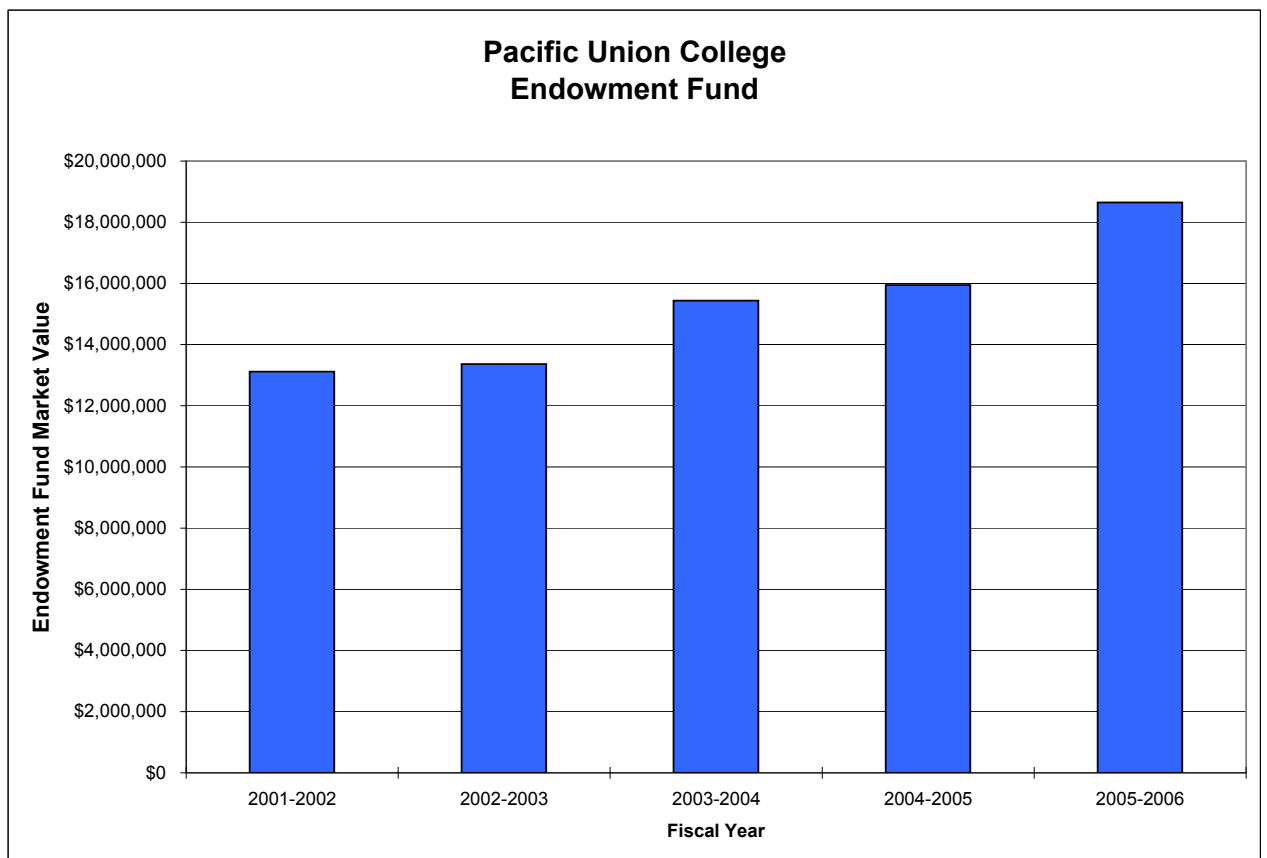
Campus Housing

59 new and
110 replacement units
Residence Halls





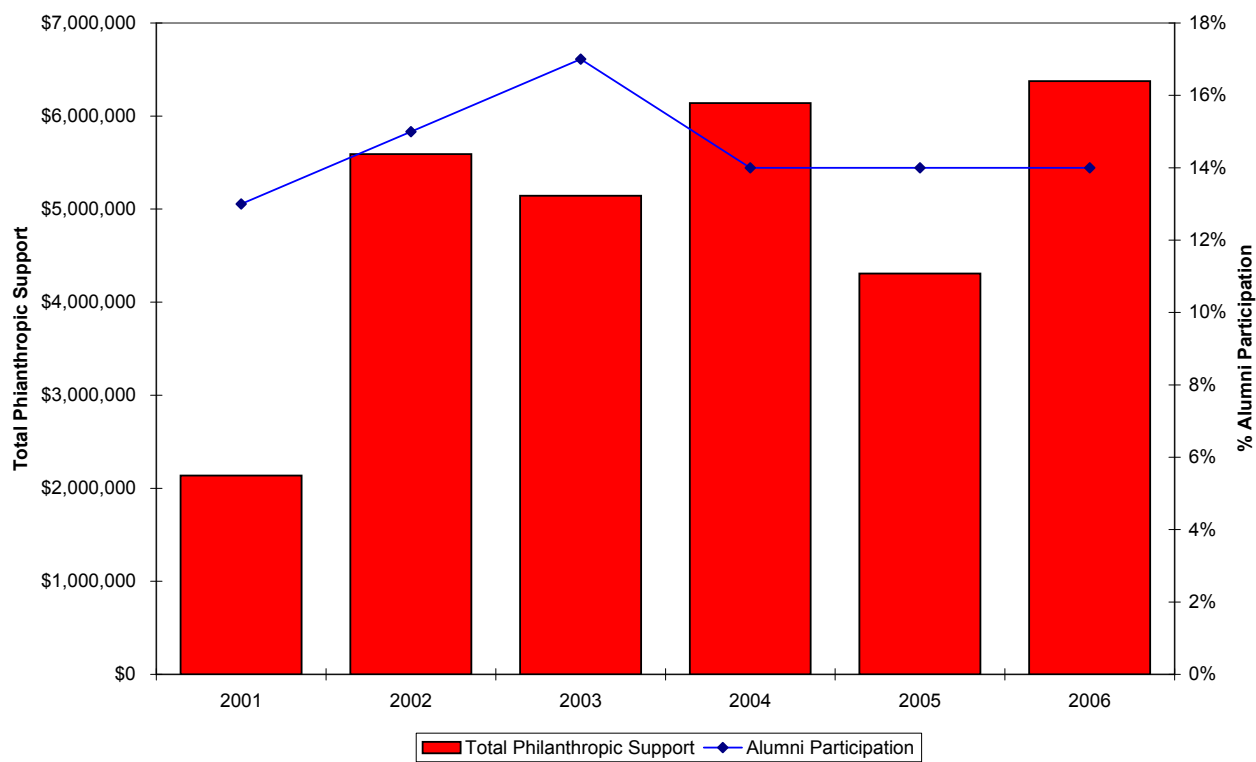
Appendix I: Endowment Chart



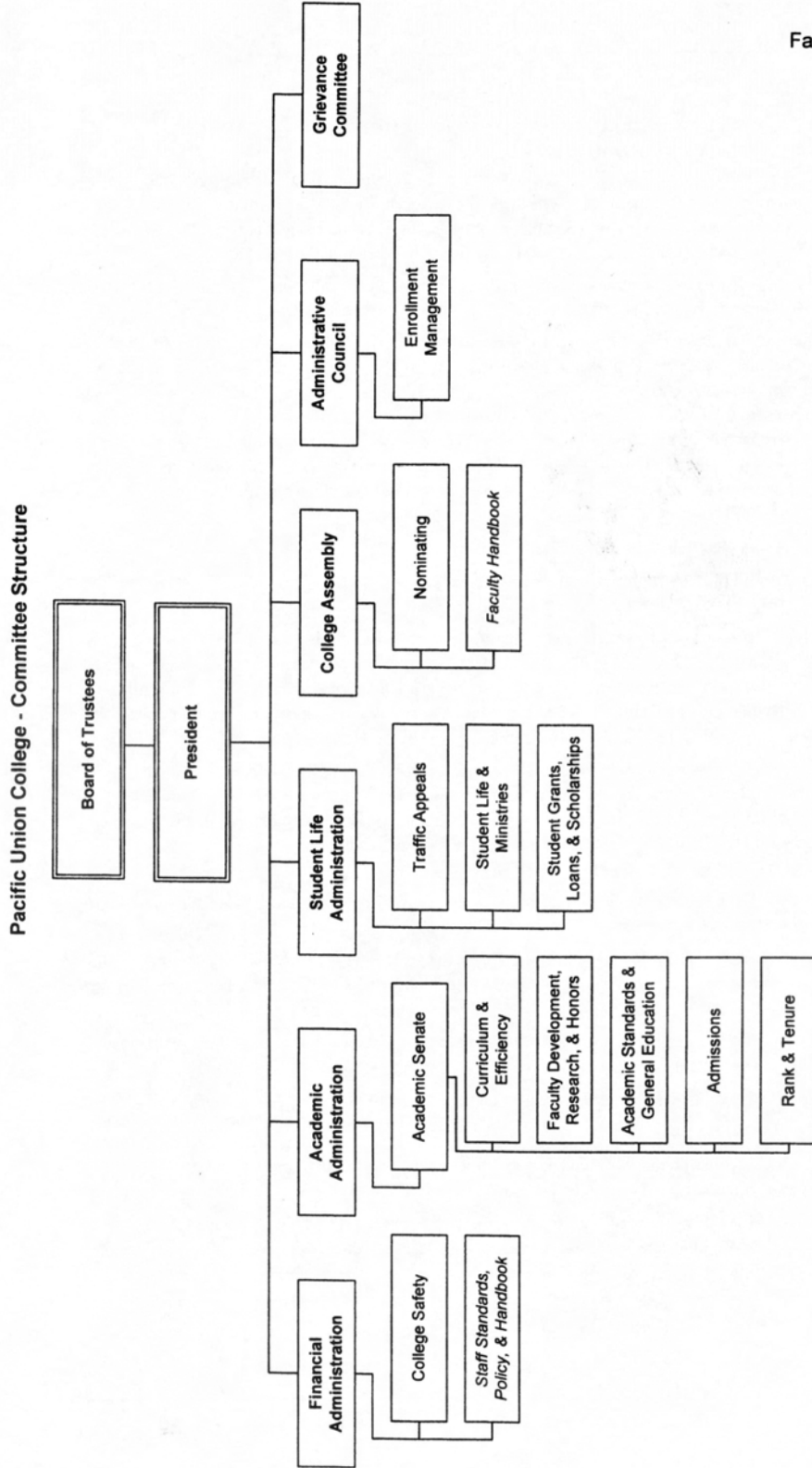
Appendix J 5 Year Philanthropic Chart

Chart1

Total Philanthropic Support: 2001-2006



Appendix K Chart of Governance System



Faculty Governance II-3

<p>SENATE</p>	<p style="text-align: center;">THE ACADEMIC SENATE</p> <p>Reports to: College Assembly, at least once per year on significant happenings. All actions of the Academic Senate may be considered final and need not be voted upon by the College Assembly. However, the College Assembly may reconsider or veto (by two-thirds majority vote) any action and/or give direction to the Academic Senate.</p> <p>Membership: Ex Officio: Vice President for Academic Administration, Registrar, chairs of all academic departments (as representatives of their departments), chairs of committees which report to the Academic Senate, director of Honors Program. Elected: Vice chair of Academic Senate, two upper-division students. Elected members serve a one-year term.</p> <p>Chair: Vice President for Academic Administration, who prepares the agenda, calls all regular and special meetings, and distributes the agenda to Senate members.</p> <p>Vice chair: Member of the teaching faculty with previous Academic Senate experience, not currently a department chair. The vice chair works in consultation with the chair, assists the chair in preparation of the agenda for each meeting, and serves as moderator when the Academic Senate is in session.</p> <p>Secretary: Registrar, who prepares and makes available the minutes of each meeting to the members of the Senate and to all other members of the teaching faculty.</p> <p>Regular Invitees: All vice presidents, associates in academic administration, and the Director of the Teaching and Learning Center.</p> <p>Frequency of Meetings: Regular meetings are usually held once per month during the school year at a time set by the Vice President for Academic Administration. Special meetings may be called by the chair or vice chair or by a majority vote of the members, allowing time for reasonable notice.</p> <p>Quorum: Three-fifths of the total membership.</p>
<p>Functions</p>	<ul style="list-style-type: none"> • To represent the College faculty in the conduct of its business. • To discuss and deliberate any item relevant to the academic program of the College.
<p>Announcements</p>	<p>Operating Procedures</p> <p>A maximum of five minutes of announcements at the beginning or end of each Senate session is permitted. All other announcements are to be in printed form for distribution with the agenda.</p>
<p>Agenda</p>	<p>Agenda items are to be submitted to the chair no later than seven teaching days before the Academic Senate meeting. The agenda is distributed to members no later than five teaching days before the meeting. This agenda must be accompanied by supporting documentation and arguments both pro and con.</p> <p>Late items or new business may be added to the agenda by a three-fourths Senate vote. Discussion of these may take place only after the regular agenda is completed. No final vote may be taken on significant items not on the published agenda.</p>
<p>Agenda Format</p>	<p>Any teaching faculty or staff member may request that an item be placed on the agenda, subject to the approval of the chair. If the chair does not approve, he/she may be overruled by a petition signed by five teaching faculty members.</p> <p>The first page lists the items to be discussed, and the following pages provide supplementary and supporting documentation for each item brought to the Academic Senate for consideration. The supplementary material contains the following:</p>

- A brief statement of the issue or problem that the proposed legislation is designed to cover.
- A short one-paragraph statement of the recommendation.
- A brief outline of the arguments, both pro and con, relative to the recommendation.
- A statement of the final vote of the committee submitting the proposal.
- A formal motion for the adoption or rejection of the resolution.

Significant items should be identified on the agenda by the chair or, for late items or new business, at the meeting.

