

PACIFIC UNION COLLEGE

SELF-STUDY

Prepared for:
The Accrediting Association of Seventh-day Adventist Schools,
Colleges, and Universities

January 2012

AN INTRODUCTORY MESSAGE FROM THE PRESIDENT

WELCOME TO PACIFIC UNION COLLEGE, THE OLDEST Adventist institution of higher learning on the West Coast. Founded in Healdsburg in 1882, PUC moved to Howell Mountain in 1909, in part on the advice of Ellen White, whose final home, Elmshaven, is nearby.



We are happy to host the members of the Adventist Accrediting Association to our campus early in 2012, as we move into our 130th year as a college.

PUC is still committed to its original mission—residential, undergraduate, Seventh-day Adventist Christian education. As in the early years, our graduates are still learning to serve as health care workers, pastors, and educators, as well as business managers, graphic designers, social workers, journalists, computer scientists, aviators, and many professions the founders had never heard of. We are also teaching in ways those early professors could not have imagined, with digital projectors, electronic portfolios, and “turnitin.com.”

Indeed, many things have changed in the past 130 years, but the important things remain: a commitment to educating the whole person, to integrity and service, and to the gospel of Jesus Christ. We are still “educating for eternity.”

We want to thank you, our peers, for taking time to read our self-study and visit our campus, to meet us, and to encourage us as we strive to go “from good to great” in the service of the Seventh-day Adventist Church and our Creator God.

A handwritten signature in black ink that reads "Heather J. Knight". The signature is written in a cursive, flowing style.

Heather Joy Knight, Ph.D.
21st President

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TABLE OF CONTENTS

Criterion 1: History, Philosophy, Mission, Objectives 3

Criterion 2: Spiritual Development, Service, and Witnessing 13

Criterion 3: Governance, Organization, and Administration 25

Criterion 4: Finances, Financial Structure, and Industries 33

Criterion 5: Programs of Study 39

Criterion 6: Faculty and Staff 55

Criterion 7: Library and Resource Centers 61

Criterion 8: Student Services 67

Criterion 9: Public Relations and External Constituencies 81

Addendum: Responses to the 2005 AAA Recommendations 87



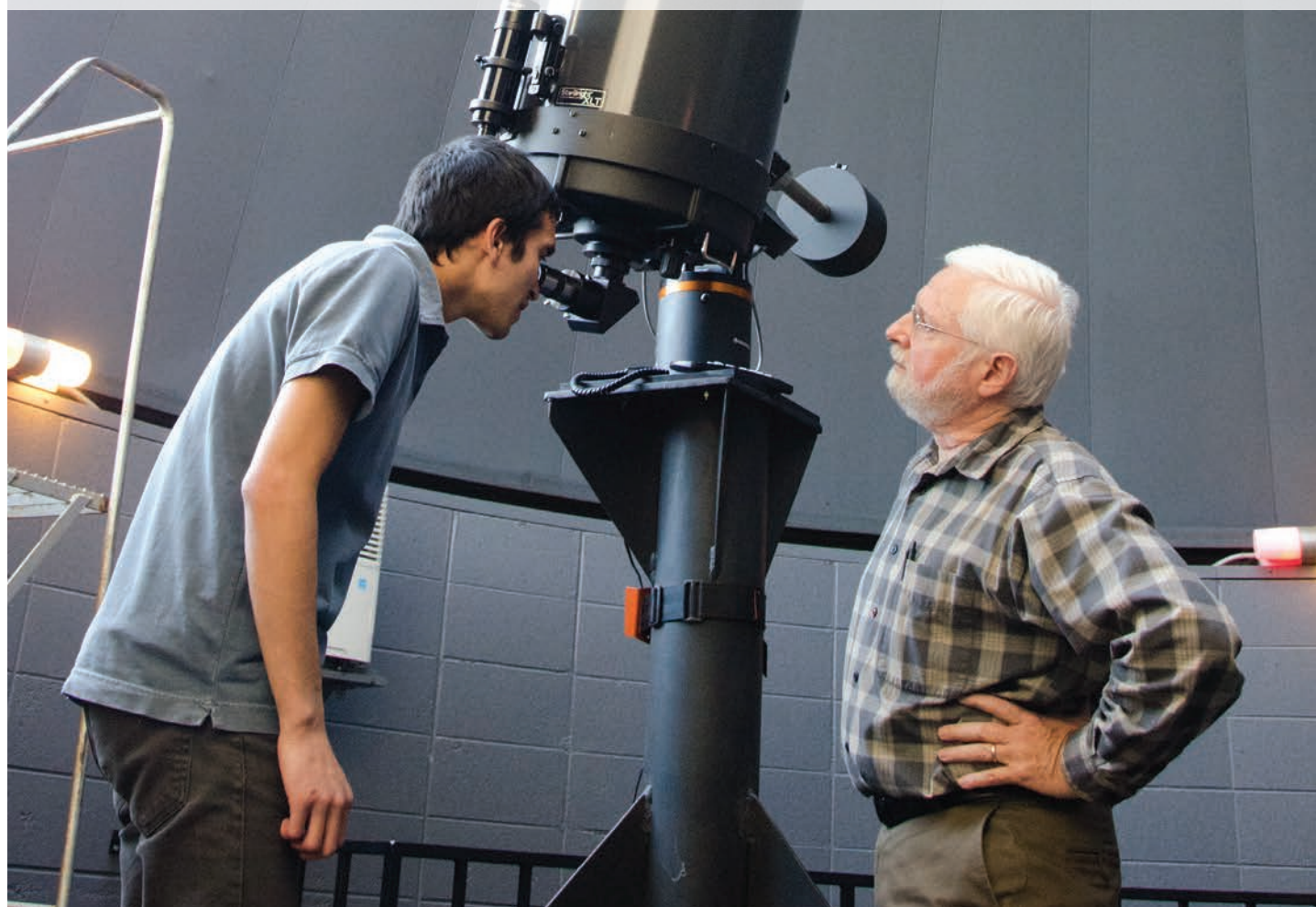
FAITH AND LEARNING

Bruce Ivey, Professor of Computer Science and Physics



One of the best parts of teaching astronomy at PUC is the opportunity to give students a direct connection with God's universe. Many students grew up in urban settings and had little chance to view anything in the heavens except the moon and a few bright stars. During the first clear, dark night at the observatory, it is common for students to say "Wow!" when they see the glory of the Milky Way, and to say the same again when the telescope is turned to a rich field of stars within

our galaxy. Then we broaden their horizons by looking at the Andromeda Galaxy, with its billions of stars so far away that they are just a fuzzy blur in our telescope. In our self-centered, materialistic society, it is good to humble ourselves and say with the psalmist, "When I look at thy heavens, the work of thy fingers, the moon and the stars which thou hast established; what is man that thou art mindful of him, and the son of man that thou dost care for him?" (Psalms 8:3, 4).



CRITERION I: HISTORY, PHILOSOPHY, MISSION, OBJECTIVES

The institution must have a clear sense of mission and identity, encapsulated in statements of mission, philosophy, objectives, and ethics, and evidenced in the total life of the institution.

1.1 The Institutional Mission

The Mission Statement

The Pacific Union College mission statement in its current form was adopted by the Board of Trustees in 2002. This action by the Board was the culmination of a thoughtful and inclusive process involving various campus constituencies, including the Administrative Council, College Assembly, Faculty Senate, and Student Senate.

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 Vision Statement

The vision statement was developed as part of the strategic planning process in fall 2010. The Strategic Planning Committee, chaired by the president, included members of the board, administration, faculty, and staff.

Pacific Union College, a premier Seventh-day Adventist educational institution, will achieve a national reputation as an outstanding Christian liberal arts college, recognized for its holistic and progressive philosophy of education, state of the art learning environment, responsible stewardship, and shared spiritual values.

Students from diverse backgrounds will be prepared by the highest quality teaching and the enlivening power of the Holy Spirit to thrive in a complex and dynamic global society as creative Christian problem-solvers and light in the world.

The Adventist Advantage

Early in her presidency, President Knight adopted a platform of seven characteristics that she called "The Adventist Advantage." She promoted it widely, reminding the

campus and our constituency that it is a blessing and a privilege to be Adventist. These characteristics, listed below, provide a clear picture of the distinctive features that make the Seventh-day Adventist college both a unique educational opportunity and a worthwhile investment.

One
Provides meaning and purpose in life through a personal relationship with Jesus Christ

Two
Focuses on health, wellness and a wholesome lifestyle

Three
Focuses on education and lifelong learning extending into eternity

Four
Emphasizes a moral and ethical compass

Five
Promotes a life of service and civic engagement

Six
Models the educational and spiritual benefits of unity in diversity

Seven
Promotes intentional stewardship of the earth

Department Mission Statements

The institutional mission statement becomes less philosophical and more practical as academic and service departments reflect both its content and intent in their own mission statements. As the departments prepare their program reviews, both the Curriculum and Efficiency Committee (CECom) and the College Services Program Review Committee (CSPR-Com) ask that they include their individual mission statements and

explain how these statements show alignment with the mission of the college.

Institutional Student Learning Outcomes

In 2008, as the result of a campus-wide discussion, institutional student learning outcomes (ISLOs) were created to more fully express the mission and core values of the college. These outcomes outline a comprehensive set of core values that permeate both the curriculum and the co-curriculum. Without purposely setting out to create a clever acronym, we soon discovered that with only minor editing the values emerged as **WISDOM**: Wholeness, Integrity, Service and Stewardship, Diversity, Our Adventist Heritage, and Maintaining Lifelong learning. It seems appropriate that a Seventh-day Adventist college would not only seek to promote temporal learning and erudition, but to instill in its graduates the deeper wisdom implied throughout the Proverbs and encapsulated in chapter 3:13: “Blessed is the person who finds wisdom, the man who gains understanding.” These ISLOs and the assessment plan are discussed more fully under Criterion 2. (See facing page for a chart showing the alignment of mission and ISLOs with the curriculum and co-curriculum.)

1.2 Professional Ethics

The overarching codification of ethical expectations is housed in the Human Resources office under the title, “Statement of Ethical Foundations.” This comprehensive document covers both the employer and the employee, and it clearly outlines how an institution with solid ethical foundations will function. In accepting employment with Pacific Union College, faculty and staff, whether full- or part-time, indicate both their understanding of, and agreement with, the principles outlined by signing a “Statement of Ethical Foundations Acknowledgment.” The

Pacific Union College

Alignment of Student Learning Outcomes with Mission and Core Values | Assessment Methods

Our Mission

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.

Our Core Values: Institutional Student Learning Outcomes

WISDOM
Wholeness
Integrity
Stewardship & Service
Diversity
Our Adventist Heritage
Maintaining Lifelong Learning

Assessed by CBVS, NSSE, senior exit essay, senior exit survey, alumni survey

Academic Program Student Learning Outcomes

Assessed by MFTs, Portfolios, etc. in departments; reported in Annual Assessment Reports and Program Reviews

General Education Student Learning Outcomes

Assessed by senior exit survey and essay, embedded assessments in GE classes and MAPP; reported in General Education Program Reviews

Co-Curricular Student Learning Outcomes

Assessed by embedded assessments, SSII, CSBV, NSSE, senior essays and surveys; reported in annual Department Reports and Department Program Reviews

Foundational Skills

- Communication (oral & written)
- Information Literacy
- Critical & Creative Thinking
- Collaborative Learning in Diverse Groups

Assessed by senior exit essay, senior exit survey, MAPP, NSSE, CBVS, and in capstone courses

employment process is not considered complete until this document has been signed. An additional exposition of ethical conduct, specifically addressing the service of teaching faculty, appears in the PUC Faculty Handbook. Here a comprehensive list of ethical behaviors is prefaced by the following: “The simplest statement of professional ethics applicable to all faculty members on the campuses of Pacific Union College is that their primary concern should be to emulate Jesus in their ministry to others. It is expected that faculty members will be guided by statements of eternal principles found in the Scriptures.”

1.3 Institutional Involvement in and Support of the Mission of the Seventh-day Adventist Church

According to the website of the General Conference of Seventh-day Adventists, “the mission of the Seventh-day Adventist Church, as articulated in the church’s mission statement, is to proclaim to all people the everlasting gospel in the context of the Three Angels’ messages of Revelation 14:6-12. The commission of Jesus Christ compels us to lead others to accept Jesus as their personal savior and to unite with His church and nurture them in preparation for His soon return. That’s at the heart of the church’s mission and is accomplished through **preaching, teaching and healing** ministries” (emphasis added).

Pacific Union College supports all three of these ministries: we educate preachers, teachers, and healers, with alumni serving around the world as pastors and missionaries, as teachers from pre-school through university, and as nurses, physicians, dentists, pharmacists, physical therapists, dental hygienists, and many other types of health care workers. We also believe that our social workers, filmmakers, graphic designers,

aviators, accountants and managers, public relations officers and journalists, psychologists and computer scientists—all our graduates—are prepared to live out the eternal gospel of a Creator God in their life and work. Indeed, this is the mission of PUC: to prepare students for lives of service and integrity by means of a Christ-centered Seventh-day Adventist education. By infusing the ISLOs throughout both the curriculum and the co-curriculum, the integration of faith and learning becomes more than a theoretical abstraction.

PUC is fully integrated into the life of the local church congregation, the Northern California Conference, the Pacific Union Conference, the North American Division, and the General Conference of Seventh-day Adventists. It is an Adventist institution through and through. The college’s integration with the college church runs deep. Church facilities are used by the college on a regular basis, and the pastoral and support staff are involved in the life of the campus at many different levels. At the same time, the campus chaplain is employed by the Northern California Conference and is a member of the pastoral staff of the PUC Church.

PUC’s involvement with the Pacific Union Conference is exemplified by our relationship to the union’s Department of Education. A delegation from PUC attends every Education Council, both fall and spring. Our graduates teach in the K-12 schools, whose principals and superintendents attend a yearly banquet on campus to meet the current candidates. The members of our own Education Department are active on a variety of Curriculum Committees of the Adventist Church. PUC faculty recently provided in-service presentations to the union teachers in both mathematics (Professor Steve Waters) and English (Professor Cynthia Westerbeck).

Further, our Board of Trustees is chaired by the president of the Pacific Union Conference. Other ex officio seats on the board include the Pacific Union vice president, the secretary, the treasurer, and the director of the Education Department. Also ex officio members are the presidents of the Central California, Hawaii, Northern California, and Nevada-Utah Conferences. Permanent invitees include a representative of Adventist Health.

Another level of involvement with the Adventist church is provided by the president, who attends Northern California and Pacific Union Conference Constituency meetings, Pacific Union Conference Executive Committee meetings, as well as NAD meetings and the recent General Conference Session in Atlanta.

Pacific Union College is also happy to be participating in the current round of Strategic Planning taking place at the General Conference. David Trim, who spent two years on our campus as a visiting professor before taking his current position as director of the Office of Archives and Statistics at the General Conference, has asked Tammy McGuire, professor of communication, to conduct a survey of NAD college and university teachers in order to study “their attitudes to and perceptions of their own ministry, their perceived role and value to Adventist education, their perception and attitudes regarding the role and value of Adventist education as a whole, and their own roles within that ministry.” (*See Appendix A for the survey proposal.*)

PUC also participates in the life of local congregations in the Pacific Union (and beyond) in a variety of ways. Outreach Chaplain Norman Knight is a frequent speaker during Sabbath services throughout the union, preaching on the

importance of Christian education. Members of the Religion Department, both faculty and students, are often invited both to speak in Adventist pulpits and to write for Adventist publications. Musical groups from PUC add to the richness of worship services throughout the union.

Finally, our student missionaries and task force workers dedicate a year of their lives to the mission of the Adventist Church with volunteer service. PUC sent its first student missionary in 1963, and every year since then the college has provided volunteer workers for service in a variety of capacities in numerous locations throughout the United States and around the world.

1.4 Cooperation with Other Seventh-day Adventist Colleges and Universities in Helping the Church Achieve Its Mission

The Adventist Association of Colleges and Universities (AACU) is the primary vehicle for inter-institutional cooperation. PUC’s president, chief academic officer, chief financial officer, chief student affairs officer, enrollment officers, registrar, etc. meet regularly with their counterparts from Adventist institutions across North America. These meetings underscore the shared mission of Adventist higher education and provide opportunities for constructive dialogue on matters of common concern.

PUC is also actively involved in the Association of Seventh-day Adventist Librarians (ASDAL) and is a charter member of the Adventist Libraries Information Cooperative (ALICE), a service of ASDAL. According the Cooperative agreement, “The primary purpose of ALICE is to provide Member Libraries with enhanced database access oppor-

tunities at reduced costs through collective efforts and resource sharing within the Cooperative.” Presently, all North American Adventist colleges and universities are members of the Cooperative, and they are joined by a growing list of Adventist institutions overseas. In a similar vein, the college enjoys reciprocity with La Sierra University through an agreement by which the two institutions share an automated library system.

PUC is engaged in cooperative efforts on other fronts as well. These include prominent involvement for many years in the Adventist Colleges Abroad program (ACA); current engagement in cooperative activities with sister institutions through the Joint Marketing Initiative, a function of AACU; and articulation agreements with Newbold College in England and California Preparatory College in Redlands, California. In these latter cases, these special agreements help facilitate the transfer of credits from Adventist institutions that are not part of the main stream Adventist higher education system in North America.

In addition, PUC faculty and staff participate in numerous inter-institutional organizations and activities, including a periodic conference of West Coast religion teachers; regular campus ministries conventions; and a regular tri-college retreat involving student leaders from PUC, La Sierra University, and Walla Walla University. Furthermore, Bob Paulson, associate professor of exercise science, health and nutrition at PUC, is currently chair of a relatively new inter-institutional cooperative, The Adventist Virtual Learning Network.

1.5 An Analysis of Long Range Higher Educational Trends

Demographic Trends

In the United States, the trend toward more diverse campuses is certainly in evidence at Pacific Union College now and for the foreseeable future. We have become a “majority minority” campus, with 31% White, 23% Asian/Pacific Islander, 23% Hispanic, 7% Black, 1% American/Alaska Native, and 7% Multi-Racial reported in 2011. (*See Appendix B for enrollment data by ethnicity.*) (The topic of student diversity is discussed with greater detail in section 8.5.) While we are quite proud of our diversity and the ways in which our campus exemplifies the “beloved community,” this continually increasing diversity has many implications for the future. The need to continue to try to recruit a more diverse faculty and staff remains acute. This is a problem across the nation, and we need to continue both to search our world church for appropriate candidates as well to urge our own “minority” students to get appropriate further training and return to us. Further, the trend toward more Hispanic young people attending college will continue in California for the foreseeable future, and since the percentage of first-generation college students in this group tends to be high, we are discussing ways to support such students. In Fall of 2011 we offered a learning community linking a student support/study skills course with a Life and Teachings of Jesus class taught by Hernan Granados, an ordained pastor who is also a residence hall dean. Male students in the class were invited to live in Dean Granados’s residence hall, where extra support is available as they adjust to college life. (Students entering on academic probation are required to join this learning community.) These trends are

accounted for in Strategic Goal 3: Marketing and Enrollment, subgoal 3, which calls for us to increase our retention efforts. In our new Strategic Implementation Plan, we have made our freshman-to-sophomore retention rate and our graduation rate “key performance indicators.” These two indicators will help us assess whether our efforts to help student learn and persist are working. Our retention rate in fall 2011 was 71%; our goal is 75%. Our six-year graduation rate in 2011 was 49%; our goal is 53%.

In the Adventist community, demographic trends take us in two directions. New converts are often from immigrant and minority communities, and they typically need support in order for their young people to attend Adventist schools. Our new financial aid initiative, the “Four Year Guarantee,” is meant to give families the support and confidence they need to be able to make this major commitment to Christian education. Meanwhile, the church’s traditional White base is aging and the number of Adventist children attending Adventist elementary and secondary schools is shrinking. In order to maintain our numbers of Adventist students, our enrollment plan (see Criterion 9) includes outreach to Adventist students attending public high schools. (See Strategic Goal 3, subgoal 4.) Recruiting such students is more difficult than recruiting students at “feeder” academies, but we are already working with churches and conferences to find them. The AACU Joint Marketing Initiative, referred to earlier, is specifically aimed at these students as well.

Trends in Instructional Delivery Methods

Perhaps more than for any other Adventist college in North America, PUC’s location defines its brand. Because of our beautiful natural setting and our isolation from urban centers, our

commitment to residential education remains firm: we offer a wholistic experience that includes not simply classroom instruction but hikes in our hills and valleys, vespers in our faculty and staff homes (more than 80% live within five minutes of campus), weekends at our Albion Field Station on the Mendocino coast, field trips to the largest geothermal power complex in the world (the Geysers) and Muir Redwoods, ski trips to Yosemite, and simply quiet moments in the prayer garden at sundown.

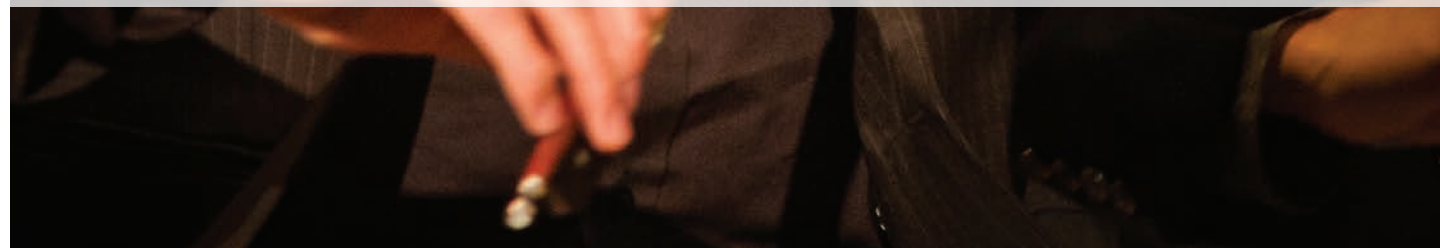
Yet the trend in higher education is toward online programs, and PUC is relating to this trend in two ways: First, we maintain that face-to-face, residential living/learning is by far the best way to communicate the values, knowledge, and skills that are called forth by our mission. We are not simply transmitting knowledge—we are working with the Holy Spirit to transform lives through Christian education. The more time the students spend on campus, eating vegetarian food in our dining commons, discussing what they are learning with faculty in their offices, studying in groups in the library, exercising in the weight room with young people of other countries and cultures, praying with their residence hall dean—the more fully engaged they are in campus life—the more likely they are to achieve our Institutional Student Learning Outcomes, which begin with “wholeness” and end with “life-long learning.” Our goal is indeed to transform lives.

However, we need to continuously improve this model. We cannot simply assume that students will be engaged with learning because they are on campus or in class. That is why Strategic Goal 1 is to “create and support a more vibrant learning community,” especially by focusing on the high-impact teaching practices shown by George Kuh’s research (using NSSE data) to improve student engagement, retention, and learning. By adding



MUSIC

Musical groups provide inspiration, relaxation, and enrichment for students across the curriculum.



or strengthening capstones, internships, research opportunities, collaborative learning opportunities, service-learning, and other such practices, we are planning to make the PUC experience ever more superior to online learning.

Still, we know that there are adult learners who find real value in what we have to offer, even at a distance. Currently we have two Degree Completion Programs, a Bachelor of Science in Management and a Bachelor of Early Childhood Education. We have offered these face-to-face programs in the evenings in Clearlake and Napa for the past fifteen years, but numbers are dwindling as on-line programs become more and more attractive to working adults. We are currently conducting a feasibility study to decide whether these two programs might be offered online, or whether indeed the College should plan other online classes in the future. (See Strategic Goal 1: Academics, subgoal 3.)