No final vote may be taken on an item deemed to be significant during the meeting in which the item first appears on the agenda and is discussed. For significant items the discussion is to be continued at the next meeting which may not be held for at least one week. Any exception requires a three-fourths vote of the members present. At the request of a member, an item not declared significant may be reclassified by a one-fourth vote of the members present.

Significance of Items

<p>CECOM</p>	<p>STANDING COMMITTEES OF THE ACADEMIC SENATE</p> <p>CURRICULUM AND EFFICIENCY COMMITTEE</p> <div style="border: 1px solid black; padding: 5px;"> <p>Reports to: Academic Senate.</p> <p>Membership: Ex Officio: Vice President for Academic Administration, Registrar, Director of E and Fiscal Services (voting members), <i>Catalog</i> editor (non-voting member). Elected: Six faculty members, two from each of the three categories of the faculty.</p> <p>Term: Four years.</p> <p>Frequency of Meetings: Typically weekly, plus extended meetings as necessary.</p> </div>
<p>Functions</p>	<ul style="list-style-type: none"> • Assist departments in conducting a departmental review, resulting in an updated strategic plan. The goal of a program review is to assess all aspects of a department's strengths and weaknesses, and formulate plans for the future that would enhance its contribution to the overall mission of the College. • Present each reviewed department's updated strategic plan to the Academic Senate with the committee's response to the new plan. This will then be used by various committees in evaluating changes involving the department. • Monitor the development and quality of courses, programs, and majors in light of departmental strategic plans. The committee occasionally meets with each department chair to dialogue on the progress of the department. • Study the academic quality and financial efficiency of the total academic program at each academic department, considering such items as: <ol style="list-style-type: none"> a) Academic efficiency, teacher loads, productivity, student-teacher ratios, size/sections, program redundancies, and scheduling. b) Financial efficiency, costs per student hour generated, class size break-even point, and equipment needs. c) Establishment of reasonable efficiency and productivity goals for the department through a comparison with other departments, other campuses, and long-term trends. d) Quality improvement. • Review all graduate and undergraduate programs, including majors, minors, and courses that appear in the <i>Catalog</i>. It is assumed that the <i>Catalog</i> editor will handle minor changes without bringing them to the committee. • Distribute portions of the academic equipment budget.

FACULTY DEVELOPMENT, RESEARCH AND HONORS COMMITTEE

Reports to: Academic Senate.

Membership:

Ex Officio: Academic Administration designee (secretary).

Elected: Five teaching faculty.

Term: Four years.

Frequency of Meetings: Typically once a month.

- Encourage and reward faculty excellence through recognition programs (e.g., Educator of the Year, Meritorious Service Award) and by providing resources on teaching and learning.
- Formulate and administer an annual plan for general faculty development in consultation with the Vice President for Academic Administration.
- Review sabbatical and research proposals and encourage scholarship through available funds.
- Facilitate faculty discussion of problems and innovations concerning the teaching professional in higher education.
- Assist faculty members by providing resources that will enable development of their professional skills.

**FACULTY
DEVELOPMENT,
RESEARCH &
HONORS**

Functions

<p>ASGE</p>	<p>ACADEMIC STANDARDS AND GENERAL EDUCATION COMMITTEE</p> <p>Reports to: Academic Senate.</p> <p>Membership: Ex Officio: Vice President for Academic Administration, Registrar (secretary). Designee: Student representative from Student Senate. Elected: Five teaching faculty, including at least one from each of the three categories.</p> <p>Term: Four years.</p> <p>Frequency of Meetings: Weekly.</p>
<p>Functions</p>	<ul style="list-style-type: none">• Review and recommend changes in academic standards and policies relative to academic issues (e.g. admission and readmission; academic probation; grading; attendance; integrity and ethics; graduation requirements; granting of credit by transfer, examination, or off-campus study).• Evaluate and make recommendations regarding academic standards of the Honors Program, summer school, degree completion programs, and off-campus learning.• Review, study, and make recommendations relative to the General Education program.• Establish guidelines, evaluate and decide academic appeals beyond those routinely handled by the Registrar.

RANK AND TENURE COMMITTEE

<p>Reports to: The department chair, regarding recommendations affecting personnel within the department. If the chair’s recommendations are not accepted, the chair is invited to join the committee as a nonvoting participant in the discussion. Vice President for Academic Administration, on confidential matters. Academic Senate, on all but confidential matters.</p> <p>Membership: Ex Officio: Vice President for Academic Administration (nonvoting member). Elected: Five members of the teaching faculty above the instructor level, of whom at least three are on continuous appointment.</p> <p>Term: Four years.</p> <p>Frequency of Meetings: At least once per quarter.</p> <p>Quorum: At least four voting members.</p> <p>Voting: By secret ballot.</p>

RANK AND TENURE

- Promote and work for recognition of high standards in teaching and conduct, spiritual leadership, and scholarly attainment among those who are retained and advanced.
- Work for a fair, uniform and objective consideration in the advancement of faculty members for all departments.
- Consider and recommend guidelines for the *Faculty Handbook* relative to the qualifications of teachers for various ranks or appointment status and the procedures for dismissal or termination.
- Review and make recommendations on cases for censure, dismissal and termination of appointments. Individuals under consideration are to be provided with a written statement of charges and an opportunity to appear and participate in the discussion of the committee and receive a copy of the final report.
- Conduct an annual review of the faculty and make recommendations regarding changes in rank and/or appointment status based upon the policies set forth in this *Handbook*.
- Establish qualifications and guidelines and make recommendations for recipients of emeritus designation.
- Make recommendations for department chairs according to the procedure detailed in the **Faculty** section of this *Handbook*.

Functions

PACIFIC UNION COLLEGE

Seeking to Articulate a Collective Vision

FALL 2005

INTRODUCTION

As a part of the first stage of self-review, the PUC WASC Planning Committee chose to initiate a campus-wide process of inquiry and conversation about our current self-identity and our vision for the future. This process had two parts: first, we sought a collective vision of our current state; then, we pondered our vision for the future, and the problems that need to be addressed as we move toward that vision. The purpose of this process—beyond the desire to engage many segments of our community in the WASC dialogue—was both to articulate a collective vision and to identify possible themes and problems to address in the self-study.

I. SEEKING A COLLECTIVE VISION

A. The Question and the Process

On a variety of occasions throughout the fall of 2005¹, various stakeholders, who identified themselves as faculty, staff, administration, board member, or student,² were asked to answer one question, in writing, without thinking too much about it. We wanted a “gut,” automatic reaction to this question:

A prospective student is visiting PUC. He/she assumes that all Adventist colleges offer a good, basic Christian education. BEYOND THAT, what would you say to that student to let him/her know what makes PUC, PUC? In other words, what is the essential characteristic of a PUC education?

B. The Results

The resulting answers³ were typed and then read by the WASC PC members, who counted the number of times particular ideas were mentioned. The most commonly cited ideas were:

-
1. Spirituality
 2. Quality/caring faculty
 3. Beautiful rural location
 4. Quality academics
 5. Warm, caring community
 6. Diversity
 7. Challenging students to think for self
 8. Small class size
 9. Holistic focus
 10. Science and pre-professional education
 11. Service/mission emphasis

In summary, the top six categories listed above were included in the top 5 rankings of all four of our respondent groups (Faculty, Board/Administrators, Staff, Students). Complete results appear in the attached graph.

II. MEETING WITH DEPARTMENTS: WHAT SHOULD WE BE, AND WHAT PROBLEMS DO WE FACE?

A. The Questions and the Process

The second phase of the process involved visits by each of the four faculty members on the WASC PC to all academic departments (4-5 each), during their regular staff meetings. Discussion took about an hour. All departments were asked to discuss the following questions:

1. *What should PUC be known for?*
2. *How would your department relate to each of the following if it were chosen as a special commitment for PUC? (Areas were Service, Environment, Family/community, and Conversation.)*
3. *What does it mean for your department to be a part of a Christian college?*
4. *What problems limit the ability of your department to fulfill its goals?*

B. The Results

The WASC PC members submitted reports for each department, summing up the general tenor of each conversation; the committee discussed each report at some length. The result was an overview of faculty opinions on the topics. The committee got enough information to get a good feel for current campus climate. While the information we gathered by way of department meetings was similar to that obtained through the broader vision process, there was both far more detail (naturally) and a somewhat different emphasis. For example, the faculty are more interested in the notion of “asking hard questions” and “challenging students to think for themselves” than other segments of the campus. Our discussion of the reports from the department meetings informs the conclusions which follow. (For details, please see the Departmental Reports in the Appendix.)

In sum, the committee found that the academic departments are strongly invested in PUC’s ability to offer high-quality academic programs. We believe that we are doing so, and that we would like to continue to make teaching⁴ our highest priority. There is also wide-spread campus support for the importance of service to our sense of mission. The other area which generated enthusiasm among faculty was the idea of “conversation,” between and among everyone in our community. Finally, a number of problems were brought to light (noted in C, below).

III. CONCLUSIONS & IMPLICATIONS

A. What We Learned

As a result of this two-part process, the committee finds that we do indeed have a collective vision of ourselves:

Pacific Union College is a Seventh-day Adventist Christian residential college in a rich natural environment; we are a diverse and caring community committed to liberal arts values, the development of the whole person, quality teaching, and service to others.

We also find that current self-descriptions look very much like past statements of PUC's mission and strategic planning. As early as 1945 we find references to the "whole being" and the "joy of service"; a statement from the 1980's notes our "richly diverse" campus, "dynamic teachers," and "beautiful location." Current students and alumni from the distant past do share a similar vision of what PUC is, or strives to be.

B. Potential Themes for the Self-Study

- **A CULTURE OF SERVICE:** This theme would include service now, but also preparation for a life of service. In the words of our catalog: "a disposition to do the good we see." Many emphasized a need for voluntary service, intrinsically motivated (not by credits or money), especially service to the needs of our local (Howell Mountain and Napa Valley) communities.
- **CONVERSATIONS ABOUT FAITH AND LEARNING:** A safe, but not overprotective community where academic freedom and Christian commitment are complementary, not oxymoronic; where challenging questions are welcomed as part of a vital and diverse learning community—in the dormitories, the dining commons, the athletic fields, and the church; in hallways as well as classrooms, workplaces as well as faculty and staff homes.

C. Problems Noted

1. A need to deal with student perceptions that they are being infantilized by student life requirements;
2. A need to deal with the inadequate buildings/facilities for some departments;
3. A need to coordinate future strategic planning with the on-going WASC process, including a link between planning and budgeting;
4. A need to develop a "quality-control" mechanism where evidence of student learning is consistently sought;
5. A need improve the preparation of our incoming students, perhaps by adding high school prerequisites or by basing admission decisions on minimum CPI rather than GPA;
6. A need to increase levels of academic support, in the form of regular and increased equipment, faculty development, and sabbatical budgets;
7. A need to revise the teacher evaluations so that they become learning evaluations;
8. A need to improve the advising process;
9. A need to monitor teacher loads and make sure that anomalous situations (such as that of religion teachers, who are constantly in demand for speaking engagements, counseling, etc.) are fairly accounted for;
10. A need to ensure that non-teaching staff (from gardener to administrator to "the sandwich guy") feel that they are genuinely part of our learning community.

(Footnotes)

- 1 Colloquium September 22; Board meeting October 2; Campus Colloquy October 13.
- 2 Many of our faculty, staff, administrators, and board members are also alumni, a category we did not provide.
- 3 Responses were gathered from 17 salaried staff members, 84 faculty, 17 board members, 2 administrators, and 610 students (not all questions were marked).
- 4 We believe that high-quality teaching necessary implies student learning. No matter how interesting, entertaining, cutting-edge, or charming—if the students are not learning, the teaching cannot be given highest marks.

COLLECTIVE VISION STATEMENT: APPENDIX REPORTS OF WASC-PC ACADEMIC DEPARTMENT VISITS

In the late Fall and early Winter Quarters of the 2005-06 academic year, a member of the PUC WASC-PC met with each of the Academic Departments during one of their regularly scheduled staff meetings. These visits were organized around a set of standard questions, but the emphasis was on engaging each Department Faculty in a conversation about what PUC meant to them, and what problems they perceived that threatened the full realization of their own sense of mission.

These visits provided substantial input into the development of our statement of Collective Vision, and were one primary source of data for the development of potential themes around which to organize and focus the WASC Accreditation documents.

Each WASC-PC member prepared a brief one page summary of each Departmental conversation – each of these summaries follow.

EDUCATION DEPARTMENT

Aubyn Fulton

What should PUC be known for?

- Caring Faculty & Staff that are supportive of students
- Well prepared students for professional & graduate school (or “the Next Step”)
- Service (would like to see it built into every class; would like to see it infuse life of faculty, staff and students)
- A Total Campus Environment that fosters personal choice and responsibility (e.g. less infantilizing of students and less reliance on aversive consequences to control their behavior; cg Glasser and “Quality School”).

What does commitment to being a Christian College mean?

- On-going conversations about faith and learning
- A community where it is comfortable for God to be at the center of conversations but
- Recognizes that expression of non-Christian positions is an essential part of a genuine conversation
- Successful realization of commitment to being a Christian College is involving students in the conversation, not the orthodoxy of their beliefs/practice

What Problems limit the effectiveness of your Department?

- Teacher evaluation is based too much on student evaluations
- Need other windows on teaching effectiveness
- Peer Evaluations (but remove the fear factor, not summative; “conversations about teaching”)
- Self Evaluation

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- Portfolios
 - Email Discussion groups about teaching
 - 3 angles for teacher assessment: Student feedback; Peer Feedback; Self Evaluation
 - Widespread distrust of Higher Education by “rank and file” church membership
 - Perception that colleges are hotbeds of political and theological liberalism
 - Inaccurate and misinterpreted institutional research data, distorts perceived efficiency
 - Credential Program is not a Major
 - Departments do not get productivity credit for the hours they generate in other departments
 - Lack of understanding of what goes on in Education, accreditation demands, role within the system of SDA K-12 system.
 - Competitiveness between departments because of focus on efficiency

BUSINESS DEPARTMENT

Aubyn Fulton

What should PUC be known for? (In marketing this is referred to as “Positioning Strategy”)

- Graduate School Preparation
- Quality Education
- Diversity – appreciation, celebration of it
- Diversity – in range of academic ability and preparation
- Quality Academic Environment
- Indicated by MFAT/standardized tests; Job Placement; Employer Satisfaction; Graduate School Acceptances
- Service & Community Outreach
- Teachers teach classes not Graduate Students
- Nurturing Environment
- Challenge students to think for themselves
- Ability to raise questions in class that students might not be able to in other environments

What does commitment to being a Christian College mean?

- Promote Student Ministries and Community Outreach
- Voluntary religious service attendance
- Evidence of voluntary religious activity
- Number of Student Missionaries/Taskforce
- Number of students in student ministries
- Employment choices
- High ethical standards & concern for others
- How we treat each other with integrity, respect and honest

What Problems limit the effectiveness of your Department?

- Advising is currently a disaster. We need a system that ensures that students meet with their advisors regularly
- Rigidity on campus regarding policies: Business Office, transfer, purchase orders. One-size-fits-all approach does not work
- Parking, faculty can not get spots
- Administration not assessed regularly
- Field trips, extracurricular activities; we need guidelines on notification: lead-time, limit on number students can attend per quarter.
- Facility Issues – fair allocation of resources across campus.
- The lack of air conditioning in Irwin Hall can make it almost unbearable.
- Classrooms need to be wired for audio/visual and computer use
- Acoustics are very poor (some classrooms are echo chambers)
- Noisy – windows do not keep out noise from outside the building

PSYCHOLOGY & SOCIAL WORK DEPARTMENT

Aubyn Fulton

What should PUC be known for?

- Quality learning community
- Academic Excellence
- Commitment to Liberal Arts Values in all degrees
- Challenging students to think critically and question assumptions
- A place where students from a wide range of ability levels are stimulated to realize their academic potential
- Caring & intimate learning community – student access to teachers. Teachers involved with students in varieties of settings outside of classroom (hallway and office conversations, faculty home visits, extracurricular activities, church, community outreach, etc.
- Preparation for Life of Service
- Every student should be involved in some kind of service, though not necessarily in “service learning” course.

What does commitment to being a Christian College mean?

- DICS
- Diversity,
- Free Inquiry,
- Responsible Citizenship,
- Service to God & Humanity
- Stimulate and engage in religious conversations with students
- Faculty and staff model both Christian commitment and struggle
- Focus on inviting students to join anon-going, lifelong religious conversation

What Problems limit the effectiveness of your Department?

- Advising – lantern has made it more difficult to keep in regular contact with advisees.
- The percentage of incoming students not fully prepared for college level work is too high.
- Explore conversations between all 3 West Coast SDA colleges and academies to set more rigorous college entrance/high school graduation requirements.
- Inadequate faculty staffing means teachers are spread too thin, limit class preparation, involvement with students
- Affordable local housing (if significant fraction of faculty live in Lake County, will limit sense of community we want PUC to be known for).
- Bookstore – challenge from Internet booksellers and campus cost cutting. Less of a sense of professional consultation service from Bookstore, more difficult to cost compete; have adequate supplies of course materials on hand for all potential students.

RELIGION DEPARTMENT

Aubyn Fulton

What should PUC be known for?

- Useful Service
- Nurturing a generation of graduates who stay in the church, but are also involved in the world practically
- Being good neighbors in our community – to the wineries, migrant farm workers, tourists, mountain bikers. Making an impact in the Napa Valley
- Getting involved in the local Christian community
- Articulating a winsome Judeo-Christian SDA world view in a gracious manner

-
- Preparing students for the “Next Step” – graduate school, professional employment

What does commitment to being a Christian College mean?

- Consistency between belief and practice – what is taught in Religion Classes about SDA Religion should be supported by the rest of the campus
- see “Useful Service” above
- Awaken students to the call of God
- Should have a “Test of Biblical & Adventist Literacy”

What Problems limit the effectiveness of your Department?

- Video game addiction (epidemic). Should we look at issue of 24-hour internet availability? Maybe we should restrict access
- Sleep hygiene (and college is aiding and abetting students in staying up late, dorms are noisy, library open late, etc.)
- Time management
- Adequate Building for Religion Department
- Dorm Life – not supportive enough of a Christian lifestyle
- Religion Faculty has multiple demands and roles that are not adequately accounted for in teacher load system. They fill something of a pastoral role on campus with students, asked to give worship talks, Sabbath school, sermons, on and off campus. [Maybe Religion Faculty should have a maximum number of off-campus speaking engagements per quarter or year? Have some class load reduction in recognition of external demands?]
- Secretarial support inadequate
- Size of Religion classes too large; should limit them like English to allow for adequate time for teaching/grading
- Convention and sabbatical allowance insufficient
- PUC lacks a spiritual master curriculum that integrates spiritual goals and direction of Religion Department, Church, Resident Halls, Worship Program, and Chaplin.

ENGLISH

Nancy Lecourt

The English department generally felt drawn to the notion that PUC should be known for its high quality academics. Cynthia Westerbeck noted that when she was teaching at CUC they had entering ACT/SAT scores for all SDA schools and were impressed with how much higher PUC's scores were than all the other campuses. The department is pleased with the idea that we should commit ourselves to academic excellence.

The English department agreed that “service is not a natural fit” for us because of our isolation, if we mean by this that we would require students to do a certain amount of community service. Even “Service Learning” would be difficult here (more than if we were in a metropolitan area), though there is at least emotional support for it—provided there were an office which would work with teachers to find service opportunities which actually fit their syllabi and learning objectives.

We really didn't discuss the environment much, and I wasn't really able to manufacture much enthusiasm for it. Yes, a Great Books class, perhaps a class in California environmental writers, but no real excitement here. (There was a statement that we need to continue to advertise and make much of the natural beauty of this area.)

Conversation was the most interesting theme for the department, since it seemed to work well with academic excellence (question #1). For us, conversation would mean support for small classes, the honors program, and interdisciplinary courses. It might mean a real coffee shop where teachers could chat with each other; indeed, where anyone could go and expect a conversation. It could also mean an environment

which encouraged a free exchange of ideas, even ideas that challenge—a community where diverse ideas are welcomed and valued.

The idea of “conversation” spilled over into the question of what it means to be part of a Christian college. To us, what is important for a Christian college is an environment where spiritual growth can occur because students are learning to think, to explore, to ask questions, and to say what they think. “Thinkers and not mere reflectors”—Hurray!

Finally, while we understand registration, advising, and teacher evaluations to be problems, our biggest problem (other than the usual little gripes like copy machines, etc.) is that we do not have a theater on this campus, yet we are working hard to improve the drama program.

THE LIBRARY

Nancy Lecourt

In general, the library staff were not very talkative. They see themselves as a “service” department—serving the rest of the academic departments (though Joel Lutes expressed a lot of enthusiasm for campus-wide community service days and projects). With some probing, I was able to generate some enthusiasm for the idea of “conversation.” Such a commitment might mean that the library became the heart of the campus, a new “hang-out” where students do group projects, stop by to check their email, or even just chat. (At this point I suggested that the library provide free coffee in the reading room.)

Adu brought up the point that in the Program Review documents, each department is asked how it teaches information literacy and research methods to its majors. We talked about Writing Across the Curriculum, Research Across the Curriculum, collaboration among departments, etc. The library would like to be partners in these sorts of campus projects.

As to problems, guess what? They think we need to do something about the library facilities! Apparently the Administration is currently deciding among three options: renovation, renovation with additions, or a new building. At the very least they need, in the short term: air conditioning; more electrical plugs and capacity; group study areas; comfortable seating throughout the library. (They also need help in convincing students that Google is not the beginning and end of all research.)

MODERN LANGUAGES

Nancy Lecourt

The department members began by talking about “academics plus”: yes, excellent teaching, but also more: relationships outside the classroom. The example Lindsay Peterson gave was finding out that a student played the guitar, and spending a couple of hours teaching her some new techniques. Teachers and students doing drama together; playing basketball; going skiing.

But after the discussion got going, another interesting idea came out which generated a lot of energy: every student bilingual at the conversational level. A PUC graduate with a Bachelor’s degree would be conversational in a least one other language. This might be accomplished through classes in the departments like Spanish for Social Work, German for Math, Spanish for Medical Professionals, etc. Students who come to us bilingual, of course, could test out. The idea here would be not to go back to a language requirement for the B.S., but go forward with practical language instruction in the fields where it is important, especially service fields like education, nursing, social work, etc. In other words, the language classes would be incorporated into the curriculums of various majors in a type of “integrative learning.” (This may not be easily workable, but it is interesting to note the way this fits in with two of our subcategories under questions 2.)

The department likes the idea of service, but admits that service projects seem to have become more and more difficult because of insurance barriers, etc. The environment is not a “natural” (no pun intended) fit for their department. Conversation, of course, is obvious—they offer classes in it.

On the question of the Christian college, the Modern Languages department is committed to the integration of faith and learning. For them this means singing Christian songs in other languages, reading the Bible (they find that texts often take on new meaning when seen through the lens of another language), talking about the way SDA culture differs in other countries, etc.

Problems? Equipment, equipment, equipment: TV monitors, laptops. (They didn’t mention the holes in walls in Irwin, but I’m guess these are a problem, too.)

HONORS

Nancy Lecourt & Milbert Mariano

The Honors faculty felt that PUC should be know for its Honor’s Program (one of the best in the denomination). Also—rural location, diversity, high numbers of students who go abroad, excellent curriculum in both the humanities and the sciences. Collegiality as well: a learning community which instills habits of lifelong learning.

Service: while PUC will always and inevitably have many types of service going on (including service on campus to each other through tutoring), service as a special identifier of PUC does not seem like a “natural” fit. It’s easy for a service requirement to become forced and artificial. Encouraging service, making it possible, is always good, of course.

Conversation: there was an objection to this term as being non-academic, that a more accurate term would be “discourse.” “Dialogue” was also suggested. In any case, this idea is a better fit for honors, since it is based on interdisciplinary courses and most classes are discussion-based. Conversation implies curiosity, discussion, free speech, and a respect for students as equals.

Wholism. (This term was not thought to require definition; however, I got the feeling that what was meant was not the absence of a mind/body/spirit division, but rather something else more academic and esoteric. (Since it was implied but not defined, it did not become clear to us. The conversation moved on before we could ask what was meant.)

There were complaints about the honors common room in terms of furniture and paint.

Two further notes:

- Might the electronic portfolio contain video versions of some of the Senior Honors Presentations?
- A plea for a return to regular yearly equipment budgets was made.

HISTORY

Nancy Lecourt

The department was unanimous in its enthusiasm for that PUC be known for its quality academics and its beautiful rural location.

As to service, instead of trying to serve valley residents by going to them, perhaps we could consider making Angwin a destination for school groups: the museum in Clark Hall, a nature preserve, musical concerts, perhaps the “pool of Bethesda” up by the airport could be home to more waterfowl, etc. (Parts of this also applies to an “environment” theme.) As to history majors and volunteer work or service learning, they might be able to help at the valley museums.

On the possible theme of conversation, the department noted that it had recently revamped its curriculum to include thematic seminars which would lend themselves well to interdisciplinary approaches. As to promoting conversations on campus among faculty and students, a suggestion was made that the college allow faculty one free meal per week in the cafeteria.

There was also some talk about having more study tours and field trips for G.E. students. It was felt the history department would be eager to do more of this, especially if there were guidance in terms of the finances involved with planning a trip (numbers of students required, help finding places to stay, number of weeks required per credit hour, etc.) and help with the logistics of field trips (how might one get 40 students to a museum in San Francisco?).

The history department would like to urge that a class in SDA History be required as part of the G.E. “core.” (Presumably this would come out of the 18-unit Religion requirement.)

The registration problem might be improved by a reconsideration of the use of waiting lists. Also, what about giving students registration priority based on numbers of credits, sort of like the old “get in the gym first” method? In other words, for a week in April, Seniors and grads can register; then for the next week, juniors are added, and so on. Then we wouldn’t feel so obliged to let seniors skip the line into our classes—they had a chance.

And the main problem for them: Renovation of Irwin Hall, still urgent after all these years.

NURSING

Bruce Ivey

1. What should PUC be known for?

- Not “What should PUC be known for?” but “What should PUC be?”
- “A good college” vs. “a poor university”
- Quality students; quality graduates
- Small enough to be friendly, but with excellence
- The way PUC treats its students.
- Student leadership in campus ministries.
- Open mindedness (that is, accepting of and friendly to non-Adventists)

2. Vision statement:

- To “service” add “volunteerism”
- Professional excellence

3. Christian college:

- We should have a strong commitment to Christian education
- Unfortunately, it is not uncommon for non-SDA nursing students to have problems with comments made in religion classes.

4. Problems to address:

- Problems with availability of classes, specifically Anatomy & Physiology and religion classes.
- Problems recruiting nursing faculty because of low salaries and the restriction against hiring non-SDAs.
- Not enough faculty to cover necessary classes, so the workloads of nursing faculty are over the guidelines. (Causes long-term erosion of the program, since good faculty leave, and it is hard to attract faculty to a bad situation.)

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- The lack of support for professional growth at PUC. (Causes long-term erosion of the quality of education, since faculty cannot stay abreast of their fields.)
 - Low church attendance by students. Leaves a very bad impression with off-campus visitors (who may not be aware that some students are away on mission or outreach projects).