Trends in Student Selection of Majors

As trends toward health care, biological sciences, and business continue, PUC is well placed to meet the needs of students who wish to prepare for careers in these areas. With Nursing our largest department by far (one-third of our graduates each year), we are already fully engaged in these trends. We need to continue to strengthen and grow our Nursing program. Difficulties in finding both qualified faculty and clinical opportunities for our students will continue to require our attention. The increasing numbers of A.S. students staying on for the B.S. degree is a phenomenon that we hope will continue, since B.S. (post-licensure) students do not require intense clinical instruction and supervision. We will need to continue to monitor staffing levels in our science departments as the numbers of pre-professional students taking classes to prepare

them for studies in medicine, dentistry, dental hygiene, physical therapy, pharmacy, etc. continue to increase. It is worth noting that the emphasis on careers in health care brings students to other departments as well. We offer health care emphases in Religion and Exercise Science, we can hardly offer enough sections of Spanish for Health Care Professionals, and most of our Music majors are also preparing for careers in medical fields. As for Business Administration, many of our graduates find work with Adventist Health, and we are currently looking at an emphasis in physician practice management. We also hope to begin a fruitful relationship with Hong Kong Adventist College, as China becomes a more prominent force in business. However, we do not want to neglect the humanities, and we also are working to strengthen the pre-law curriculum, with the hope of encouraging more students to take History, English, Communication, Business, and Religion majors as preparation for careers of service and integrity in law.

CRITERION 2: SPIRITUAL DEVELOPMENT, SERVICE, AND WITNESSING

The institution will have a strong and vibrant spiritual life program, encapsulated in a spiritual master plan, that widely involves and impacts on both the institution and communities beyond.

2.1 The Spiritual Master Plan

In 2005, after our interim visit from the Adventist Accrediting Association, we started on the six-year, three-document, two-visit Western Association of Schools and Colleges (WASC) process that culminated in a final report and visit in March 2011. As a result of that process, Pacific Union College was granted full WASC accreditation until 2018 (with an interim report in 2014).

During this process, PUC chose **four themes for the review** and was required to create **Institutional Student Learning Outcomes (ISLOs)** and a new **Strategic Plan**.

Our Four WASC Themes for the Review

Theme One: A Community of Learners

Theme Two: Stewardship

Theme Three: A Culture of Service

Theme Four: Conversations about Faith and Learning

Institutional Student Learning Outcomes

The ISLOs embody PUC's values and, as already noted under Criterion 1, together spell "Wisdom." They are developed as follows:

Wholeness PUC graduates will make mature, independent choices integrating the needs of body, mind, and spirit.

Integrity PUC graduates will live lives based on the highest ethical standards.

Service and Stewardship PUC graduates will practice the Biblical imperatives to serve humanity, resist injustice, and care for the created world.

Diversity PUC graduates will display intercultural competence and global understanding as informed members of a dynamic global church and world community.



FAITH AND LEARNING

Charo Caballero-Chambers, Associate Professor of Modern Languages

Every day I try to create a pleasant learning environment where no one is afraid to participate in the target language. Together, we have worship. My students often lead out, sharing a Bible verse and commenting on it in Spanish, and at the more advanced levels, teaching praise songs they've learned while studying abroad, and giving testimonies in their devotionals. We sometimes visit other classrooms to share inspirational songs. My students also put their language skills to use in community service projects where they serve the local Spanish-speaking population.

I have a very good relationship with my students, not only in the classroom, but also outside of it. We talk about their lives, and I have the opportunity to help make a difference in their hearts and minds. This is one of the things I value most about serving God as an educator in an Adventist college. Many of students share their burdens with me and let me pray with and for them. It's a pleasure and a privilege to do so.

Our Adventist Heritage PUC graduates will understand and value the major tenets of Seventh-day Adventist Christian thought, including the blessing and significance of the Sabbath.

Maintaining Lifelong Learning PUC graduates will continue to practice the intellectual skills and curiosity necessary to learn and grow creatively throughout life.

Strategic Plan

The new strategic plan has seven goals. While all of these support the spiritual mission of PUC, Strategic Goal 2: Spiritual Life, embodies our specifically spiritual goals and reflects the priorities of the pre-2011 Spiritual Master Plan.

Strategic Goal 2: Spiritual Life

Support students in meaningful individual journeys of faith by engaging them in vibrant spiritual communities and providing them with opportunities to serve others.

1. Provide a safe and nurturing environment for students to develop and grow spiritually.
2. Ensure that PUC's General Education curriculum provides coherent, holistic support for students' faith journeys, ethical life choices, and future engagement and leadership in their local congregations.
3. Ensure that all students have the opportunity to participate in at least one volunteer service activity as part of the Office of Service, Justice, and Missions or through other areas of campus.
4. Work in cooperation with the PUC Church, as well as other local congregations, to involve students in the life and work of the Seventh-day Adventist community.
5. Connect our alumni with home congregations where they may provide thoughtful, educated

leadership and where they will receive continued spiritual support.

Assessing Progress on our Spiritual Goals

While our WASC themes have served their purpose, the ISLOs must be assessed in an on-going process, and all elements of the Strategic Plan are evaluated yearly by means of a continually updated implementation plan. The president is responsible for both of these vital processes. *(See Appendix C for a chart of responsibilities related to the Spiritual Master Plan.)*

ISLO Assessment

ISLO assessment is overseen by the Assessment Committee. Because these outcomes are based on values, they are more ineffable and difficult to assess than typical ISLOs, such as critical thinking or information literacy (these are part of our Foundation Skills, and assessed through our General Education assessment plan). These six outcomes are assessed by a dashboard of surveys, including the NSSE, a PUC Senior Exit Survey, and the College Students Spiritual Beliefs and Values Survey. Qualitative data comes from the Senior Exit Essay, in the graduating seniors' last quarter, when they are asked to write an essay based on a prompt that is related to a particular ISLO. Such ISLO assessment began in earnest in June 2010. The first prompt was the following:

Please read the attached list of Pacific Union College's Institutional Student Learning Outcomes and spend a little time thinking about them in relation to your own experience as a student at PUC.

Now write a paper in which you explain which one of the six student learning outcomes you feel you have come closest to achieving as you complete your degree, and which one you feel you are furthest from achieving, and why. How did your experiences, both in and out of the

classroom, contribute to your development or lack of development toward these two goals?

The essays were read and scored by a panel of nine faculty and staff. The ISLO that scored the highest was "Maintaining Lifelong Learning." The lowest score went to "Our Adventist Heritage." This disturbing result seemed to stem from misunderstandings about the meaning of this ISLO. Some students felt that they were strong Adventists when they came to PUC and were equally strong as graduating seniors—and therefore PUC had done nothing for them. Others said that because they hadn't taken the class called "Adventist Heritage" they had not achieved this outcome.

It was decided that in June 2011 the prompt should focus on the ISLO "Our Adventist Heritage" to see if we could learn more. Here is the prompt:

In what ways has PUC influenced your knowledge/appreciation of Seventh-day Adventism's major beliefs and values?

Did your experience both in and out of the classroom work together to help you understand and appreciate these beliefs and values?

Again, the essays were read and scored by a group of faculty and staff. The results were compiled and analyzed by Tammy McGuire, professor of communication. *(See Appendix D for the complete report.)*

Results of Most Recent Assessment

We were extremely pleased to find that our seniors graduating in 2011 were "very positive" about the ways in which their experiences at PUC helped them to understand and appreciate Adventist beliefs and values. The mean score was

4.21 (out of 5), and by far the most common score was 5.

According to the report by McGuire, "The appreciation students shared for their professors and their positive influence was consistent and notable throughout the set of essays." Further, "students cited a very broad spectrum of positive influences from a number of campus activities, including intramurals, clubs, hall worship, and Campus Colloquy." Other positive influences included church and sabbath school, campus ministries, a sense of community, PUC's natural setting, diversity, and the value of critical thinking.

In the 2005 AAA Interim Report, in the section on the State of Religious Activities and Spirituality on Campus since 2000, we made the following statement: "One of PUC's major tasks is to help college students successfully transition from a parent-driven religion to one in which meaning is discovered on an individual basis as young adults." In light of this, we find the following unsolicited statements from student essays particular gratifying:

"PUC has given me so much more than empty faith that appears strong. It has given me a discerning mind so I can continue to improve along this walk."

"It was here that I was able to test out my weak little Christian legs as I stepped into the world."

"I believe that the Adventist church holds individual and critical thinking highly and that we are encouraged to challenge previously accepted beliefs and formulate our conclusions and ideas on the matter. [PUC] has given me a place where I can challenge and explore these beliefs and accept or reject them on my own, and not something I thoughtlessly inherited."

Comments from non-Adventist students are encouraging as well:

“At first the idea of not working on the Sabbath seemed foreign to me but as I think about graduating and moving on with my life I also believe that this is a tradition I will be keeping.”

“...Pacific Union College offers a diverse array of liberal arts, science and Christian classes in accordance with their tenets but it is with the exemplary teaching staff that Christ’s light burns on. This light is what I will carry on into graduate school and beyond.”

The New AACU NSSE Consortium

We are pleased that further spiritual assessment data will be available from the newly formed NSSE consortium of nine AACU institutions. Not only will we have a Seventh-day Adventist benchmark for all NSSE items, but the list of additional questions unique to our consortium address many aspects of spiritual mission, including such items as “I am more committed to the beliefs and values of the Seventh-day Adventist Church. (See *Appendix E for the list of additional questions.*)

Procedure for Implementing Changes

“Closing the loop” is an essential part of an effective assessment process. The Assessment Committee is charged with making sure that thoughtful changes are implemented as a result of the careful analysis of the data gathered during ISLO assessment.

For example, the results of the June 2011 student essays were used by the Religion department and the Academic Standards and General Education Committee (ASGE) and the Religion Department as they carried out the current revisions to the Religion section of the GE package.

Chaplain Cortes (who started work on July 1, 2011) will also be able to use the report as he plans his program for the campus.

2.2 Involvement of Administration, Faculty and Staff

To be a “fully engaged” PUC employee means embracing and being an active participant in the rich social and spiritual climate here on the hill. For some, it literally means living in a building with 250 18-22 year olds, and for others it means inviting all department majors home for a pre-vepers fellowship and meal. PUC faculty, staff, and administration are known for their care, personal attention, and meaningful engagement with students in and out of the classroom. Students appreciate their presence whether it is at vespers, music programs, social programs, art shows, or church.

Here are just some of the many ways faculty, staff, and administrators connect and stay involved with students outside of class:

- Advising student clubs, departmental clubs, honors societies, campus ministries
- Sponsoring or attending student events
- Participating in service projects
- Hosting Sabbath home lunches
- Giving Bible studies
- Playing sports
- Participating in plays
- Playing and singing in orchestra, wind ensemble, choir

- Eating with students in the dining commons
- Fellowshiping in homes for Friday pre-vepers

2.3 Involvement of Students

Through both organizational structure and funding, PUC encourages and supports student leadership and participation in spiritual life, campus ministries, and service. Student government and the Student Association (SA) officers determine allocations for all vespers programming, campus ministries, and world missions. This responsibility and ownership is taken very seriously by our student leaders as they work in concert with their advisor, our campus chaplain. In addition to these areas, the Office of Service, Justice, and Missions invites students to use their God-given spiritual gifts and become active participants.