BIOLOGY

Bruce Ivey

1. What should PUC be known for?

- Its faculty
- Academic quality
- Balance between spiritual and academic
- Asking cutting-edge questions
- Nature, rural setting (few distractions)

2. Vision statement:

- Service – could include “Fusion” if upper class students help new students spiritually and academically
- Environment – respect for the environment; home gardening
- Family/community – an important aspect of PUC

3. Christian college:

- Should include the academic freedom of a wide range of perspectives on origins.
- Caring attitude toward students, rather than treating them like numbers.

4. Problems to address:

- Advising – a personal visit between student & advisor should be required; there should be a reasonable number of advisees per advisor.
- Faculty retention – a problem with low salaries and high workloads.
- Acceptance of marginal students – (pro & con) good to offer the option of trying, but it erodes the academic program. Is it ethical to take the money of students who have a low probability of success?
- Efficient use of salary money – hiring lab coordinator & secretary is more cost-effective than having professors doing the work.

COMPUTER SCIENCE, MATHEMATICS, AND PHYSICS

Bruce Ivey

1. What should PUC be known for?

- Should focus on what we are, not what we are known for. Substance, not image.
- A nurturing community that engages the whole person
- Strong emphasis on spiritual values
- High standards
- A residential academic community; collegial
- Focus on learning, excellence in education
- A college (as opposed to university)

2. Vision statement:

- Service: Departments are committed to serving their students; one of the essential components; should involve all of us, including administration and staff; don't do so much “measurable” outreach that we miss the on-campus aspect.

3. *Christian college:*

- The science departments are filled with scientists who are also Christians and are aware of the difference.
- It is important not to force worship in class, since it might then become a mechanical requirement.
- We are committed to Christianity, as opposed to a secular university that ignores Christianity.

4. *Problems to address:*

- Registration: We do a disservice to students by not making them see advisors before registering and before dropping a class. Could use messages to advisors: “This is the time to . . .” Teachers should have the ability to drop a student if there is no attendance within three weeks; would avoid accidental ‘F’s.
- Teacher evaluations: Should be all comments, no numeric scales (which are misleading and can do more harm than good).
- Admissions: Too many students are admitted (by administrative override) with a high probability of failure (about 25 per year with GPA less than 2.0). This compromises the classroom.
- No equipment budget.
- Reputation as a “party school”: The Board is insulated from this, so isn’t aware of a problem. Some administrators flatly say there is no problem, which then makes it impossible to address.

CHEMISTRY

Bruce Ivey

1. *What should PUC be known for?*

2. *Vision statement:*

- Service: We already do that, for students and constituents. We should improve service outreach to area elementary schools (but this takes time).
- Environment: Fundamentalists are often seen as not caring about the environment, but we should care about and act on it.

3. *Christian college:*

- Our Christianity should come through in our relationships with students; we should treat them with respect and kindness.
- We as teachers have the opportunity to switch into “spiritual mode” when appropriate. (“Teachable moments.”)

4. *Problems to address:*

- Time pressure is higher than ever; things get piled on without taking anything away – College Days several times per year, more weekend duties, Parents’ Weekend, and so on.
- Advising: Who’s in charge? It seems to be on autopilot.
- Teacher evaluations: Perhaps out of proportion.

VISUAL ARTS DEPARTMENT

Milbert

1. *What should PUC be known for?*

- a. The school should be known as the St. John’s of the Adventist system.
- b. We should educate, not train, or indoctrinate. Our identity should function as a small liberal arts college with “uncompromising integrity.”
- c. A warm caring community with more interaction with wider community.

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- d. To provide a truly “Christian” education to the youth of the SDA church.
 - e. We can use our “Liberal” identity for good in helping us create an intellectual identity.
2. *How would your Department relate to each of the following if were chosen as a special commitment for PUC?*
 - a. Service: We help students and community persons with needs in our expertise.
 - b. Community:
 - i. Suggestion: The Visual Arts Dept. would not want to use the gallery just as “personal outreach,” not look too inward. But also a “community outreach” where the gallery doors should also open to the parking lot.
 - c. Conversation: Intellectual and spiritual discourse through the creative process.
 - d. Environment: Modeling green philosophies in the way we operate our lives and school.
 - i. Suggestions:
 1. Students drive for more environmental responsibility, but campus still has Styrofoam in the café.
 2. If the Co-generation plant is better for the environment, it should be publicized.
 3. *What does it mean for your department to be part of a Christian college?*
 - a. Members of the department of visual arts see creativity as spiritual: Nothing can be more spiritual than creative expression. Human creative expression can be the ultimate form of Christian experience.
 - b. We need to, as a department and school, explore and ask difficult questions to come to a greater understanding of what it means to be a Christian.
 4. *What problems limit the ability of your department?*
 - a. If the school would shift its emphasis from “Money” to “Education.”
 - b. NO TIME. The day is total work and no time for anything else. How would you like to see these areas improved? Less teaching load.
 - c. Registration.-- We never get to see our students or advisees as it is all on line.
 - d. Advising-----The advisor approval thing is meaningless and we have no opportunity to actually advise them.
 - e. Teacher Evaluations—they are OK. You have to realize that you will never please everyone so react accordingly. Look for trends. They are probably valid observations.
 - f. The one big thing to me is the online registration and advising. It is a poor system. However, the degree audit is great and the only reason the online system works is because of the degree audit which keeps tap on the students.

EXERCISE SCIENCE, HEALTH, & NUTRITION

Milbert

1. What should PUC be known for?

The bulk of our time was focused on question one. At first things came easy and succinct, but then it became a larger discussion of our own existence as a college. We began with members stating that we should be known for being a “Christ-like” learning environment that is Seventh-day Adventist. And the distinction needed to be made between Christ-like and Christ-Centered. Other distinctions of our institution should be that we were “True Christian” “SDA Throughout our actions” & “Diverse.” The discussion also included how we should define ourselves without any comparison to other Adventist colleges or universities, and how we can get caught up with that.

Then one member of the department wanted us to be known for being a “Christian” institution rather than “SDA” because of their dealings with other colleges, that it would mean more to them. Because our college sports teams interactions with other college’s teams, Christian might be more of a unifying factor than a segregating factor.

The department expressed antidotal evidence that we as an Adventist community tend to segregate ourselves from our community. The question was asked, “Since we’re here on the hill, how have we, as a college, in effect, made an impression or impacted our community?” Another antidote was that one faculty member was golfing with several strangers when he worked for Loma Linda, and said that the strangers had a favorable impression of Loma Linda, not necessarily because it was Adventist or even a medical community, but because it was able to be of service to its greater community through its proton accelerator.

There were other tangents such as our whole beginning of our institution was to educate ourselves and become missionaries. Or to educate those who work for us. The discussion then went to a discussion about Adventism and how it may have a specific connotation in some peoples mind. And how it is just plain difficult to define Adventism within its fragments.

One question also thought that the planning committee should better define who the “Known” in “What should PUC be known for?” be better defined. “Known for to who?” was the question. I did my best in answering the question by saying that this question is more of an extension of our vision question that helps us define our identity for ourselves regardless as to who the “Known” was.

The conversation then went to the fact that we used to be able to set ourselves apart academically through our high academic standards. It seems as if we can tout that less and less. Evidence is that we have a more open enrollment and that we have the TLC. We are different than before academically, so we may need to address that.

Also—rural location, diversity, high numbers of students who go abroad, excellent curriculum in both the humanities and the sciences.

Collegiality; a learning community which instills habits of lifelong learning.

2. How would your Department relate to each of the following if it were chosen a special commitment for PUC?

3. What does it mean for your department to be part of a Christian college?

I think what I can construe from what was said from question one, is that this department deals with other schools through competition. And as a campus, we should be Christ-like, and that should be evident in the classrooms and on the courts and fields. Others should see that we are Christians by our kindness and our actions. And not what we do or don’t do as SDAs.

4. What problems limit the ability of your department?

One unanimous word was said. MONEY.

COMMUNICATION DEPARTMENT

Milbert

1. What should PUC be known for?

- a. An intimate college experience with a world view.
- b. A place where students can shape their own destiny.
- c. An atmosphere for growing up.
- d. Being a place that, on their journey through life, they’ve stopped here to gain experiences

2. How would your Department relate to each of the following if it were chosen a special commitment for PUC?

- a. Service: The communication department has a service component integrated into their courses already.

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- i. COMM 105
 - ii. COMM Theory & Argumentation
 - b. Community: Faculty participation in student performances & sport events
 - c. Mission: There is a feeling on campus that there is a resistance to “requiring” to do mission.
3. *What does it mean for your department to be part of a Christian college?*
- a. Communication teaches critical thinking, empathy, and ethics is particularly strong, coming from a Christian college.
 - b. Ethics is addressed right away
 - c. Bible teaching/oriented currently in some classes.
 - d. Strong department feeling with both ends of the Adventist spectrum
4. *What problems limit the ability of your department?*
- a. Rank/Tenure/Quality control among faculty: There is the feeling that although it can be advantageous for faculty to be autonomous: this leaves it open for some to be of low quality.

MUSIC DEPARTMENT

Milbert

1. *What should PUC be known for?*
- a. Music department (Of course)
 - b. Pre-Med/Dent
 - c. Its emphasis on Liberal arts (well rounded with a music component)
 - d. A spiritual atmosphere
 - e. Its location: Rural location with access to multiple metropolitan areas.
2. *How would your Department relate to each of the following if were chosen a special commitment for PUC?*
- a. Service: The focus of the department is already on service. As opposed to a secular institution, PUC’s music department can and does view music as a “ministry”
The music dept. prefers “service” to others.
 - b. Environment: This emphasis would be challenging for the Music Department.
 - c. Family/Community: The department is currently an outreach to the community. However, PUC needs to have a larger presence in the Valley. The Paulin center is also a service to the community.
 - d. Conversation: The music department thinks it would be a good idea for their students to explore what it means to be an Adventist in the world.
3. *What does it mean for your department to be part of a Christian college?*
- a. First through music: The music department teaches its students to minister. First to their community, then, hopefully, more globally. Students specifically chose Adventist school and a music department, so this says a lot.
 - b. A dialog has to continue between the church and the music department.
4. *What problems limit the ability of your department?*
- a. Teacher evaluations: There needs to be a way in which students give feedback to teacher before it becomes a big issue.

Appendix M: Self-Review Under the Standards - Final Ratings

Ratings made by WASC PC with input from: Academic Department Chairs; Non-Academic Department Directors; Student Senate; Administrative Council; Board of Trustees

Suggested Rating for Columns in the Worksheet:			
<u>Self Review Rating</u>		<u>Importance to address at</u>	
<u>this time</u>			
1= We do this well; area of strength for us		A= High priority	
2= Aspects of this need our attention		B= Lower priority	
3= This item needs significant development		C= Does not need to be addressed at this time	
0= Does not apply or not enough evidence to address			
Criteria for Review	Guideline	Self-Review Rating	Importance to address
1.1 The institution's formally approved statements of purpose and operational practices are appropriate for an institution of higher education and clearly define its essential values and character.	The institution has a published mission statement that clearly describes its purposes. The institution's purposes fall within recognized academic areas and/or disciplines, or are subject to peer review within the framework of generally recognized academic disciplines or areas of practice.	1	C
1.2 Educational objectives are clearly recognized throughout the institution and are consistent with stated purposes. The institution has developed indicators and evidence to ascertain the level of achievement of its purposes and educational objectives.	The institution has published educational objectives that are consistent with its purposes.	2.5	A
1.3 The institution's leadership creates and sustains a leadership system at all levels that is marked by high performance, appropriate responsibility, and accountability.		2	A
1.4 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and in their writing.	The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state conditions, and ensure these conditions are consistent with academic freedom. Due process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.	1	C
1.5 Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, and its administrative and organizational practices.	The institution has demonstrated institutional commitment to the principles enunciated in the WASC Statement on Diversity.	2	A

<p>1.6 Even when supported by or affiliated with political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.</p>	<p>The institution has no history of interference in substantive decisions or educational functions by political, religious, corporate or other external bodies outside the institution's own governance arrangements.</p>	<p>1</p>	<p>C</p>
<p>1.7 The institution truthfully represents its academic goals, programs, and services to students and to the larger public; demonstrates that its academic programs can be completed in a timely fashion and treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research and refunds.</p>	<p>The institution has published or readily-available policies on student grievances and complaints, refunds, etc. and has no history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts.</p>	<p>1</p>	<p>B</p>
<p>1.8 The institution exhibits integrity in its operations as demonstrated by the implementation of appropriate policies, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas.</p>	<p>The institution has published or readily-available grievance procedures for faculty, staff, and students. Its finances are regularly audited by external agencies.</p>	<p>1</p>	<p>B</p>
<p>2.1 The institution's educational programs are appropriate in content, standards, and nomenclature for the degree level awarded, regardless of mode of delivery, and are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.</p>	<p>The content, length, and standards of the institution's academic programs conform to recognized disciplinary or professional standards and are subject to peer review.</p>	<p>1</p>	<p>C</p>
<p>2.2 All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and in terms of levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits.</p> <ul style="list-style-type: none"> • Baccalaureate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and a fulfilling life. These programs also ensure the development of core learning abilities and competencies including, but not limited to, college-level written and oral communication; college-level quantitative skills; information literacy; and the habit of critical analysis of data and argument. In addition, baccalaureate programs actively foster an understanding of diversity; civic responsibility; the ability to work with others; and the capability to engage in lifelong learning. 	<p>Competencies required for graduation are reflected in course syllabi for both General Education and the major.</p> <p>The institution has a program of General Education that is integrated throughout the curriculum, including at the upper division level, consisting of a minimum of 45 semester credit hours (or the equivalent), together with significant study in depth in a given area of knowledge (typically described in terms of a major).</p>	<p>2</p> <p>2</p>	<p>C</p> <p>B</p>

<ul style="list-style-type: none"> Baccalaureate programs also ensure breadth for all students in the areas of cultural and aesthetic, social and political, as well as scientific and technical knowledge expected of educated persons in this society. Finally, students are required to engage in an in-depth, focused, and sustained program of study as part of their baccalaureate programs. 			
<p>2.3 The institution's expectations for learning and student attainment are clearly reflected in its academic programs and policies. These include the organization and content of the institution's curricula; admissions and graduation policies; the organization and delivery of advisement; the use of its library and information resources; and (where applicable) experience in the wider learning environment provided by the campus and/or co-curriculum.</p>	<p>The use of information and learning resources beyond textbooks is evidenced in syllabi throughout the undergraduate and graduate curriculum.</p>	2	A
<p>2.4 The institution's expectations for learning and student attainment are developed and widely shared among its members (including faculty, students, staff, and where appropriate, external stakeholders). The institution's faculty takes collective responsibility for establishing, reviewing, fostering, and demonstrating the attainment of these expectations.</p>		3	A
<p>2.5 The institution's academic programs actively involve students in learning, challenge them to achieve high expectations, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.</p>		2	A
<p>2.6 The institution demonstrates that its graduates consistently achieve its stated levels of attainment and ensures that its expectations for student learning are embedded in the standards faculty use to evaluate student work.</p>		3	A
<p>2.7 In order to improve currency and effectiveness, all programs offered by the institution are subject to review, including analyses of the achievement of the program's learning objectives and outcomes. Where appropriate, evidence from external constituencies such as employers and professional societies is included in such reviews.</p>	<p>The institution incorporates its assessment of educational objectives results with respect to student achievement, including program completion, license examination, and placement rates results.</p>	2	A
<p>2.8 The institution actively values and promotes scholarship, curricular and instructional innovations, and creative activity, as well as their dissemination at levels and of the kinds appropriate to the institution's purposes and character.</p>		2	B

2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, student learning and service.		1	C
2.10. Regardless of mode of program delivery, the institution regularly identifies the characteristics of its students and assesses their needs, experiences and levels of satisfaction. This information is used to help shape a learning-centered environment and to actively promote student success.	The institution's policy on grading and student evaluation is clearly stated, and provides opportunity for appeal as needed; and periodic analyses of grades and evaluation procedures are conducted to assess the rigor and impact of these policies.	2	A
2.11 Consistent with its purposes, the institution develops and implements co-curricular programs that are integrated with its academic goals and programs, and supports student professional and personal development.		1	B
2.12. The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and regular information and advising about relevant academic requirements.	Recruiting and admission practices, academic calendars, publications, and advertising are accurate, current, disclosing, and are readily available to support student needs.	3	A
2.13. Student support services—including financial aid, registration, advising, career counseling, computer labs, and library and information services—are designed to meet the needs of the specific types of students the institution serves and the curricula it offers.		2	A
2.14. Institutions that serve transfer students assume an obligation to provide clear and accurate information about transfer requirements, ensure equitable treatment for such students with respect to academic policies, and ensure that such students are not unduly disadvantaged by transfer requirements.		1	C
3.1 The institution employs personnel sufficient in number and professional qualifications to maintain its operations and to support its academic programs, consistent with its institutional and educational objectives.		2	B
3.2. The institution demonstrates that it employs a faculty with substantial and continuing commitment to the institution sufficient in number, professional qualifications, and diversity to achieve its educational objectives, to establish and oversee academic policies, and to ensure the integrity and continuity of its academic programs wherever and however delivered.	The institution has an instructional staffing plan that includes a sufficient number of full-time faculty with appropriate background by discipline and degree levels.	1	C

3.3. Faculty and staff recruitment, workload, incentive, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation processes are systematic, include appropriate peer review, and, for instructional faculty and other teaching staff, involve consideration of evidence of teaching effectiveness, including student evaluations of instruction.		2	B
3.4. The institution maintains appropriate and sufficiently supported faculty development activities designed to improve teaching and learning consistent with its educational objectives and institutional purposes.		3	A
3.5. Fiscal and physical resources are effectively aligned with institutional purposes and educational objectives, and are sufficiently developed to support and maintain the level and kinds of educational programs offered both now and for the foreseeable future.	The institution has a history of financial stability, appropriate independent audits, and realistic plans to eliminate any accumulated deficits and to build sufficient reserves to support long-term viability.	3	A
3.6. The institution holds, or provides access to, information resources sufficient in scope, quality, currency, and kind to support its academic offerings and the scholarship of its members. For on-campus students and students enrolled at a distance, physical and information resources, services, and information technology facilities are sufficient in scope and kinds to support and maintain the level and kind of education offered. These resources, services and facilities are consistent with the institution's purposes, and are appropriate, sufficient, and sustainable.		1	B
3.7. The institution's information technology resources are sufficiently coordinated and supported to fulfill its educational purposes and to provide key academic and administrative functions.		2	B
3.8. The institution's organizational structures and decision-making processes are clear, consistent with its purposes, and sufficient to support effective decision-making.	The institution has an organization chart that clearly depicts positions, associated responsibilities, and lines of authority.	2	B
3.9. The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.		1	B
3.10. The institution has a chief executive whose full-time responsibility is to the institution, together with a cadre of administrators qualified and able to provide effective educational leadership and management at all levels.		1	B

3.11. The institution's faculty exercises effective academic leadership and acts consistently to ensure both academic quality and the appropriate maintenance of the institution's educational purposes and character.		1	C
4.1. The institution periodically engages its multiple constituencies in institutional reflection and planning processes which assess its strategic position; articulate priorities; examine the alignment of its purposes, core functions and resources; and define the future direction of the institution. The institution monitors the effectiveness of the implementation of its plans and revises them as appropriate.	A clear charge to planning bodies with a regular schedule and the existence of an understandable and coherent plan for assessing the attainment of educational objectives must be developed. Evidence of the ways the results of planning and evaluation are linked to decision-making is demonstrable.	3	A
4.2. Planning processes at the institution define and, to the extent possible, align academic, personnel, fiscal, physical, and technological needs with the strategic objectives and priorities of the institution.		3	A
4.3. Planning processes are informed by appropriately defined and analyzed quantitative and qualitative data, and include consideration of evidence of educational effectiveness, including student learning.		3	A
4.4. The institution employs a deliberate set of quality assurance processes at each level of institutional functioning, including new curriculum and program approval processes, periodic program review, ongoing evaluation, and data collection. These processes involve assessments of effectiveness, track results over time, and use the results of these assessments to revise and improve structures, and processes, curricula, and pedagogy.		2	B
4.5. Institutional research addresses strategic data needs, is disseminated in a timely manner, and is incorporated in institutional review and decision-making processes. Included among the priorities of institutional research function is the identification of indicators and the collection of appropriate data to support the assessment of student learning consistent with the institution's purposes and educational objectives. Periodic reviews of institutional research and data collection are conducted to develop more effective indicators of performance and to assure the suitability and usefulness of data.	The institution exhibits existence of clear institutional research capacities with appropriate reporting lines and support appropriate to the institution's size and scope. Institutional research or equivalent databases are developed that are sufficient to meet all external reporting needs (e.g. IPEDS), and there are appropriate ways to access or disseminate this information through publications, reports, or widely-accessible databases.	3	A

<p>4.6 Leadership at all levels is committed to improvement based on the results of the processes of inquiry, evaluation and assessment used throughout the institution. The faculty take responsibility for evaluating the effectiveness of the teaching and learning process and use the results for improvement. Assessments of the campus environment in support of academic and co-curricular objectives are also undertaken and used, and are incorporated into institutional planning.</p>	<p>The institution has clear, well-established policies and practices for gathering and analyzing information that leads to a culture of evidence and improvement.</p>	<p>2</p>	<p>A</p>
<p>4.7. The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, as well as into the conditions and practices that promote the kinds and levels of learning intended by the institution. The outcomes of such inquiries are applied to the design of curricula, the design and practice of pedagogy, and to the improvement of evaluation means and methodology.</p>		<p>2</p>	<p>A</p>
<p>4.8. Appropriate stakeholders, including alumni, employers, practitioners, and others defined by the institution, are involved in the assessment of the effectiveness of the educational programs.</p>		<p>2</p>	<p>B</p>

Appendix N: Non-Academic Department Program Review Guidelines (Preliminary Draft)

I. Introduction: There is value in periodically reviewing “Why we exist, what we do, and where we are headed.”

It would be worthwhile:

- A. To explore with departments what they are trying to achieve and how their goals fit into the goals of the institution.
- B. To review and revise a vision of quality and to explore with departments how well and efficiently they are achieving their purposes.
- C. To examine with departments the evidence that supports or challenges their conclusions in these matters.
- D. To know how well the department collaborates with other departments to achieve cohesiveness and efficiency

II. The Role of the Department

The review would be primarily a self-evaluation and results in a document describing the department. This document should address at least the following areas:

A. Mission and Goals

1. Statement of departmental mission and goals
2. Relationship between department and College mission and goals

B. Department Analysis

1. A description of each department’s services and functions
2. Three to five-year plan
3. Budget Issues (opportunities for increased efficiency, budget implications of new initiatives, etc)

C. Evidences of Quality

1. Comparisons with other colleges of comparable size and mission
2. Description of how quality is measured
3. Customer satisfaction. How well is the department accomplishing its goals?

D. Employees

1. Education, experience, training, and other preparation of the employees
2. Responsibilities not directly related to primary assignment
3. Professional development plans and activity of the department

E. Student employment

1. Training program
2. Connection between work and learning
3. Retention of student employees

F. Response to Evidence

1. How the department has responded to customer satisfaction concerns
 2. Which goals currently seem to be met well?
 3. Which goals does the department need to improve on? What, specifically, will the department due to improve?
- Include specific timetable for changes, cost if any, and proposed evidence to be used to evaluate it.

Possible Themes for the WASC Self-Study

There are several different ways to organize the three Self-Study documents for WASC Accreditation. The PUC WASC Planning Committee (WASC-PC) has decided to organize our study around a handful of core themes. These themes will allow us to address the 4 Standards that WASC uses to guide the accreditation process and decisions, while giving focus to PUC's ongoing efforts to improve along the lines suggested by our own unique history, identity, and vision.

In the Phase 1 document (Proposal) we anticipate selecting 3-4 themes that will guide each of the two later substantive WASC reports (Phase 2: Capacity, and Phase 3: Educational Effectiveness). Some themes may be unique to one document, while others will cut across both of them. We will most likely end up with 4-6 themes in total.

What follows is a list of potential themes that have been identified by the WASC-PC. The first potential theme emerged from our study of the WASC Accreditation Handbook and our experiences at a 2-day WASC workshop in Oakland, CA in January of 2006. The Committee's judgment is that something very much like theme I. A below will be necessary to focus PUC's commitment to core WASC values and practices for accredited post-secondary institutions. The first two potential themes for the Educational Effectiveness Review (III A & B) emerged from the "Vision Process" that we engaged in during the Fall and early Winter Quarters of the 2006-07 academic year (see "Collective Vision Statement"). The remaining potential themes emerged from our "Gap Review" of the 4 WASC Standards.

I. CORE THEME FOR BOTH REVIEWS

A. *Teaching and Learning*

This theme would span both the Capacity and Preparatory Review, and the Educational Effectiveness

Review. As such, it would have two phases:

Phase One: Becoming a Learning Organization

In its first, Capacity phase, this theme requires the campus to assess and evaluate all aspects of campus life, aligning them with the educational objectives of PUC. How do the dormitories aid learning? Does the cafeteria promote the students' ability to learn? The athletic program? Financial services? Everything should be assessed, evaluated, and then improved, in a continuous feedback loop which becomes a "natural" part of campus culture. The goal is to become an organization which learns about itself, and uses that learned knowledge for growth as an institution.

Phase Two: Teaching and Learning in the Classroom

In its second phase, this theme asks us to create learning objectives at all levels: institutional, program (including general education and majors), and individual course. Learning objectives should include not simply content and skills mastery but also critical and imaginative thinking. The institution then would ask, How do we know that our students are learning what we are trying to teach? A culture will be created in which evidence about what students are learning is examined, changes are made based on that evidence, then more evidence is gathered and examined.

II. POTENTIAL THEMES FOR THE CAPACITY REVIEW

Theme A: Strategic Planning:

Our most recent Strategic Plan expires in 2007. Since the WASC process is far-reaching and campus-wide, not unlike traditional strategic planning, we may want to fold strategic planning into the WASC process, and find a way of institutionalizing an on-going process that leads both to WASC self-reporting and to good planning for our campus. Vital to this approach is a meaningful link between yearly budgeting and planning, with resources being allocated according to intentional decision-making based on campus learning objectives and prioritized needs.

Theme B: Stewardship and Mission

This theme would focus our attention on the unique paradox of PUC: our beautiful natural landscape is one of our most precious resources; yet because we are "land rich, cash poor," we face questions about whether good stewardship of our resources should involve developing the land around us in order to increase our Endowment. To what degree is our stunning setting a negotiable commodity? What does alignment of resources with our educational mission mean, when part of our identity includes our peaceful, wooded surroundings?

Theme C: Residential Learning Environment

This theme emphasizes the academic, spiritual, and social functions of our residential campus. It seeks to improve the physical facilities as well as student life policies: Can we respond to the students' perception that they are not treated as adults, while maintaining appropriate boundaries and the comfort zone of parents and constituents? How do the residence hall staff, Custodial, Physical Plant etc, help create environments conducive to on-going academic and spiritual conversations? Do extra-curricular and co-curricular programs contribute to campus learning objectives? How can we integrate community students more thoroughly into campus life?