Following are some examples of student involvement:

Ministries: Under the leadership of the SA religious vice president, students create, organize, plan, advertise, and oversee all campus ministries. Some of these ministries have sponsors from either on or off campus, while others operate on their own (but all are approved by Student Services). Some ministries are in-reach, such as Bible studies, and others are outreach, such as Homeless Ministries and KidzReach. Students also volunteer at local churches, at the Angwin Teen Center, and at St. Helena Hospital’s Hope in the Morning program for patients. In addition, the RVP always leaves room in the budget for new ministries that students are interested in creating. (See *Appendix F for a comprehensive list of all student ministries.*)

Service: PUC is also dedicated to sharing the gospel through community service. Led by the service and missions coordinator, students have participated in Rebuild Calistoga to improve the living conditions of elderly and disabled persons in low-income housing; joined with hardware stores to distribute smoke detectors; and are currently preparing to join Project Pueblo, a national organization that serves impoverished areas and raises money and awareness for relevant projects and issues.

Vespers: This is also student-led, with input from the campus chaplain. The SA religious vice president and his or her associates contact and invite speakers, organize praise teams and help them practice, create slides, etc.

Residence hall worship: Student resident assistants are responsible for leading residence hall worship every week in their respective areas. Frequently, they will organize dorm-wide worship, or combine with other residence halls/floors for joint worship.

Spiritual emphasis: Weeks of “spiritual emphasis” occur every quarter, under the name “Fall Revival, Winter Revival,” etc. As with vespers, students choose and contact speakers and make arrangements for their visits, organize praise bands and the rest of the program, choose the theme, and create backgrounds, videos, etc., to support it. During student weeks of prayer, the program is entirely student-led, including student speakers.

Church services: Students are heavily involved in the 12:15 Sabbath service known as “The Gathering.” They lead the praise band, provide special music, offer the scripture and prayer, and sometimes direct the program. Other students work with media services for the sound/AV needs. In the 10:00 a.m. “Majestic” service, the choir,



REBUILDING CALISTOGA

For the past three years, PUC students and staff have joined in an effort to clean and repair the homes of elderly and disabled citizens living in nearby Calistoga.

orchestra, wind ensemble, gospel choir, and other campus musical groups are frequently featured.

Sabbath school: Traditionally, the college Sabbath school has been entirely student-led. Students speak or create questions for study groups, which are student-run. Every aspect of Sabbath school, from music to snacks to mixers, is created and presented by students.

Selection of student spiritual leaders: The SA religious vice president is elected by the student body, the assistant chaplains are selected by the campus chaplain, and ministry leaders are either the founders of the ministry, or are selected from within the ministry team. The assistant chaplains also assist in finding leaders for ministries.

Personal witness: Perhaps the most powerful form of student ministry is personal witness, with friends telling others about Christ. Non-Adventist students are sometimes converted to the Adventist Church by a roommate or friends. The personal influence of students is difficult to measure, but none of the campus ministries could operate without their authentic and heartfelt spiritual witness.

2.4 Role of the Campus Chaplain

The campus chaplain is the spiritual life coordinator on campus. Below is an overview of the responsibilities and role of the Campus Chaplain. Two new job functions that flow out of the Office of Service, Justice, and Missions are the interim service and missions coordinator and the half time outreach chaplain. These two individuals have revitalized an already active department.

Campus Chaplain/Associate Pastor General Responsibilities

- Live an exemplary Christian life with special concerns for pastoral influence by conduct, dress, spoken word and favorable image before students, teachers, resident church members and visitors.
- Faithfully discharge general responsibilities and, as a member of the pastoral and college staffs, to uphold church and college policies.
- Accept speaking appointments on and off campus as arranged with the pastor and vice president for student services.
- Be involved in regular attendance at official church, college and conference appointments.

Responsibilities to the Church

- Serve on the pastoral staff and board of elders as may be appropriate under the direction of the senior pastor.
- Counsel regularly with the senior pastor regarding the chaplain's responsibilities.
- Review with the senior pastor proposals and suggestions for the betterment of the church program and service.
- Carry out to the best of his or her ability assignments as requested by the senior pastor.

Responsibilities to the College

- Meet periodically with the college president to review the religious life program of the college.
- Meet regularly with the vice president for Student Services for the purpose of evaluating the spiritual needs of students and to plan programs

and activities that will facilitate spiritual growth and development.

- Carry out, to the best of his or her ability, assignments involving Campus Ministries and the spiritual well-being of the college community as requested by the vice president for Student Services.
- Give general oversight for religious activities and programs on the college campus.
- Promote the spiritual interests of the students of the college by personal counseling, home/residence hall visitations and presenting Colloquy and worship talks as available.
- Attend and participate in College Assembly, committees and other college appointments and functions.

Duties of the Campus Chaplain

- Be visible and accessible on the campus.
- Serve as a liaison between the college administration and pastoral staff.
- Plan and coordinate religious activities of the campus.
- Plan activities and ministries primarily to nurture students.
- Orient non-Adventist students to Adventist beliefs and lifestyle.
- Serve as advisor to Campus Ministries and the SA religious vice president.
- Meet annually with the Campus Ministries retreat.
- Meet regularly with the college administration.

- Meet regularly with the pastoral staff.
- Promote and coordinate World Missions.
- 11. To train students in leadership skills.
- 12. To coordinate student outreach activities from the campus.

Regular Committees and Meetings

- Friday evening vespers
- Campus Ministries Committee
- Pastoral staff
- Fusion: coordination/recruit leaders
- Collegiate Sabbath School
- Church elders meeting
- Church board
- College Assembly
- Religious Life Committee
- Week of Prayer
- Student Week of Prayer
- Student Life and Ministries Committee

Sponsorships

The chaplain serves as the advisor to the SA religious vice president and works closely with the SA religious vice president in planning Friday evening vespers, collegiate Sabbath School, Student Week of Prayer, study groups, and retreats.

The chaplain gives general oversight and serves as the advisor to Campus Ministries organizations such as Homeless Ministries, Prison Ministries, and World Missions.

Service and Missions Coordinator Job Description

Reporting to the campus chaplain, duties include but are not limited to:

Managerial

- Coordinate's office and office's online content.
- Supervise student workers.
- Manage students and student teams in service, service learning, and mission trips.
- Oversee coordination of annual ShareHim trips in collaboration with the religion department.
- Teach (or team-teach) the student missions class.
- Promote student learning through active service locally and globally.
- Assess learning outcomes and continuously improve the program based on results.

Service Coordinator

- Work with academics regarding service learning opportunities.
- Identify local community needs.
- Partner with community leaders.
- Coordinate volunteers and projects.

Missions Coordinator

- Serve as connection between NAD/GC and student missionaries.
- Track student missionary fundraising.
- Ensure student missionaries fulfill missions course requirement.
- Assist student missionaries to obtain necessary travel visas.

Outreach Chaplain Job Description

(See Appendix G.)

2.5 Role of the Pastor of the Campus Church

Tim Mitchell, lead pastor of the PUC Church, works closely with college personnel and with students to create a deep and productive bond between church and college. Mitchell serves on the Spiritual Life Committee; the lead pastor is also a permanent invitee to the Board of Trustees.

The two institutions share facilities; indeed, of the many events that take place in the sanctuary, Fireside Room, Scales Chapel, and Sabbath School rooms, the majority are college events, including all religion classes. At the same time, many of the Sabbath Schools on Sabbath morning are held in campus venues.

This closeness is further fostered by the fact that our chaplain, Laffit Cortes, serves on the pastoral staff, and indeed is officially employed by the Northern California Conference. Conversely, Jason Decena, pastor for worship and youth, organizes praise bands and trains musicians to play both in the special worship service designed to appeal to college students—the Gathering—and in campus Colloquy, vespers, and other college events.

The church also provides many other types of support, such as helping with Homeless Ministries, furnishing space for the Food Pantry (operated by Social Work students), sponsoring the Home Lunches program, providing pre-marital counseling, giving donations to needy students, supplying speakers for residence hall worships and student retreats, etc. In short, when the college needs the church, the church is there, eager and willing to help.

One further connection deserves mention: Mitchell frequently teaches a section of RELB 130: Life and Teachings of Jesus for the college. Since faculty are deeply respected and appreciated on campus, Mitchell's service in the classroom means that some students are fortunate enough to have a special relationship with the lead pastor, and thus with the church. We are convinced that all these activities create a bridge between the college and the church that nurtures and enriches the spiritual life of everyone—staff, faculty, community members, and students.

2.6 Reports to Board of Trustees

The PUC board meets quarterly and board committees meet prior to the full board meeting. In the Student Life Committee of the board, updates on spiritual life occur at least once a year. At the December 2011 board meeting, Jessica Cerda, assistant chaplain, and Fabio Maia, service and missions coordinator, reported on recent campus baptisms and service projects. This last spring, 2011, interim campus chaplain, Tyler Kraft, along with several student campus ministry leaders, presented a report and update on how spiritual life was strong, new ministries were underway, and additional worship and service opportunities were now available to students. The previous chaplain, Roy Ice, regularly reported to the board and the Student Life Committee, and it is expected that our new chaplain will continue to do the same.



FAITH AND LEARNING

Alexander Carpenter, Instructor of Visual Arts

Although some Christians have considered material culture antithetical to a transcendent faith, at Pacific Union College's Visual Arts Department, we educate our students in the profound connections between the invisible and the visual. In addition to assigning and discussing a book on Christianity and the arts with our senior capstone class and our faculty home vespers worships, a central element of all our art history offerings includes a module that reveals that much visual art—from ancient to contemporary—expresses a spiritual connection

with social implications. For example, in *History of Western Art I: From Caves to Cathedrals*, we conclude the class with a discussion of Michelangelo's last judgment-themed fresco in the Sistine Chapel. Our class discussion centers on its repeated representations of torture—Christ, the saints, and hell fire—and how they reveal a subversive critique of the dominant doctrine of the medieval church and how that parallels Seventh-day Adventist progressive doctrinal rejections of a literal hell in the 19th century.

CRITERION 3: GOVERNANCE, ORGANIZATION, AND ADMINISTRATION

The institution will have a governance structure and administrative leadership that provides strong mission-driven direction to the institution, ensures the institution's educational objectives can be met, and nurtures a campus environment characterized by good communication, inclusive decision-making, and strong internal quality management processes.

3.1 Role of the Board of Trustees

Under President Heather Knight, the Board of Trustees has developed and adopted a Board Policy Manual (BPM) outlining its authority and responsibilities. (See Appendix H.) The Bylaws describe the Constituency and the membership. (See Appendix I.)

In brief, the board shall have a membership of 21-25 voting members. Nine of these members, including the chair, are ex-officio based on their positions in the Pacific Union Conference of Seventh-day Adventists. A tenth ex-officio member is the president of Pacific Union College. New trustees are nominated by the Trusteeship Committee, voted by the board, and elected by the constituency, which meets biennially.

According to the bylaws (article VII.A), "All members of the Board of Trustees shall be members of the Seventh-day Adventist Church in regular standing." Further, "in the choice of nominees, consideration shall be given to men and women capable of representing the various ethnic groups and geographic areas within the Pacific Union Conference of Seventh-day Adventists," though it does not "preclude the selection of Trustees whose residence lies outside the Pacific Union...." New trustees receive a full orientation to the board and its responsibilities.

The president is responsible to the board for implementing its actions. The new BPM makes facilitation of board actions smoother by incorporating all policy changes immediately into this living document.

The board meets four times a year; all meetings take place on the Angwin campus except the fall retreat, which often meets at the Albion Field Station. In the course of their committee work, board members meet with various members of the campus



FAITH AND LEARNING

Elaine Neudeck, Assistant Professor of Physical Education



The ways in which I incorporate faith and spirituality in my classes are varied depending on the situation. Occasionally there is the "teachable moment" that arises from a local or international tragedy, when I may dialog with students about the peace and assurance that comes from Christ and His continued watch over those who accept His care. And there are also many ways in which I purposefully incorporate faith and spirituality

into my classes. For example, I have students engage in conversation with two people they have never met, do an act of kindness, or spend twenty minutes in a quiet meditative place and observe nature around them. And I often remind students that their bodies are the temple of God and that taking care of the marvelous body God has given them is the best way to prevent diseases.

community, including students and faculty, and they provide reports to the full board. The members of the board often express their commitment and, indeed, affection for PUC; many trustees are alumni or have children or grandchildren who attend the college.