III. POTENTIAL THEMES FOR THE EDUCATION EFFECTIVENESS REVIEW

Theme A: A Culture of Service

This theme includes service now, but also preparation for a life of service. In the words of our catalog: “a disposition to do the good we see.” It springs from a seeming contradiction revealed by the Vision Process. While “service” was relatively low (#11) on the list of identified categories, most of the departments supported the idea of service at least in some form. Many emphasized a need for voluntary service, intrinsically motivated (not by credits or money), especially service to the needs of our local (Howell Mountain and Napa Valley) communities. While PUC has a long tradition of service, both in word and in deed, reflected in such activities as our student missionary tradition, campus ministries, and our long history of preparing qualified teachers, nurses, physicians, and other professionals; more can be done. Further, this tradition should be integrated into a campus culture which challenges injustice, ignorance, greed, and the self-aggrandizing pursuit of prestige and wealth, in the spirit of the Old Testament prophets and the ministry of Jesus.

Theme B: Conversations about Faith, Learning, and Adventist Identity

This theme calls us to be even more intentional in our efforts to be a safe, but not overprotective community where academic freedom and Christian commitment are complementary, not oxymoronic; where challenging questions are welcomed as part of a vital liberal arts-based learning community, and where we look for creative answers to the question of what it means to be a Seventh-day Adventist Christian in the twenty-first century. What is “Present Truth”? How do the Sabbath, Ellen White, the health message, eschatological expectations, and other core beliefs make our lives richer and more meaningful now, today? (Part of the challenge would be to make such a theme interesting and useful to the portion of our students who are not SDA.)

Theme C: Active Teaching and Learning

This theme focuses campus energy on active teaching and learning activities both in the classroom and in out-of-class assignments. Active teaching includes good lecture and discussion skills. Active learning activities include such things as research projects, internships, laboratories, clinicals, study abroad, field trips, creative projects (videos, drama, visual arts, musical composition and performance, creative writing), writing across the curriculum, interdisciplinary projects, oral presentations, discussion groups, and collaborative projects. These types of activities are already occurring; if we were to adopt this theme we would devote time and money to making these much more common, across the campus—especially in general education classes.

Theme D: Global Awareness

This theme grows out of PUC’s membership in a worldwide church. It could include the G.E. curriculum (more classes in the history, literature, art, music, etc. of other cultures, study tours abroad), conversational language classes taught within majors (i.e., Spanish for Medical Professionals or Social Workers), and student missions. Our focus here is on preparing students to work, live and serve in an increasingly interconnected planet. Each department would find ways to include global awareness into its curriculum. In a diverse world of limited natural resources, we are educating students whose important economic, political and spiritual choices will have to be evaluated in terms of their long term and worldwide consequences.

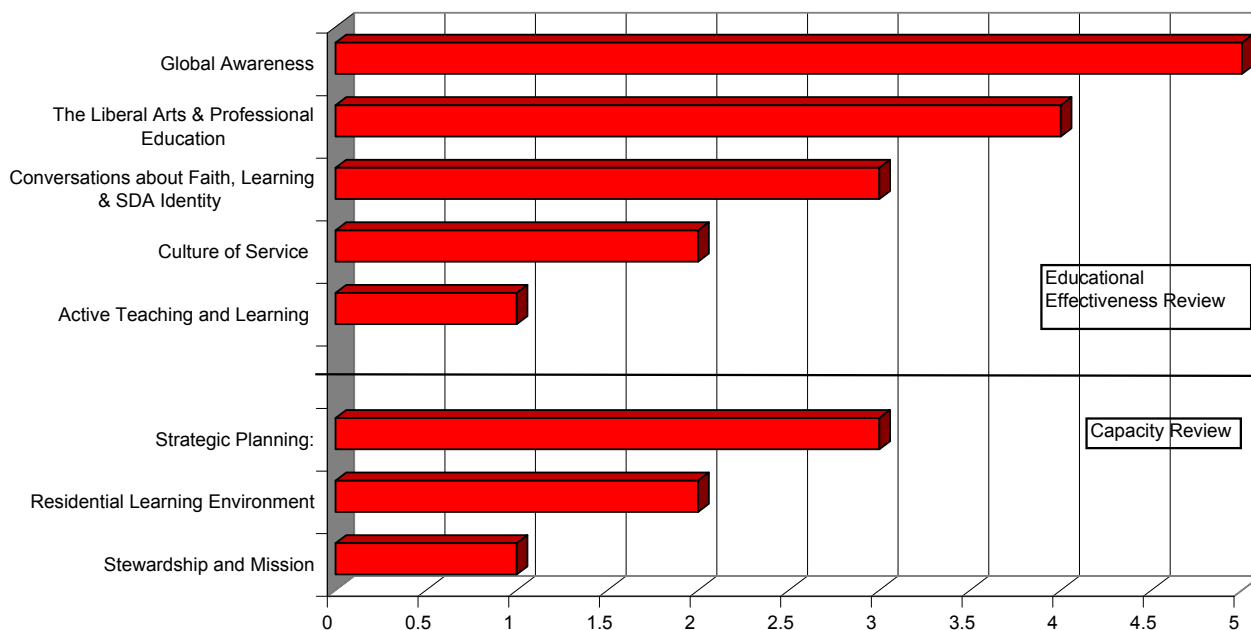
Theme E: The Liberal Arts and Professional Education: Together At Last

This theme builds on our recent decision to remain a college, and the continuing need to help the majority of our students, who are preparing for various professions, to understand the role of the liberal arts in their future lives. Why are they at PUC and not a vocational school? Why is it important for them to be creative, ethical, informed, and responsible citizens, as well as highly-trained professionals? The close relationships between faculty and students, advising and other non-teaching responsibilities, as well as the

Appendix P: Theme Survey Responses

Theme Survey Responses: Ranks for all Respondents (N = 211)

NOTE: The theme of "A Learning Community" was not included in the survey; WASC-PC had already decided to make it a theme.



Appendix Q: Plan for Addressing High Priority CFRs in Integrative Essays

Plan for Addressing High Priority CFRs in Integrative Essays

Note: Targeted CFRs defined as all those rated 2 or higher in Self-Review and "B" or higher in Importance

CECOM=Curriculum and Efficiency Committee; ASGE=Academic Standards and General Education; FDRH=Faculty Development, Research, and Honors; RATC= Rank and Tenure Committee; LCT= Learning Community Taskforce; ST= Stewardship Taskforce; Ad Council=Administrative Council

CFR	Essay	Entity & Plan	Indicator
1.2	Learning Community	<ul style="list-style-type: none"> CECOM: Develops guidelines for the development and assessment of student learning objectives (SLO) into the Program Review process. ASGE: Develops guidelines for the development and assessment of student learning objectives (SLO) into the Program Review process. FDRH: Develops a program for systematic training of faculty in creating SLOs and assessing them. RATC: Develops and use in summative evaluation Syllabus guidelines that include appropriate SLO and assessment 	<ul style="list-style-type: none"> Program Review Guidelines GE Review Guidelines Training schedule Syllabus Guidelines
1.3	Learning Community	<ul style="list-style-type: none"> LCT: Ensures regular Program Reviews across campus that are systematically analyzed and used to ensure quality job performance. President: Ensures regular evaluation of Administrative Council Board Chair: Ensures regular evaluation of President 	<ul style="list-style-type: none"> Annual LCT Report Biennial Evaluation Biennial Evaluation
1.5	Diversity	<ul style="list-style-type: none"> Board: Identifies goals needed to meet institutional commitment to WASC statement on Diversity and establishes targets and timetables for Administration to meet them Ad Council: Works with Board to identify goals needed to meet institutional commitment to WASC statement on Diversity and develops initiative and strategies designed to meet targets and timetables established by the board. LCT: Ensures that Program Review identifies appropriate diversity related outcomes and collects evidence allowing them to be evaluated. CECOM: Ensures that Program Review identifies appropriate diversity related outcomes and collects evidence allowing them to be evaluated. 	<ul style="list-style-type: none"> Board Statement on Diversity Annual Diversity Report Program Review Guidelines
2.3	Learning Community	<ul style="list-style-type: none"> CECOM: Ensures that Program Review process includes criteria requiring evidence of use of information and resources beyond textbooks in syllabi ASGE: Ensures that GE Review process includes criteria requiring evidence of use of information and resources beyond textbooks in syllabi Advising Committee: Ensures that expectations for student learning and attainment as they relate to academic advising is clearly reflected and communicated in campus policies. 	<ul style="list-style-type: none"> Program Review Guidelines Program Review Guidelines GE Review Guidelines Faculty & Student Advising Guidelines
2.4	Learning Community	<ul style="list-style-type: none"> CECOM: Program Review process creates and communicates shared understanding of and commitment to expectations for student learning and attainment among faculty and staff. ASGE: GE Review Process communicates and creates shared understanding of and commitment to expectations for student learning and attainment among faculty and staff RATC: Syllabi Guidelines ensure that students know and understand expectations 	<ul style="list-style-type: none"> Program Review Guidelines & Schedule GE Review Guidelines & Schedule Syllabi Guidelines & Syllabi Audit?

		for student learning and attainment. <ul style="list-style-type: none"> FDRH: In-Service on SLOs & Collecting and using Evidence develops faculty understanding and commitment. 	<ul style="list-style-type: none"> Schedule of presentations by on and off-campus experts on creating and using SLOs
2.5	Learning Community	<ul style="list-style-type: none"> CECOM: Includes Outcomes related to active learning & teaching in Program Reviews. FDRH: Coordinates in-service sessions for faculty on active learning & teaching strategies. RATC: Includes evidence of successful use of active learning & teaching strategies in rank and tenure decisions. CECOM: Program Reviews require report of senior comprehensive assessments and other relevant indicators of student learning. ASGE: Collects and annually reviews GE assessment data. RATC: Revises summative assessment to emphasize student learning CECOM: Ensures that Program Review process includes systematic and appropriate evidence related to student achievement ASGE: Ensures that GE Review process includes systematic and appropriate evidence related to student achievement WASC-PC: Reviews current menu of student survey instruments; revises and supplements with new instruments as indicated Advising Committee: The Associate Academic Dean coordinates an ad hoc committee to develop a policy for and assessment of academic advisement. Also schedules training workshops on best practices in academic advising RATC: Defines the role of advising in the evaluation of faculty performance, and reviews advisor evaluations. LCT: Ensures that Program Review guidelines and process assess degree to which non-academic departments meet the needs of students. 	<ul style="list-style-type: none"> Program Review Guidelines GE Review Guidelines Rank & Tenure Guidelines Program Review Guidelines GE Review Guidelines Rank & Tenure Guidelines Program Review Guidelines GE Review Guidelines Revised List of Student Survey Instruments Academic Advising Guidelines & Schedule of Advising Training Workshops Rank & Tenure Guidelines Program Review Guidelines and Documents Training schedule Faculty Development Budget ST Guidelines and Annual Report
2.6	Learning Community		
2.7	Learning Community		
2.10.	Learning Community		
2.12.	Learning Community		
2.13.	Learning Community		
3.4.	Learning Community & Stewardship	<ul style="list-style-type: none"> FDRH: Develops and coordinates integrated training program for faculty, including specific focus on SLOs, evidence of student learning, active teaching strategies and diversity Stewardship Taskforce (ST): Ensures sufficient funding for Faculty Development accounts, sabbaticals, and training. 	
	Stewardship	<ul style="list-style-type: none"> ST: Reviews and interprets relevant financial data; Reviews and coordinates discussion and decision-making on issues related to land development deal; Reviews and discusses issues relevant to protecting and growing endowment, and prioritizing allocation of endowment income in support of student learning goals. 	
4.1.	Stewardship	<ul style="list-style-type: none"> President: Integrates and systematizes planning processes and documents ST: Makes intentional, transparent and systematic links between planning, assessment, decision-making and budgeting. 	<ul style="list-style-type: none"> Annual Report summarizing how year's past decisions relate to planning documents Document that describes how planning and assessment inform decision-making and budgeting; Annual Report that summarizes how year's past decisions relate to planning
Standard 3 Developing and Applying Resources and Organizational Structures to Ensure Sustainability			
Standard 4: Creating an Organization Committed to Learning and			

4.2.	Stewardship	<ul style="list-style-type: none"> • SI: Coordinates and integrates planning on campus 	documents	<ul style="list-style-type: none"> • Document that describes how planning and assessment inform decision-making and budgeting; Annual Report that summarizes how year's past decisions relate to planning documents
4.3.	Learning Community & Stewardship	<ul style="list-style-type: none"> • LCT: Ensures appropriate and adequate evidence is gathered and analyzed • SI: Ensures that planning and decision-making is based on evidence from above • Institutional Research (IR): Helps key decision-makers identify, collect, analyze and interpret relevant data • Administrative Council: Finds adequate funding for IR position (beginning July 1 2007). • SI: Develops mission and role for IR Director 	<ul style="list-style-type: none"> • Program Review Guidelines and Documents • Document that describes how planning and assessment inform decision-making and budgeting; Annual Report that summarizes how year's past decisions relate to planning documents • Regular consultation to key decision-makers and decision-making bodies; production of relevant evidence reports. • IR position is filled by July 1, 2007 • Written description of Role of IR Director in assessment, planning and budgeting and decision-making • Program Review Guidelines and Documents 	
4.4.	Stewardship	<ul style="list-style-type: none"> • LCT: Ensures that the Program Review process that has instituted a culture of evidence in the academic departments is appropriately implemented with non-academic departments. • FDRH: Develops policies and procedures to encourage faculty research on effectiveness of teaching strategies and student learning. • Academic Dean: Promote ongoing commitment to process of teaching and learning by the faculty. 	<ul style="list-style-type: none"> • Annual Faculty Awards/Financial Support for research on student learning • Annual report from Academic Dean 	
4.5.	Stewardship	<ul style="list-style-type: none"> • LCT: Ensures that the Program Review process that has instituted a culture of evidence in the academic departments is appropriately implemented with non-academic departments. • FDRH: Develops policies and procedures to encourage faculty research on effectiveness of teaching strategies and student learning. • Academic Dean: Promote ongoing commitment to process of teaching and learning by the faculty. 	<ul style="list-style-type: none"> • Annual Faculty Awards/Financial Support for research on student learning • Annual report from Academic Dean 	
4.6.	Learning Community	<ul style="list-style-type: none"> • LCT: Ensures that the Program Review process that has instituted a culture of evidence in the academic departments is appropriately implemented with non-academic departments. • FDRH: Develops policies and procedures to encourage faculty research on effectiveness of teaching strategies and student learning. • Academic Dean: Promote ongoing commitment to process of teaching and learning by the faculty. 	<ul style="list-style-type: none"> • Annual Faculty Awards/Financial Support for research on student learning • Annual report from Academic Dean 	
4.7.	Learning Community	<ul style="list-style-type: none"> • LCT: Ensures that the Program Review process that has instituted a culture of evidence in the academic departments is appropriately implemented with non-academic departments. • FDRH: Develops policies and procedures to encourage faculty research on effectiveness of teaching strategies and student learning. • Academic Dean: Promote ongoing commitment to process of teaching and learning by the faculty. 	<ul style="list-style-type: none"> • Annual Faculty Awards/Financial Support for research on student learning • Annual report from Academic Dean 	

Improvement

Institutional Research Annual Reports Calendar, 2006-2007

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Created: 4/10/2007
 By: ITSS
 Modified: 4/26/2007
 By: Fulton

Month	Creates/Interprets Report	Retrieves/Collects Data	Report	Due Date
September	Janet	Guillermo Arevalo	Barrons	September (odd years, e.g. 2003-04)
September	Janet	Guillermo Arevalo	IPEDS Completions	See NCES website
September	Janet	Guillermo Arevalo	IPEDS Intentional Characteristics	See NCES website
October	Nancy	Susi	Majors declared in each department	Third wk of Fall qtr only
October	Nancy	Susi, Steve Waters	Credit Hours Generated: Regular Program and CAPE	Third wk. of the qtr.
October	Nancy	Susi	Enrollment Statistics: fall, winter and spring	Third wk. of the qtr.
October	Nancy	Acad. Admin.	Student/Faculty Evaluation	Fourth wk.
October	Nancy	Susi	Sections with 4 or fewer students	Fourth wk. of the qtr.
October	Nancy	Susi & Lloyd	Campus Colloquy Attendance	Second wk. of the qtr.
October	Janet	Guillermo Arevalo	NAD	Fall
October	Nancy	Jennifer, George? & Guillermo Arevalo	GNST 104-105	Fourth wk. of the qtr.
December	Nancy	George?	Student/Faculty Ratio	Fourth wk. of every qtr.
December	Nancy	Ed & Nancy	Academic Advising Survey	Ninth wk. of class
December	Nancy	Susi	Students on Academic Probation, Suspension, and Dismissals	Two days after grades are submitted
December	Nancy	Susi	Incompletes Study by department and teacher	Two wks. after grades are submitted
December	Nancy	Susi	Grade Inflation Report	Two wks. after grades are submitted
n/a	Janet	Guillermo Arevalo	Peterson's Personnel	Fall
n/a	Janet	Various Departments	Peterson's Student Expenses	Fall
n/a	Janet	Various Departments	AICCU The Guide	Fall
n/a	Janet	Various Departments	USNews	Fall
n/a	Janet	Exercise Science	Equity in Athletics	Fall
n/a	Janet	Ed	College Board Distance Education	Fall
n/a	Nancy	Nancy	Senior Survey	GNST 401
December	Janet	HR	IPEDS Employees	See NCES website
December	Janet	HR	IPEDS Salaries	See NCES website
January	Janet	Various Departments	Princeton CDS and RDS	Winter
January	Glen	Lyn Belleau	Princeton CDS H1 and H2 - Student Financial Aid	Fall
January	Nancy	Susi & Lloyd	Campus Colloquy Attendance	Second wk. of the qtr.
January	Janet	Various Departments	Chronicle Guidance Publications (CGP)	Winter
January	Janet	Various Departments	Peterson's	Winter
February	Glen	Lyn Belleau	Peterson's Student Financial Aid	Fall
February	Nancy	George?	Student/Faculty Ratio	Fourth wk. of every qtr.
February	Nancy	Susi, Steve Waters	Credit Hours Generated: Regular Program and CAPE	Third wk. of the qtr.
February	Nancy	Susi	Enrollment Statistics: fall, winter and spring	Third wk. of the qtr.
February	Nancy	Acad. Admin.	Student/Faculty Evaluation	Fourth wk.
February	Nancy	Susi	Sections with 4 or fewer students	Fourth wk. of the qtr.
February	Nancy	Jennifer & George?	GNST 104-105	Fourth wk. of the qtr.
February	Janet	Various Departments	College Board	Winter
February	Janet	Various Departments	GRE	Winter
March	Nancy	George? & Guillermo Arevalo	Grade Inflation Report	Two wks. after grades are submitted
March	Nancy	Ed & Nancy	Academic Advising Survey	Ninth wk. of class

March	Nancy	Susi	Students on Academic Probation, Suspension, and Dismissals	Two days after grades are submitted
March	Nancy	Susi	Incompletes Study by department and teacher	Two wks. after grades are submitted
n/a	Janet	Various Departments	American Council of Education	Winter
n/a	Janet	Various Departments	ACT Institutional Data	Winter
n/a	Janet	Student Finance	SEARS	Winter
n/a	Nancy	Nancy	Senior Survey	GNST 401
March	Janet	Guillermo Arevalo	<u>IPEDS Fall Enrollment</u>	Spring
March	Janet	Guillermo Arevalo	<u>IPEDS Graduation Rate Survey</u>	Spring
March	Janet	Accounting	IPEDS Finance	Spring
March	Janet	Student Finance	IPEDS Student Financial Aid	Spring
April	Janet	Various Departments	U.S. News World Report, Main (Uses CDS as info base)	Spring
April	Nancy	George? & Guillermo Arevalo	Student/Faculty Ratio	Fourth wk. of every qtr.
April	Nancy	Susi	Faculty Load and Efficiency Analysis	Fourth wk. of spring qtr.
April	Nancy	Susi, Steve Waters	Credit Hours Generated: Regular Program and CAPE	Third wk. of the qtr.
April	Nancy	Susi	Enrollment Statistics: fall, winter and spring	Third wk. of the qtr.
April	Acad. Admin.	Acad. Admin.	Student/Faculty Evaluation	Fourth wk.
April	Nancy	Susi	Sections with 4 or fewer students	Fourth wk. of the qtr.
April	Nancy	Susi & Lloyd	Campus Colloquy Attendance	Second wk. of the qtr.
April	Nancy	Jennifer & George?	GNST 104-105	Fourth wk. of the qtr.
May	Ed & Nancy	Ed & Nancy	Academic Advising Survey	Ninth wk. of class
June	Nancy	George? & Guillermo Arevalo	Grade Inflation Report	Two wks. after grades are submitted
June	Nancy	Susi	Students on Academic Probation, Suspension, and Dismissals	Two days after grades are submitted
June	Nancy	Susi	Incompletes Study by department and teacher	Two wks. after grades are submitted
n/a	Nancy	Nancy	Senior Survey	GNST 401
n/a	Janet	Various Departments	Thompson/Peterson's Distance Education	Spring
n/a	Janet	Accounting	US News & World Report Finance	Spring
n/a ¹	Nancy	Matthew & P.R. Office	Crime Rates	Summer
n/a ¹	Nancy	George? & Guillermo Arevalo	Graduation Rates and Retention	Summer
n/a ¹	Nancy	Guillermo	Transfer Out Report/Retention	Summer
n/a ¹	Nancy	Steve	Academic Depts. Statistics Report	Summer
n/a ¹	Nancy	George?	Electronic Portfolio/WASC	On-going
n/a ¹	Nancy	Nancy, Gayln & George?	Faculty Profile: Academic preparation, age, rank, etc.	On-going
n/a ¹	Nancy	Nancy & Ed	Students entering graduate schools: medical, dental, law, etc.	Summer
n/a ¹	Nancy	Alumni & George?	Alumni Survey	Every three yrs.
n/a ¹	Nancy	George?	Learning-Outcome Assessment/MFAT's, GRE's and others	GNST 401
n/a ¹	Nancy	John & Doug	Cost per major in the department	On hold
n/a ¹	Nancy	George? & Lisa	Students Satisfaction Survey (Noel Levitz)	On demand
n/a ¹	Lisa	Lisa	CIRP	On demand
n/a¹	Various	Various staff	PUC Unified Common Data Set	Planned for Future
n/a ¹	John Collins	Doug Ermshar	PUC Key Success Indices	Internal Use
n/a ¹	John Collins	Doug Ermshar	Statistics of Student registered for a each year	Internal Use

Appendix S: Senior Comprehensive Assessment

Departments	SENIOR COMPREHENSIVE ASSESSMENT
Biology	MFT
Business Administration	MFT
Chemistry	MFT
Communication <ul style="list-style-type: none"> • Communication, B.S. • Public Relations/Journalism, B.S. • International Communication, B.A. 	Comprehensive Department-Created Exam Comprehensive Department-Created Exam Comprehensive Department-Created Exam
Computer Science, Mathematics, & Physics <ul style="list-style-type: none"> • Computer Science, B.S. & B.A. • Mathematics, B.S. • Physics, B.S. • Biophysics, B.S. • Natural Science, B.S. 	MFT MFT MFT MFT MFT
Education <ul style="list-style-type: none"> • Early Childhood Education, B.S. • Early Childhood Education, A.S. • Liberal Studies, B.S. • Early Childhood Education, B.S.E.C.E. • Education, M.Ed. 	Portfolio Successful five day solo student teaching CSET—California Subject Exam for Teachers Portfolio Thesis-driven research project
English <ul style="list-style-type: none"> • English, B.A. 	Portfolio, GRE Subject Exam, CSET (Assessment tool is dependent on emphasis)
Exercise Science, Health, & Nutrition <ul style="list-style-type: none"> • Exercise Science, B.S. • Exercise Science, B.S. emphasis in Teacher Education 	Portfolio California Subject Examinations for Teachers (CSET)
History <ul style="list-style-type: none"> • History, B.A. • Social Studies, B.S. 	Portfolio, Senior Thesis, CSET (if getting credentials) Portfolio, Senior Thesis, CSET (if getting credentials)
Modern Languages <ul style="list-style-type: none"> • French, B.A. • Spanish, B.A. 	Senior Exam Senior Exam
Music <ul style="list-style-type: none"> • Music, B. Mus. • Music, B.S. • Music, A.S. 	Senior Recital and MFT Senior Recital and MFT
Nursing <ul style="list-style-type: none"> • Nursing, A.D.N. • Nursing, B.S.N. 	Assessment Technology Incorporated (ATI) Content Exam and Comprehensive Educational Resources Incorporated Value Added Completion Exam (ERI's VACE)
Psychology & Social Work <ul style="list-style-type: none"> • Psychology, B.S., B.A. • Social Work, B.S.W. 	MFT ACAT (Area Concentration Achievement Test)

<u>Religion</u> <ul style="list-style-type: none"> • • 	Theology, B.A. Religion, B.A.	Department-Created Comprehensive Exam and Ministry Portfolio Department-Created Comprehensive Exam
<u>Visual Arts</u> <ul style="list-style-type: none"> • • • • • • • • 	Fine Art, B.S. Fine Art, B.A. Graphic Design, B.S. Photography, B.S. Film and Television Production, B.S. Graphic Design, A.S. Photography, A.S.	Senior Thesis Projects, Portfolios Senior Thesis Projects, Portfolios Senior Thesis Projects, Portfolios Senior Thesis Projects, Portfolios Senior Thesis Projects, Portfolios Senior Thesis Projects, Portfolios Senior Thesis Projects, Portfolios

Department Totals:

MFT: 6 Departments
Other Standardized Exams: 6 Departments
Department-created Exam: 3 Departments
Portfolio: 6 Departments
Thesis/Research Projects: 3 Departments

Appendix T: Required Data Exhibits To Support The Institutional Proposal

Data Exhibit 1
Headcount Enrollment by Level (Fall Term)

	Total Headcount Enrollment	Lower Division Headcount	Upper Division Headcount	Graduate Headcount	Post- Baccalaureate (Non-Graduate) Headcount	Non-Degree Headcount	Total FTE Enrollment
Year 1 2002-2003	1457	841	647	21 (1%)	¹ N/A	78 (5%)	Not Available
Year 2 2003-2004	1443	808	637	9 (.6%)	N/A	127 (9%)	Not Available
Year 3 2004-2005	1547	756	719	2 (.1%)	N/A	92 (6%)	1503
Year 4 2005-2006	1539	685	713	4 (.3%)	N/A	96 (6%)	1505
Year 5 2006-2007	1396	742	607	3 (.2%)	N/A	77 (6%)	1466

¹ Not Applicable

Data Exhibit 2
Headcount Enrollment by Status and Location (Fall Term)

	² Total Headcount Enrollment	Full-Time	Part-Time	On-Campus Location ³	⁴ Off-Campus Location
Year 1	1457	1453 (98%)	24 (2%)	1487 (102%)	204 (14%)
2002-2003					
Year 2	1453	1442 (99%)	11 (.8%)	1503 (103%)	159 (11%)
2003-2004					
Year 3	1547	1399 (90%)	148 (10%)	1542 (99.6%)	113 (7%)
2004-2005					
Year 4	1539	1379 (89%)	160 (10%)	1523 (99%)	115 (7%)
2005-2006					
Year 5	1396	1276 (91%)	120 (9%)	1394 (99%)	96 (7%)
2006-2007					

² From IPEDs, Includes spring quarter on-campus headcount and off-campus nursing

³ From Registrar's Comparative Enrollment Statistics document; includes on-campus headcount at the end of the third week fall quarter. Registrar's headcount includes individuals not reported in IPEDS count (e.g. staff members taking courses for credit, students enrolled in courses not creditable toward a diploma, and etc.). The percent figures reported are based on the "total headcount", as per the directions, and so occasionally are greater than 100%.