3.2 Procedures for Determining Success in Achieving the Mission

The board receives reports at each of its meetings that focus attention on some aspect of mission. According to the BPM, the Student Life Committee “shall study and recommend policies relating to student development and spiritual formation across the campus.” This committee hears reports in the area of student spiritual life and may bring recommendations to the board based on those reports.

The ISLOs embody our church-related mission, and the assessment of these outcomes gives the board data on success in this area. (Results of the most recent assessment are given in Criterion 2.)

Other assessment instruments include supplemental questions on the National Survey of Student Engagement and the UCLA College Students’ Beliefs and Values Survey. The most recent results are below.

NSSE Mission Consortium

- 87% of responding PUC seniors agree or strongly agree that “ethical and spiritual development of students is an important part of the mission at this institution.”
- 69% of responding PUC seniors agree or strongly agree that “the heritage of the founders/founding religious community of this institution is evident here.”

- 92% of responding PUC seniors agree or strongly agree that “at this institution, there are opportunities for students to strengthen their religious commitment.”

UCLA College Students’ Beliefs and Values Survey

- 63% of seniors would describe their religious beliefs and convictions as “stronger” or “much stronger” than when they first started college.
- 60% of seniors would describe their spirituality as “stronger” or “much stronger” than when they first started college.
- 90% of seniors answered “yes” to the question, “Do you pray?”
- 70% of seniors indicated that they were, either to some or to a great extent, “committed to introducing people to [their] faith.”
- 87% of seniors agreed, either to some or to a great extent, that they seek “to follow religious teachings in [their] everyday life.”
- 67% of seniors indicated that they had “found new meaning in the rituals and practices of [their] religion” either occasionally or frequently since entering college.
- 66% of seniors indicated that “new ideas encountered in class” have strengthened their “religious/spiritual beliefs.”

Taken together, these indicators suggest that PUC takes its mission seriously and that students perceive this as being the case. The procedures for evaluating success will continue to be refined, and as time goes on, trends will become more evident. Meanwhile, each snapshot informs an important and on-going discussion about how the college can best channel its energies and resources in the effort to help its students achieve “wholeness.”

3.3 Work of Committees That Focus on Spiritual Life

Intentional spiritual planning and the integration of faith and learning occur at the department level all the way to the board level. At each level, we keep our ISLOs and our Strategic Implementation Plan in the forefront. Below is a listing of the various entities that work on and implement our spiritual goals at PUC.

Board: The Board of Trustees and its Student Life Committee was actively involved in the creation of the Strategic Plan, Strategic Goal 2: Spiritual Life, and the Strategic Implementation Plan, which includes action items, implementation steps, people responsible to accomplish or spearhead the action steps, and the years in which each area will be completed.

Administrative Council: The team of administrators work together to fine tune all goals, action steps, and implementation steps to ensure a strong Strategic Implementation Plan. Administrative Council deliberated intensely over the spiritual life section as this area overlaps all departments on campus. Each vice president gives yearly progress reports to College Assembly and the Board of Trustees.

Spiritual Life and Planning Ad hoc Committee: In the summer of 2011, Vice President for Student Services Paulson invited the following individuals to focus on campus spiritual life, planning, cooperation, and collaboration: PUC Church Lead Pastor Tim Mitchell, Religion Department Chair Leo Ranzolin, Campus Chaplain Laffit Cortes, Outreach Chaplain Norman Knight, Student Services Vice President Lisa Bissell Paulson. This committee plans to meet three times a year to focus on the “big picture” of campus spiritual life. This group can brainstorm, identify campus needs, and assist in making updates and revisions in the

spiritual life section of the Strategic Implementation Plan.

Student Life and Ministries Committee: The structure of this committee lends itself to broad-based student input on our spiritual master plan and any other area of student life. The committee recently created two subcommittees to encourage more in-depth dialogue. The Club Council and the Spiritual Life Subcommittee will bring in reports and recommendations to the full Student Life and Ministries Committee.

Student Services Personnel, Directors, and Deans Meetings: The Student Services team regularly reviews how the departmental goals support the Strategic Implementation Plan and the ISLOs. Within every student service area on campus, the spiritual well-being of students, the intentional focus on spiritual growth and service, the cooperative work in programming and services is not only talked and written about in department reviews, but acted upon daily in programming, in prayer, in service and mission trips, in Bible studies, and in retreats.

3.4 Description of How Administration is Evaluated

The Strategic Plan and the Board Policy Manual (BPM) are key documents in ensuring that the mission of the institution as a Seventh-day Adventist learning community is fulfilled. The BPM outlines the president’s duty to “develop a campus strategic plan in harmony with this BPM, update it as necessary, link major activities in the plan to the relevant sections of the this BPM, and provide copies of the plan to the Board” (2.7). The Strategic Plan is built on the mission of the college and the board’s vision for the institution in the future. Thus the Strategic Plan and the BPM

work together as guardrails on the journey of the institution toward its vision and mission.

The BPM also makes clear that “as the Board’s single official link to the operating organization, President performance will be considered to be synonymous with organizational performance as a whole” (4.2). The board monitors the president in order to “*determine the degree to which the mission is being accomplished and Board policies are being fulfilled.*” The board may perform this function through “direct Board inspection,” “external report,” or “Presidential reports” (4.4, italics supplied).

A performance task force of the board, consisting of the board chair, vice chair, and one additional board member, reviews the president’s effectiveness annually; a comprehensive evaluation of the president (to include vice presidents, faculty, staff, and community) is to be done on a five-year cycle, beginning in 2012.

The president and vice presidents set annual goals, which are shared with the College Assembly in the fall; the following fall a progress report indicates which goals have been achieved and sets new goals for the year. Vice presidents are evaluated each summer based on these goals. Goals for the year grow directly from the current Strategic Plan, which is based on the mission and vision.

This system of accountability seems to be working well for the college. The campus community knows that administration sets goals and reports on them, both to the College Assembly and to the Board of Trustees. The need for accountability across campus is thus modeled to the entire community at the beginning of each school year.

3.5 Processes in Place for Quality Assurance and Outcomes Assessment

The Office of Institutional Research, Assessment, and Planning leads out in collecting, analyzing, and disseminating data to the campus. As indicated above, PUC regularly uses a number of standardized surveys, including the National Survey of Student Engagement (NSSE), the CIRP Freshman Survey, the Student Satisfaction Inventory, and an Alumni Survey. We also regularly assess seniors using the College Students’ Beliefs and Values Survey (CSBVS), by special arrangement with the Higher Education Research Institute at UCLA. This is in addition to our own Senior Exit Survey and Senior Exit Essay.

Another assessment tool is the on-line course evaluation done for every course at the end of each quarter. In addition to questions about course content and management, the course evaluation asks, “In what ways, if any, did this class influence your ethical and/or spiritual development?” Again, this question highlights for students and teachers alike that the spiritual mission of the college undergirds everything that we do in the overall educational process.

Other surveys occur, particularly in the Residence Life area. However, we try to be cognizant of “survey fatigue” and keep the assessment process at a reasonable level in order to maximize both the volume of return and the quality of data. Many of the key assessments are delivered to seniors by way of GNST 401 Senior Assessment Seminar. Giving these students a small amount of academic credit provides motivation to take these assessments seriously.

As to the data collected on Adventist mission, the main sources are the CSBVS, the Senior Exit Survey, and the Senior Exit Essay, as well as

the Alumni Survey. Since we have focused elsewhere on the ISLO assessment, the Senior Exit Essay, and special questions from our Mission Consortium with the NSSE, we will focus here on data from the Alumni Survey and the Senior Exit Survey.

The Alumni Survey

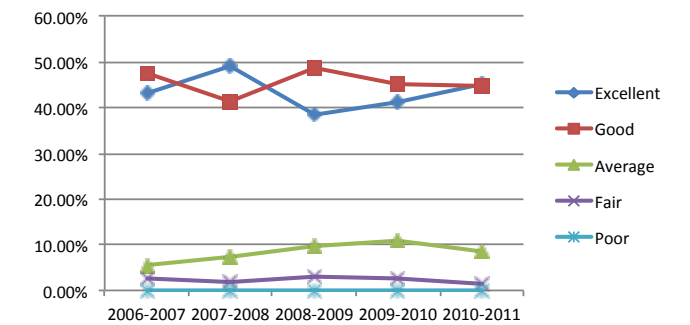
The Alumni Survey is given every four years, and was administered most recently in 2008. It provides data on how alumni view PUC in regard to the church-related mission. For example, 60.4% of alumni surveyed reported that they participate in religious activities frequently or very frequently; 51.5% say they are “currently involved in ongoing service and community activities;” and 64.7% rate the quality of their spiritual experience at PUC as “very high.” Acting on this information is difficult, however, since the fact that the survey was conducted by traditional mailing meant that most of the respondents had graduated some time ago. An effort is being made to establish a strong email database of more recent graduates, so that we may gain a better idea of the effect PUC is having on graduates of the last ten years.

The Senior Exit Survey

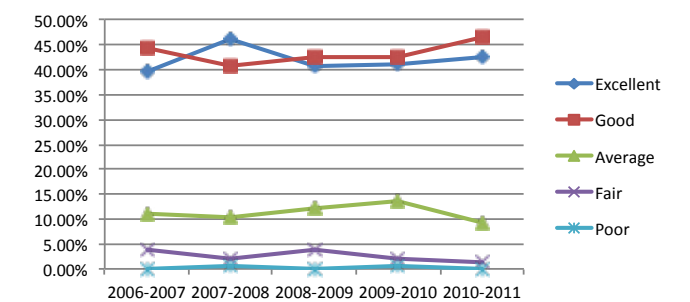
The Senior Exit Survey asks graduating seniors to rank their experience at PUC in many areas. This data is used during academic and campus services program review to provide a measurement for success in a variety of areas. Adventist mission is measured in two ways. First, students rate their experience at PUC as excellent, good, fair, poor, or no response on the following three questions:

Given your plans for the future, and the education you received at PUC, how well prepared do you think you are in the following areas?

Personal Development and Values

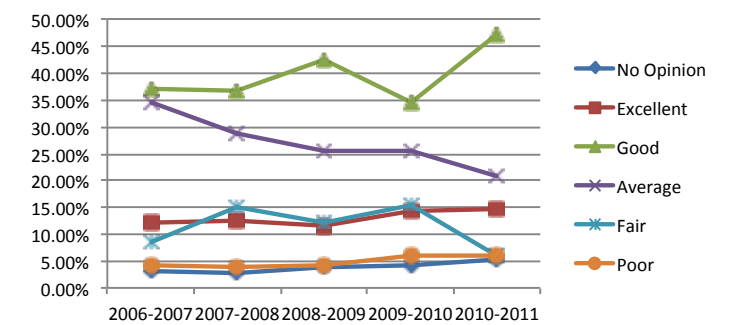


Social Responsibility and Development



Looking back on your experiences at PUC, please rate the quality of the items listed below.

PUC Spiritual Experience



Analysis of Five-year Data from the Senior Exit Survey

We are very pleased to note that over the past five years an average of 89% of our graduates have rated the “development of their own beliefs and values,” as well as their sense of “social responsibility,” as either good or excellent. Since our mission is, in part, to “prepare [our] students for productive lives of useful human service and uncompromising personal integrity,” this resounding “yes” by students to a question about their preparation in this area is encouraging indeed.

Somewhat troubling is the gap between this response and the response to the question about the “PUC Spiritual Experience,” which students consistently rate quite a bit lower: good and excellent average 52.7 for the past five years, although there was a significant increase this past year, to 62%. We will hope that this signals the beginning of a trend, since our new president has been making significant changes that may be starting to take hold.

This gap, which will probably persist (though we hope to see it decrease), may perhaps be explained by the fact that on the first two questions, graduating seniors are essentially rating themselves—they feel that they personally have developed spiritually while at PUC, and that they are leaving campus with good values. However, the third question asks them to rate the campus as a whole. This lower rating may be an evaluation of the spirituality of their peers, which they see as lower than their own.