⁴ From Registrar's Comparative Enrollment Statistics document; includes Degree Completion Program (DCP) headcount and off-campus nursing. Because the Registrar's reports are from the Fall Quarter, and include some students not included in the IPED report compiled in the Spring Quarter, "On-Campus" + "Off-Campus" numbers do not add up to the "Total Headcount Enrollment" figure taken from IPEDS.

Data Exhibit 3
Degrees and Certificates Granted by Level (Academic Year)

	Total Degrees Granted	Less than 2-Year	Associate	Bachelor	Post- Baccalaureate	Master	Doctorate	Other
Year 1 2002-2003	296	N (%)	63 (21%)	230 (78%)	N/A	3 (1%)	N/A	N/A
Year 2 2003-2004	363	N (%)	88 (24%)	270 (75%)	N/A	5 (1%)	N/A	N/A
Year 3 2004-2005	341	N (%)	94 (27%)	241 (71%)	N/A	6 (2%)	N/A	N/A
Year 4 2005-2006	394	N (%)	121 (31%)	269 (68%)	N/A	4 (1%)	N/A	N/A
Year 5 2006-2007*	Not Available	Not Available	Not Available	Not Available	N/A	Not Available	N/A	N/A

* Latest year

Data Exhibit 4
Faculty by Employment Status

	Total Faculty Headcount	Full-Time Faculty	⁵Part-Time Faculty	Total Faculty FTE
2002-2003	106	97 (92%)	9 (8%)	100 (95%)
2003-2004	101	82 (81%)	19 (19%)	88 (87%)
2004-2005	116	83 (72%)	33 (28%)	92 (81%)
2005-2006	99	80 (81%)	19 (19%)	86 (87%)
2006-2007*	97	91 (84%)	16 (16%)	86 (89%)

⁵ Prior to the 2004-2005 academic school year, Human Resources did not specify whether the part-time faculty count included adjunct faculty.

Data Exhibit 5 Key Financial Ratios

	Year 1 2002-2003	Year 2 2003-2004	Year 3 2004-2005	Year 4* 2005-2006
Return on Net Assets Change in Net Assets / Total Net Assets at the beginning of fiscal year	7.38%	12.75%	3.23%	-0.07%
Net Income Ratio Change in Unrestricted Net Assets / Total Unrestricted Revenues	4.73%	5.28%	0.24%	-7.24%
Operating Income Ratio Operating Income / Total Expenses	108.24%	109.32%	100.39%	97.51%
Viability Ratio Expendable Net Assets / Long Term Debt	1.7344	2.2978	0.8447	0.5067
Instructional Expense per FTE Student	\$6,938	\$6,834	\$6,951	\$7,314
Net Tuition per FTE Student	\$12,504	\$13,075	\$13,998	\$14,450

* The effect of implementing FASB Interpretation No. 47 was recorded as a reduction in net assets of \$ 2,519,191.

Data Exhibit 6 Inventory of Educational Effectiveness Indicators

Note:

- All Degree Programs at PUC are on a five-year Academic Department Review Process, and all Departments have been through such a Review at least once.
- As part of this process all departments have been asked to provide evidence relating to their academic objectives, and to reflect on this evidence in curricular planning.
- While all departments have learning goals, we only answer question #1 below in the affirmative if these have been developed and specified formally. Even those departments whose student learning outcomes are only stated informally gather and review data to evaluate them, and this is indicated below.
- Most courses have learning outcomes, and these are reflected in the course syllabus.
- Institutional level learning outcomes are expressed in the general education program. These GE student-learning outcomes are not formally stated, but are implied in the description of the GE purposes and goals published in the catalog, and are being assessed through instruments administered in GNST 401.
- Program Review guidelines and processes will be enhanced to ensure that as the sections of the GE program, and each academic department, goes through their next Review, formal learning outcomes will be developed, published so that students and others can access them, systematically assessed, interpreted and used to make improvements.

CATEGORY	(1) Have formal learning outcomes been developed?	(2) Where are these learning outcomes published? (Please specify)	(3) Other than GPA, what data/evidence is used to determine that graduates have achieved stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(4) Who interprets the evidence? What is the process?	(5) How are the findings used?	(6) Date of last program review for this degree program
At the institutional level:						
For general education if an undergraduate institution:						
List each degree program: 1. Biology, B.A./B.S	No	Informal Goals published in PUC Catalog (2006-07, 07-08) http://www.puc.edu/PUC/catalog/index/catalog.shtml	Measure of Academic Proficiency; UCLA Student Spirituality Survey, writing sample (graded holistically by faculty from a variety of disciplines)	ASGE	ASGE Review of GE Program	Summer, 2006
2. Business Administration, B.A./B.S./B.B.A./B.S.M	No	Program Review; Not published for easy student access	MFT, Exit interviews,	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2005
3. Office Administration, A.S.	Yes	Program Review; Not published for easy student access	MFT, Senior capstone course—writing and integration of major business courses, acceptance to graduate school, job placement, senior survey in capstone course	Program Review; Department Chair and Faculty	Departmental curricular review	Winter 2001
4. Chemistry, B.S./B.A.	No	Program Review; Not published for easy student access	No	N/A	N/A	Winter 2001
5. Communication, B.S.	No	Program Review; Not published for easy student access	MFT	Program Review; Department Chair and Faculty.	Departmental curricular review	Summer 2002
	Yes	Program Review; Not published for easy student access	Comprehensive departmental exam, Capstone course, Internship Evaluation	Program Review; Department Chair and Faculty	Departmental curricular review	Winter 2001

6. Public Relations/Journalism, B.S.	Yes	Program Review; Not published for easy student access	Comprehensive departmental exam, Capstone course, Internship Evaluation	Program Review; Department Chair and Faculty	Departmental curricular review	Winter 2001
7. International Communication, B.A.	Yes	Program Review; Not published for easy student access	Comprehensive departmental exam, Capstone course, Internship Evaluation	Program Review; Department Chair and Faculty	Departmental curricular review	Winter 2001
8. Computer Science, B.S./B.A.	No	Program Review; Not published for easy student access	MFT	Program Review; Department Chair and Faculty	Departmental curricular review	Winter 2005
9. Physics, B.S.	No	Program Review; Not published for easy student access	MFT	Program Review; Department Chair and Faculty	Departmental curricular review	Winter 2005
10. Mathematics, B.S.	No	Program Review; Not published for easy student access	MFT	Program Review; Department Chair and Faculty	Departmental curricular review	Winter 2005
11. Early Childhood Education, B.S.	No	Program Review; Not published for easy student access	Student portfolio; student teaching evaluation.	Program Review; The supervising teachers and the ECEED faculty observe and evaluates the student teaching. The ECEED faculty member evaluates the final portfolio.	Departmental curricular review	Winter 2007
12. Early Childhood Education, A.S.	No	Program Review; Not published for easy student access	Successful five day solo student teaching	Program Review	Departmental curricular review	Winter 2007
13. Liberal Studies, B.S.	Yes	Program Review; Multiple Subjects Liberal Studies Program Accreditation Notebook	CSET; Teaching portfolios	Program Review; Education faculty evaluate the final portfolios	Departmental curricular review	Fall 2004
14. Education, M.Ed.	No	Program Review; Not published for easy student access	Thesis-driven research project; oral defense of the project.	Program Review Each project is thoroughly reviewed by Education faculty.	Departmental curricular review	Fall 2004
15. English, B.A.	Yes	Program Review; Catalog	GRE Subject Exam, CSET Portfolio, (Assessment tool is dependent on emphasis)	Program Review; English department at Fall retreat	Departmental curricular review	Fall 2003
16. Exercise Science B.S./Teacher Education Emphasis	Yes	Program Review; General Catalog, Website,	CSET; Portfolio; Exit Interview (Assessment tool is dependent on emphasis)	Program Review; Department Chair and Faculty	Departmental curricular review	Summer 2002
17. History, B.A.	Yes	Program Review; Not published for easy student access	CSET, Student Portfolio, Senior Thesis,	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2001
18. Social Studies, B.S.	Yes	Program Review; Not published for easy student access	CSET, Student Portfolio, Senior Thesis,	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2001
19. Spanish, B.A.	Yes	Program Review; Not published for easy student access	Senior Exam; Oral Proficiency Interview, rated according to the ACTFL guidelines	Program Review; Department Chair and Faculty	Departmental curricular review	Fall 2003
20. French, B.S.	Yes	Program Review; Not published for easy student access	Senior Exam; Oral Proficiency Interview, rated according to the ACTFL guidelines	Program Review; Department Chair and Faculty	Departmental curricular review	October 2003

⁶ NOTE: Liberal Studies Department was eliminated in 1999-2000 school year. The B.A. is housed in Education department.

21. Music, B.Mus./B.S.	Yes	Program Review: General Catalog; Music Dept. Student Handbook	MFT; Senior Recital; quarterly juries, keyboard proficiency exam, department exit exam, (Sophomore music Education Interview and Student Teaching for the Education emphasis)	Program Review; All music faculty critique the performances in recitals and juries; a keyboard teacher evaluates the keyboard proficiency exam through scales/chording/etc..	Departmental curricular review	Spring 2004 NASM
22. Music, A.S.	Yes	Program Review: General Catalog Music Dept. Student Handbook	Departmental exit exam	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2004 NASM Accreditation
23. Nursing, A.S.	Yes	Program Review: College catalog, Nursing Department Student Handbook	National Standardized Exam – (ATI), RN Licensing Exam, Clinical Evaluations – Exit and post grad evaluation	Program Review; Nursing department curriculum committee reviews and then presents to entire nursing faculty	Departmental curricular review	Fall 2002 NLNAC Accreditation
24. Nursing B.S.N.	Yes	Program Review: College catalog, Nursing Department Student Handbook	Standardized Exit Exam, Clinical Evaluations – Exit and post grad evaluation	Program Review; Nursing department curriculum committee reviews and then presents to entire nursing faculty	Departmental curricular review	Spring 2000 NLNAC Accreditation
25. Psychology B.S./B.A.	Yes	Program Review: Psychology Major's Handbook Department Web Page	MFT; Capstone course; Senior Exit Interview	Program Review; Department Chair and Faculty	Departmental curricular review	Winter 2004
26. Social Work B.S.W.	Yes	Program Review: PUC Catalog (p. 160); Social Work Major's Handbook; Department Web Page	ACAT; Generalist Practice Competency Assessment; Fieldwork Evaluation	Program Review; Department reviews Competency assessments and Fieldwork Evaluations	Departmental curricular review	CSWE Accreditation: Fall 2005
27. Theology, B.A.	Yes	Program Review: Not published for easy student access	Department-Created Comprehensive Exam, Ministry Portfolio; Extern Evaluations	Program Review; Department Chair and Faculty	Departmental curricular review	Winter 2006
28. Religion, B.A.	Yes	Program Review: Not published for easy student access	Department exit exam	Program Review; Department Chair and Faculty	Departmental curricular review	Winter 2005
29. Fine Art, B.S.	No	Program Review: Not published for easy student access	Senior Thesis Projects	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2006
30. Fine Art, B.A.	No	Program Review: Not published for easy student access	Senior Thesis Projects	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2006
31. Graphic Design, B.S.	No	Program Review: Not published for easy student access	Senior Thesis Projects	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2006
32. Photography, B.S.	No	Program Review: Not published for easy student access	Senior Thesis Projects	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2006
33. Film and Television Production, B.S.	No	Program Review: Not published for easy student access	Senior Thesis Projects	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2006
34. Graphic Design, A.S.	No	Program Review: Not published for easy student access	Senior Thesis Projects	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2006
35. Photography, A.S.	No	Program Review: Not published for easy student access	Senior Thesis Projects	Program Review; Department Chair and Faculty	Departmental curricular review	Spring 2006
36. Honors (not a degree program)	No	Program Review: Not published for easy student access	Senior Honors Projects; Personal reflective essays, exit interviews, capstone course	Program Review; Director, Honors Council	Departmental curricular review	Spring 2007
37. Aviation, B.S.	Yes	Program Review: Federal Aviation Administration CFR 14 part 61.	Pilot Certificate completion for 8 different pilot ratings; oral exam and flight test.	Program Review; Department Chair and Faculty	Departmental curricular review Departmental curricular review; A debriefing by the FAA examiner of the deficient areas of the exam are orally discussed with the instructor and Chief	Winter 2007

38. Multiple Subjects Teaching Credential; Single Subject Teaching Credential	Yes	Program Review; The CCTC publishes specific Teacher Performance Expectations	CBEST; CSET; RICA; Student Teaching; Teaching Portfolio, Based on satisfactory completion of necessary coursework	Program Review; Department Chair and Faculty Program Review; Department Chair and Faculty; Each Union conference within the NAD has a credentialist analyst that oversees the credential process.	Flight Instructor . . . Departmental curricular review	Spring 2000 CCTC Accreditation Winter 1996 NAD Accreditation
39. SDA Basic Teaching Certificate	No	Program Review; Certification requirements are published by the Office of Education, NAD			Departmental curricular review	