The students also provide some interesting qualitative data in answer to the question, **What experiences at PUC have influenced you toward a commitment to service, justice, and compassion?**

Here are a few responses from June 2011:

- “A mission trip I took to Honduras via Global Brigades with other students really gave me a greater passion for serving others. Also the fact that with all this diversity on campus a lot of people still hold ignorant and intolerant attitudes towards different ethnicities made me want to devote more of my time to civil justice and tolerance issues. Helping out with worship services and music has also made me more committed to being a part of God’s church and enjoying fellowship with other Christians as a part of my spiritual health.”
- “When I was able to go to El Salvador on a mission trip, that gave me an appreciation of what we have in America and a broader view of the world. Now that I am able to see from that perspective, I am more passionate about the field I want to go into — photojournalism.”
- “PUC has given me the tools to do something about the deep craving I developed for justice in high school. Student-led programs like REVO show creative solutions to complex problems. The Amnesty Chapter gives that justice a voice. PUC is the first place I learned the connection between environmentalism and human rights, between justice and stewardship.”

And here is a response to our request for **suggestions about how to improve PUC:**

- “PUC is a wonderfully well-rounded experience, from the atmosphere of the moody weather to the spectacular worship services to the thought-provoking class discussions. In terms of religion, PUC is so beautifully moderate. Only the most extreme of liberals or conservatives would not do well here. That moderation is like a refreshing rain, especially since it is not a dispassionate moderation. Instead of being a moderation of

apathy, it is a passionate moderation that still pursues social justice while trying to hold fast to the Adventist traditions that founded the college.”

Information from the Senior Exit Survey, the CSBVS, the NSSE Mission Consortium questions, and the Senior Exit Essay, provide a considerable amount of data by which we are able to assess the accomplishment of our church-related mission. In broad strokes we feel PUC is indeed providing “an excellent Christ-centered education” within a “Seventh-day Adventist learning community.” In particular areas, we need to continue to adjust to current issues, current students, and current problems.

3.6 Co-operation with Board of Ministerial and Theological Education

There has been no Board of Ministerial and Theological Education (BMTE) for the North American Division until very recently; however, PUC has always worked in harmony with North American Division Higher Education Cabinet (NADHEC) guidelines and procedures and plans to follow BMTE expectations when they are operational.

Both the Vice President for Academic Administration and the Religion Department carefully screen potential faculty candidates during the hiring process. While the president is involved in all faculty hiring, she gives special attention to openings in the Religion Department. After the faculty member has been selected and endorsed by the department, the academic dean, and the president, the name is brought to the Board of Trustees for final approval.

The department takes very seriously the task of designing the curriculum of the theology major. Input is sought from current and former

students, pastors, and officials of the Pacific Union Conference. Decisions are also informed by the structure of the theology major at our sister colleges/universities, and by the requirements of the M.Div. at Andrews University’s Theological Seminary.

CRITERION 4: FINANCES, FINANCIAL STRUCTURE, AND INDUSTRIES

The institution will have a financial operation that has a strong financial base (including support from the church), is managed efficiently, and the administration selects budget priorities to support institutional mission.

4.1 Commitment of the Sponsoring Church Organizations

The Pacific Union Conference contributes approximately \$3.5 million annually to the operating budget of the college. These amounts are voted at the annual Treasurers' Year-end Meetings held at the union offices in Westlake Village. The college's vice president for Financial Administration attends the meeting but has no direct input into the determination of subsidy amounts. The subsidy may increase or decrease each year based on union resources. In addition to the union subsidy, approximately \$80,000 in subsidy is provided by Adventist Health System annually. Combined, the amount of subsidy from these two institutions typically represents 8.5% to 9% of total annual income. (See Appendix J.) There are also less tangible, but no less meaningful, contributions. Examples include the Northern California Conference-subsidized college chaplain; church facilities and staff; and tuition assistance paid by other church organizations for their employees' dependents. These "soft" subsidies benefit many in the college community and add to the academic, social, and spiritual experience of students, faculty and staff.

4.2 Account of Government Funds Received

Pacific Union College receives very little in the way of direct federal grant monies, typically about .50% of total annual income. These funds are commonly associated with research grants awarded to individual faculty members. A case in point is the grant awarded this year to Vola Andrianarijaona of the Physics Department from the United States National Science Foundation.

On the other hand, PUC students and their families benefit from significant amounts of direct cash assistance and loan opportunities made available through federal and state agencies (e.g. Pell Grant, Federal Work Study Program, Federal Perkins Loan Program, and the California Student Aid Commission). The awards from these sources vary from year to year with the fluctuation of enrollment and the socio-



FAITH AND LEARNING
Cynthia Westerbeck, Professor of English

Conversations about shared human experience are the core of any literature course. Our students, therefore, are constantly engaged in conversations about issues of faith and learning – whether in response to Milton's attempt to "justify the ways of God to man" or in response to the existential angst of the characters in Beckett's *Endgame*. Over and over our students confront good and evil in the lives of the characters they read about, and are challenged to think critically and carefully about how they would respond to similar circumstances. Students are encouraged to find

and discuss common links between their religious heritage and the religious experiences of the characters they are studying. The study of literature provides a rich tapestry of experience that allows students to place their religious experience in a global and historical framework. Each of our classes is an opportunity for conversations where comfortable assumptions may be challenged, doubts aired, fears as well as hopes expressed, and faith nurtured—in a loving, supportive environment.

economic status of students. In recent years, total awards have ranged from 10 to 15 million dollars. (See Appendix K.)

4.3 Budgeting Process

The college's administration and Board of Trustees establish the core principles of the institution's mission and vision. Then, the Strategic Plan outlines specific goals toward the implementation of the mission. Currently, administration is in the final stages of developing a five-year strategic budget for the implementation of the college's Strategic Plan. The annual budget is then driven by the strategic budget of the college.

Below are the steps involved in developing the annual operating budget:

- Recommend budget parameters to financial administration and review the budget cycle calendar.
- Review tuition, room, and board rates of peer schools. Recommend new rates to Administrative Council, Finance Committee, and Board of Trustees. Consult with food service provider on meal plan rate.
- Review historic and projected institution-funded financial aid and tuition discount rates.
- Update enrollment projections and goals – head-count and Economic Full-time Equivalent (EFTE), taking into account the strategic enrollment goals of the institution.
- Review NAD remuneration scale and the Pacific Union Conference interpretation of those guidelines. Make recommendation for cost of living adjustment to employee wages based on union recommendation.

- Review employee benefit programs and expenses in view of current and projected economic conditions.
- Review total faculty and staff positions and Full-time Equivalent (FTE) with appropriate vice presidents.
- Review requests for additional personnel made through the department review process.
- Review debt service levels and repayment schedules.
- Review trends in insurance costs, A/R collections, retirement plan costs, interest rates on borrowed funds, spending from endowment funds, union subsidy, utility costs, and fund raising levels.
- Review maintenance requests and funding sources for new projects.
- Notify State of California of tuition, room, and board rates.
- Begin departmental-level budget preparation with directors and chairs through their vice president.
- Present preliminary operating budget to the Administrative Council and then the Board of Trustees Finance Committee at the winter meeting.
- Compile semi-final budget for overall analysis by administration.
- Submit final operating budget to the Finance Committee and the Board of Trustees at the spring meeting for approval.
- Post the final budget.
- At the fall board meeting, report to board on the realization of budget assumptions and recommend corrective actions if necessary.

4.4 Reason and Plan for Institutional Debt

A measure of an institution's ability to cover debt service with expendable net assets is the Viability Ratio. Over the past seven years, the college has had a Primary Reserve Ratio of less than 1:1. This means that the college is less self-reliant and has significantly less operating flexibility than institutions with a higher ratio. The college's poor debt position can be traced to several contributing factors:

- Lack of operating reserves
- Non-existent cash and capital budgets
- Spending outpacing revenue over time
- Access to "easy" cash through lines of credit from its parent organization
- No debt-servicing plan.

A snapshot of PUC's current debt obligations is presented in Appendix L.

While debt obligations are significant, there is now a financial accountability process in place that is designed to meet these obligations, including:

- A cash budget that focuses first on stabilizing and then on reversing dependence on debt for operating activities
- A moratorium on new debt for Fiscal Year 2012
- Repayment of current year's debt in the current year
- The funding of summer cash reserves at 30% or more.

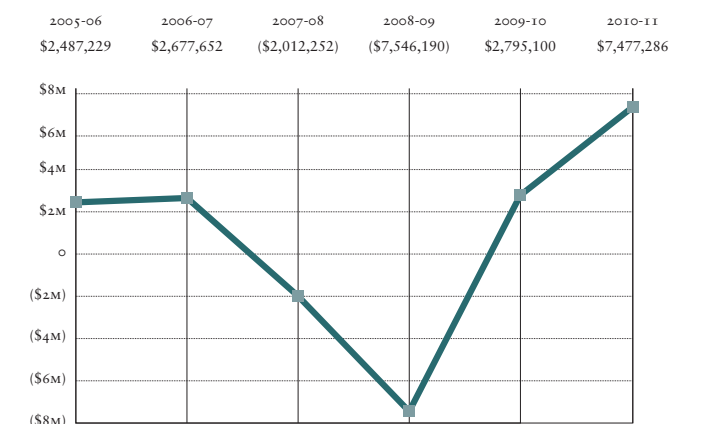
With a positive enrollment trend over the past few years, and with some fairly dramatic steps

taken to address serious threats to our financial sustainability, the college believes it has turned a corner for servicing accrued debt and establishing a solid financial footing. Still, there is work to do. Planning has begun to improve the alignment of assessment with strategic planning and budgeting. The next steps include following through with the financial accountability measures outlined above. Additionally we are committed to making prudent decisions about how best to convert selected portions of non-essential land assets into endowment instruments. Finally, it is imperative that we broaden the scope and productivity of our philanthropic and fund raising efforts.

4.5 Operating Losses and Gains

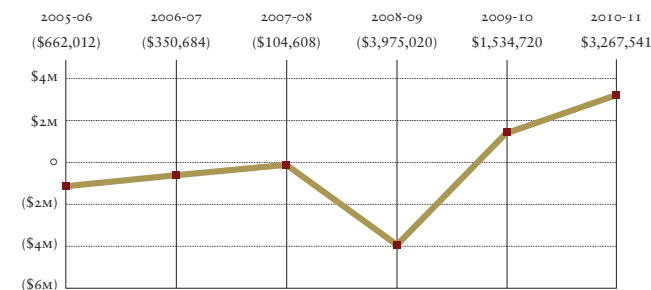
Financial operations over the past two years have experienced a dramatic improvement, and the college is now on the path to financial recovery. The following chart shows the change in total net assets since 2005.

Change in Total Net Assets



The change in unrestricted net assets has also been positive, though less dramatically so.

Change in Unrestricted Net Assets



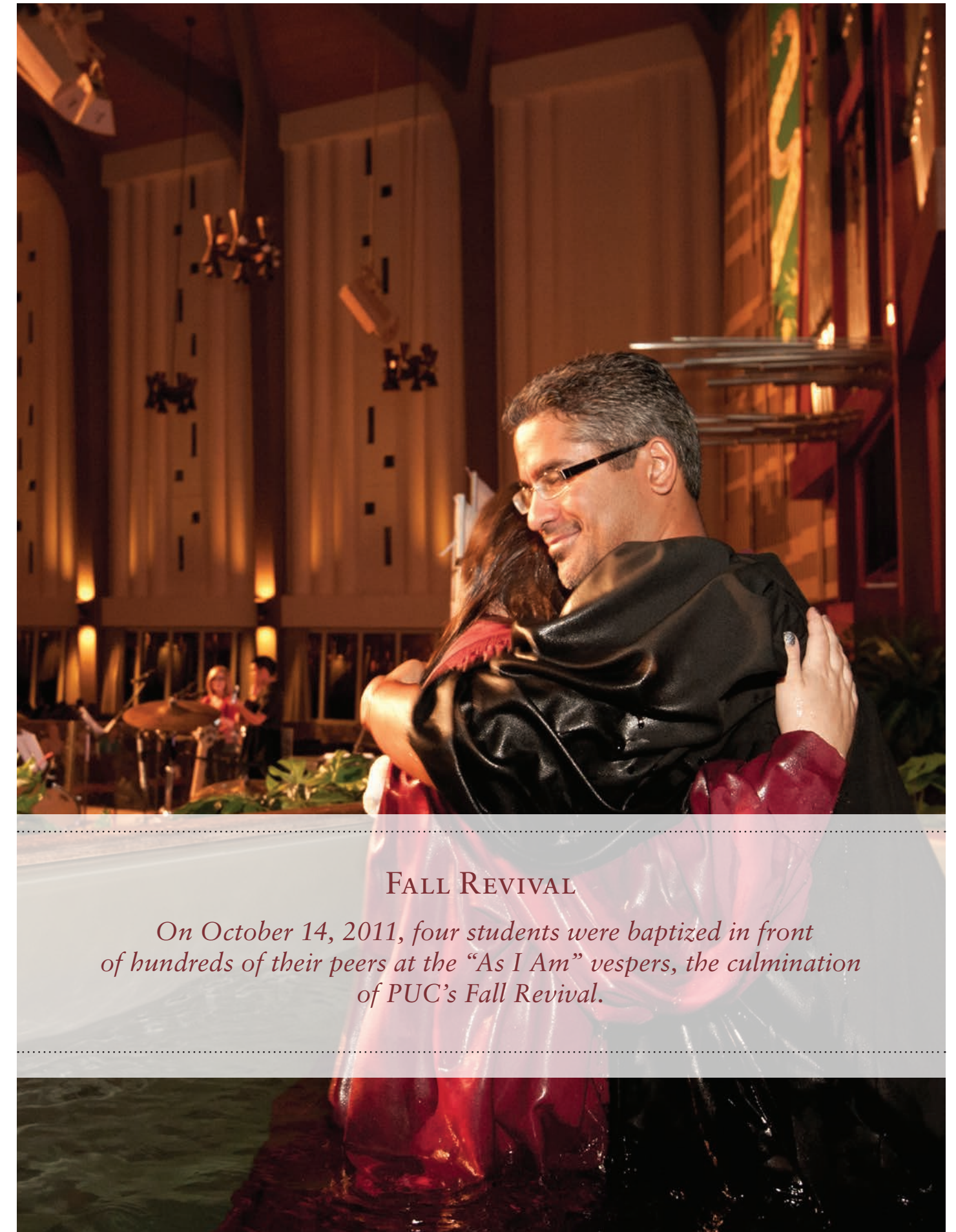
A decline in investment values was the primary reason for the \$7.5 million loss in 2009. By 2011, the college had posted a gain of \$7.5 million due to increases in enrollment, careful attention to budgets, recovery in the financial markets, and some non-operating gains.

Working capital is a financial metric which represents operating liquidity available to the college. According to the NAD Working Policy S 73 05 Working Capital 2.f, the working capital for “Universities, Colleges, and Junior Colleges [is calculated as being] twenty percent (20%) of the operating expense... of the latest complete fiscal year.”

The college has had an increasing working capital deficit for the past five fiscal years. (See Appendix M.) This is mostly due to a declining cash position and the increasing debt burden of the organization. In addition, the college operates an in-house collegiate loan program that extends the receipt of cash beyond the timing of budgets; this program is currently being revised.

It is our ultimate goal to achieve the recommended policy with respect to working capital

and liquidity ratios. The financial administration section of the Strategic Plan identifies specific multi-year goals to achieve overall financial health. Additionally, the Office of Asset Management has as its strategic goal, to “Create and implement an effective plan to enhance and leverage the use of PUC’s land, facilities and other assets in order to produce additional revenue streams.”



FALL REVIVAL

On October 14, 2011, four students were baptized in front of hundreds of their peers at the “As I Am” vespers, the culmination of PUC’s Fall Revival.

CRITERION 5: PROGRAMS OF STUDY

The institution will provide a curriculum that, evidenced by appropriate outcomes, meets the mission and objectives of the institution and church, particularly in the preparation of students for service in the church, and in the integration of faith and learning throughout all disciplines.

5.1 Curriculum Development In Light of Institutional/Church Mission

Curriculum development is overseen by the Curriculum and Efficiency Committee (CECom), which is part of a robust shared governance system. CECom is chaired by a senior faculty member who is selected by the Nominating Committee and approved by a vote of the College Assembly. CECom is a faculty committee that includes the academic dean, registrar, and budget director as ex officio members.

Guidelines for Adding or Eliminating Academic Programs

In general, academic departments bring curriculum changes to CECom, often as a part of the Program Review process. CECom created guidelines for adding or eliminating programs in 2007. They are as follows:

1. Evaluate Current Programs based on three criteria:

- Mission
- Finances
- Higher education norms

Mission: Based on Pacific Union College's published mission, as well as its historical roots and vision for the future, programs that are central to our identity will be supported in spite of financial difficulties or fringe-status in comparable comprehensive colleges. Conversely, programs that are more peripheral need to meet a higher standard in terms of finances and higher education norms.

Finances: Programs with low enrollment, low student-faculty ratios, unusually high costs for equipment, many classes with fewer than five students, or a significantly below-average productivity ratio will be called on for strong arguments involving centrality to mission and main-stream status in comparable institutions.



FAITH AND LEARNING

Greg Schneider, Professor of Religion and Social Science

“Man! When you were telling us about those African religions,” confided a student recently, “I was asking myself, ‘Is this guy an Adventist?’” It seems my World Religions course had been one of many PUC experiences that enabled her to grow beyond her immature black/white thinking, the kind of thinking that demands, “Whose side are you on?” and, “Tell me how we know our side is right and the other wrong.”

My calling is to teach the humane understanding of the Other—tribal African, undocumented

Mexican immigrant, or Japanese Zen Buddhist. I say “calling” because it arises from Christ’s teaching of the Great Commandments, love God with all my being, and my neighbor as myself. The Other is my neighbor, with her I must listen and seek understanding as passionately as I myself wish to be heard and understood. We are each God’s creatures, the Other and I, grounded in a Divine Love that we actualize as we meet in mutual respect.

Higher education norms: Programs that are considered standard at benchmark private, four-year, comprehensive institutions and Adventist colleges and universities will be given priority over programs that are more peripheral and occasional. The latter will be asked to show a higher centrality to mission and/or stronger finances than more mainstream programs.

2. **Consider eliminating programs** that are deemed to be weak in finances and at least one other area. A probationary period, during which finances improve, could help avert elimination.

3. **Identify possible new programs** by means of the following:

- Student interest/requests
- Departmental proposals
- Higher education literature review
- Suggestions from alumni and advisory groups (i.e. Board of Trustees)
- Monitoring of peer institutions
- Needs of the Adventist church.

4. **Consider adding programs** which could reasonably be expected to be high in at least two of the three areas. Financial viability would be especially important for adding majors. Adding a program will involve a full review by CECOM of all areas, including staffing, facilities, and curriculum.

New Programs Added Since 2005

- A.S. in Emergency Services (approved by NADHEC in October 2007)

The A.S. degree in Emergency Services supports our mission by training graduates to be of service, as the name implies, to their communities. PUC has a long history of supporting the local Angwin Volunteer Fire Station and the Angwin Ambulance. For decades, both these entities have been

staffed by PUC employees (including faculty) and students. The A.S. degree allows such students to receive practical training while they are taking their coursework in areas such as CPR, incident command, emergency operations, and Spanish for health care professionals. The program has been very popular from its inception.

- A.S. in Aviation, approved by North American Division Higher Education Cabinet (NADHEC) in October 2011

The A.S. in Aviation was added at the request of students who wanted to get a pilot's license as an add-on to degrees and potential careers, in other areas, such as business, religion, and pre-professional areas (such as medicine). The B.S. in Aviation, which we have offered for some time, trains students to actually become flight instructors and is quite rigorous (since it is based on Federal Aviation Administration exams and flight checks). Many of these students expressed a particular interest in being mission pilots, and we added a course called Mission Flying Theory and Practice at the same time.

- B.S. in Environmental Studies (approved by NADHEC in April 2009)

The B.S. in Environmental Studies was added as part of our commitment to stewardship that grew out of our discussions surrounding themes for our WASC review, and the campus process for creating ISLOs. Given our pristine natural setting, and our school motto: "Where Nature and Revelation Unite in Education," we felt that a focus on concerns about the environment was a "natural" for PUC. As incoming students are more committed to "creation care," we have found that growing numbers want a degree that allows them to prepare for careers in wildlife management, environmental medicine, conservation biology, and the like. Students take courses in a wide

variety of areas, including biology, chemistry, geology, and eco-theology.

- A.S. in Film and Theater Studies (approved by NADHEC in October 2011)

The A.S. in Film and Theater Studies was added in order to meet the needs of students who want to focus on storytelling, acting, and/or the technical aspects of film and theater, sometimes as an add-on to another major and sometimes as a stand-alone degree. An interdisciplinary degree shared by the departments of English and of Visual Arts, this degree promotes the collaboration that was already starting to occur between students in the Film and Television Program and the Drama Program. More churches, as well as the Adventist Media Center, are looking for professionals trained in this area. This degree is the only one of its kind in the NAD.

- B.S. in Biomathematics (approved by NADHEC in October 2011)

The B.S. in Biomathematics is meant to provide another path for pre-professional students who want to complete a bachelor's degree in an area of math or science, and who have a particular interest in mathematics. While we do not expect large numbers in this new degree, its creation did not require a significant addition of resources, and we think it will be very appealing to some students.

5.2 The Way Beliefs, Values and Lifestyle Practices are Conveyed

There are two primary ways that beliefs, values, and lifestyle are conveyed: First, faculty members are encouraged to integrate their faith into the learning environment from the moment they join

our community. Second, PUC is committed to a process of curriculum alignment by which our ISLOs are clearly reflected at the course, program, and department levels.

In the first instance, faculty members are chosen, in part, because of their commitment to our spiritual mission. This emphasis is at the heart of New Faculty Orientation each fall, during which a panel of four respected faculty discuss how they themselves practice the integration of faith and learning. As a way of highlighting our commitment to this principle, throughout this document we have included personal statements from a broad range of teachers, representing the faculty as a whole, who are committed to their own intellectual and spiritual development as well as that of their students.

This commitment is clearly set out in the Faculty Handbook, in the section on "Faculty Duties and Responsibilities." While the entire section is available in *Appendix N*, here is the prologue from the section on Faculty Ethics:

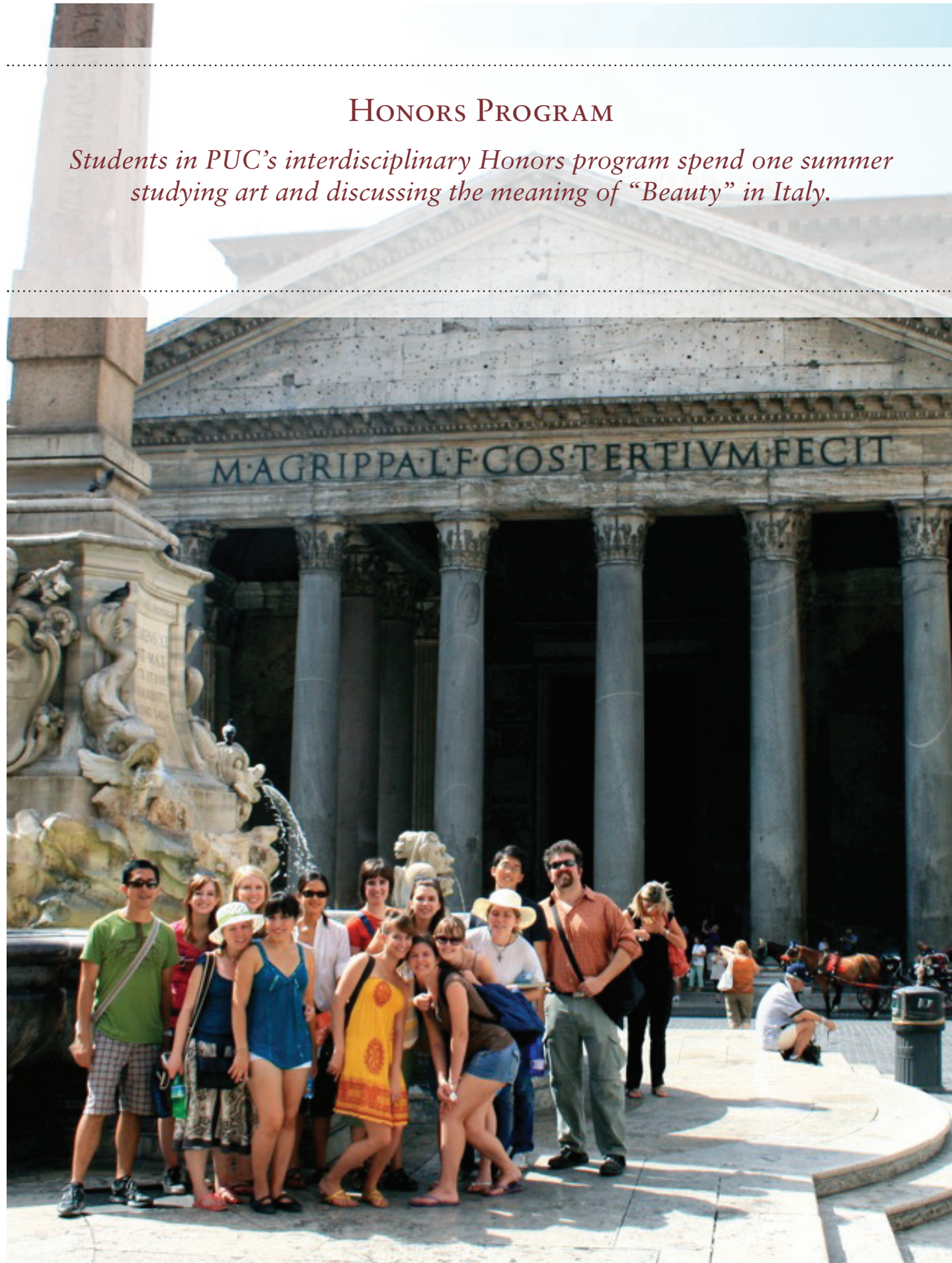
The simplest statement of professional ethics applicable to faculty members on the campuses of Pacific Union College is that their primary concern should be to emulate Jesus in their ministry to others. It is expected that faculty members will be guided by statements of eternal principles found in the Scriptures.

Faculty members should always:

- Be motivated by the desire to search for truth and to find more effective ways to promote a similar interest on the part of their students.
- Show respect toward colleagues and students and be completely honest in dealing with people at all levels.

HONORS PROGRAM

Students in PUC's interdisciplinary Honors program spend one summer studying art and discussing the meaning of "Beauty" in Italy.



- Promote integrity as a most valuable characteristic of both teachers and students.

Faculty recognize that most of our students and their parents choose Pacific Union College because it is a Seventh-day Adventist Christian learning community that also provides an excellent liberal arts education. These two aspects of our mission go hand in hand; without either one we are not what we claim to be. While our faculty members are committed to their subject matter, they are also committed to serving God, the Seventh-day Adventist church, and their students. Indeed, a spirit of servant leadership is key to our being able to recruit and maintain a high-quality faculty despite wages that are not what we would wish them to be. Highly educated, talented people come here to teach because they want to contribute to our mission, and to be a part of our intimate and supportive learning community.

In the second instance, for purposes of curriculum alignment, the beliefs, values, and lifestyle practices of the Seventh-day Adventist church are encapsulated in the mission statement and outlined in the Institutional Student Learning Outcomes: As our alignment chart (see page 5), demonstrates, these values flow from the mission and into the academic programs, the general education requirements, and the co-curriculum.

The Program Review Guidelines of the Curriculum and Efficiency Committee (CECom) (see Appendix O) require each department to show how the program student learning outcomes (published for each program in its Curriculum Guidesheet – www.puc.edu/academics/degree-programs) support the ISLOs. Since all courses must support the program student learning outcomes (except for general education courses,

discussed below), we expect that all courses are aligned with the ISLOs. Members of CECom examine all syllabi to ensure that they are so aligned during Program Review, which occurs every five years.

The General Education curriculum is specifically designed to support the institutional mission, as noted in the *General Catalog*: “The general education program at Pacific Union College seeks to provide students with the knowledge, values, and skills they need to live Christ-centered productive lives of integrity and service in a complex world” (25).

Areas that relate most specifically to Adventist values include:

- In Section IV, **Math and Science**, students must choose one course in applications of scientific or mathematical reasoning. Of the eight course options in this category, two are specifically designed for the general student without a background in college-level science or calculus. These two courses (BIOL 355: Issues on Origins and GSCI 205: Scientific Discoveries) focus on a Biblical view of origins. Because of the science and mathematics prerequisites of the other course options, we expect that the most general students will opt to take one of these two courses. Issues on Origins focuses on scientific and Biblical models regarding the origin and history of life. The textbooks for this course are *Origin by Design* by Coffin, Brown, and Gibson, and *The Language of God: A Scientist Presents Evidence for Belief* by Collins. Scientific Discoveries focuses on major developments in biology, chemistry and physics. The textbook for this course is *Icons of Evolution: Science or Myth? Why Much of What We Teach about Evolution Is Wrong*, by Wells.

• In Section V, **Revelation, Belief, and Action**, students are required to take 18 hours of religion coursework, including 9 hours of classes in Biblical Studies. The proposed new curriculum asks the students to take classes in four areas: Encountering Jesus, Scriptural Foundation, Exploring Seventh-day Adventist Life and Thought, and Integrating Faith and Life.

• In Section VI, **Health and Fitness**, students are required to take one health class (the SLO of which includes understanding “Seventh-day Adventist health principles and their application”) as well as one activity course for each year in residence.

• In Section VII, **Practical and Applied Arts**, students are required to take two courses that “will broaden their applied and manual skills.” This section harkens back to the early days of PUC, when the focus was clearly on “both heart and hand.” While many of the skills have changed (we now offer Computer Programming, Personal Money Management, and Assertive Behavior), some seem timeless—Home Vegetable Gardening and Music.

The Honors Program is an alternative, interdisciplinary General Education program for academically motivated students. Built around a series of “great books,” or core texts, it offers students one seminar each quarter on important themes in the liberal arts. The program “presents significant books, film, art, and music in a Christian context.” While all seminars thoroughly integrate faith and learning, five focus more particularly on the Bible, Christian theology and ethics, and our Adventist heritage:

Scripture I: Centered on the Old Testament, this course also leads students to explore the art of the

Sistine Chapel, Mendelssohn’s *Elijah*, and *Peregrinatio*, by C.S. Lewis, among other texts.

Scripture II: Centered on the New Testament, this course also invites students to consider such works as Bach’s *St. John Passion*, the film *Jesus of Montreal*, and selected art on gospel themes, as well as other texts.

Self and Society: Exploring the “idea of the self and how the individual is shaped by and relates to society as a whole,” this course’s texts include the *Confessions* of Augustine, James’ *The Varieties of Religious Experience*, and Ellen White’s *Spiritual Gifts*, Vol. II. A visit to White’s home at Elmshaven is included.

Virtue: Organized around the theme of moral choice and ethical thinking, this course’s texts include Aristotle’s *Nicomachean Ethics*, Conrad’s *The Heart of Darkness*, and C.S. Lewis’ *The Abolition of Man*.

Christianity: Exploring the “origins, core beliefs, and modern relevance of Christianity,” this course invites students to read and discuss Dante’s *The Divine Comedy*, Milton’s *Paradise Lost*, Dostoevsky’s *The Brothers Karamazov*, and Bull and Lockhart’s *Seeking a Sanctuary*, among other texts.

This brief overview of some aspects of our General Education program demonstrates a commitment to the whole person, a hallmark of any Seventh-day Adventist education, as well as a dedication to ensuring that all students “understand and value the major tenets of Seventh-day Adventist Christian thought.”

5.3 Preparation for Professional Positions in the Church

Every academic department at PUC is charged with creating an environment and providing training that will prepare students for denominational employment as jobs are available. However, two departments, Religion and Education, are at the forefront, both philosophically and historically, in educating future workers for the church.

In spite of their traditional prominence in preparing future church workers, the reality is that enrollment trends in the areas of Religion and Education have been in decline for a number of years. In an effort to address the problem and reinvigorate two key programs, PUC has established a scholarship program aimed directly at prospective Religion and Education majors. The “Adventist Mission Scholarship” is a \$3,000 annually renewable award designed to encourage students to consider the prospects of a career in pastoral or teaching ministry. It will take some time to determine the long-term impact of this initiative. However, with enrollment up in both departments this year, initial signs are encouraging.

The two sections that follow highlight the ways in which both the PUC Religion and Education Departments support the mission of the college and the Church.

The Role of the Religion Department:

• **Albion Spiritual Retreat.** This annual fall retreat, required of all theology and religion majors, occurs within the first few weeks of classes. Designed to build departmental community and mentor student leadership through worship and recreation in God’s nature, the retreat sets a

positive spiritual tone for the school year. Many students consider the retreat to be one of the highlights of their PUC experience.

• **Ministry Colloquium.** Weekly attendance is required at the department’s Ministry Colloquium every fall and winter quarter for theology majors (religion majors are required to attend only the fall quarters). These weekly meetings have the following objectives:

Worship and Collegiality. The department believes that theological study and ministerial preparation achieve their highest level within a community of praying and praising disciples of Christ. As students and faculty minister to each other, they grow in Christ, and become encouraged in their walk with Jesus.

Dialogue. This weekly forum creates opportunities for sharing and ongoing dialogue about ministry and related issues.

Communication. The weekly meeting allows for timely and important announcements concerning academic, religious, and social matters affecting theology and religion majors and faculty.

• **Extern Program.** This year-long program provides theology majors with pastoral experience in assigned churches under the supervision of the local church pastor and the Director of the Ministerial Studies Program. A weekly seminar provides time for instruction and dialogue among students and teacher. It provides an opportunity for majors to utilize the tools they have gained in theological and ethics courses by putting them to use in various settings of their Extern Program,



FAITH AND LEARNING
Samantha Angeles, student

Just as having the “knowledge of good and evil” forever altered Adam and Eve’s relationship with God, education often presents challenges to faith. As a theology major, I questioned the validity of scripture when I discovered the debate over the authorship of some of the “Pauline epistles” and the wide variation of translation possibilities in the original Greek text. Such questions will arise no matter the major, no matter the institution. However, the advantage of Pacific Union College is that students are not left to deal with questions alone. The professors whose advice I have sought have always dealt with my questions in an intel-

lectually honest way, acknowledging the information that I present. Yet they always point me to Christ. What I’ve learned in my time at PUC is that there will always be questions, and sometimes there won’t be answers. That’s where faith and learning combine for me. I learn and I question. But at the end of the day, I have chosen to follow Christ. And that means that even if I don’t have the answer right now, He has it, and I choose to, like my professors, not hide from information but learn it while knowing that my God is bigger than my questions, and I can trust in His answers, even if I don’t have them yet.

including teaching, preaching, giving Bible studies, and participating in discussions.

• **Course Work.** A number of required courses have a distinct Seventh-day Adventist component: Life and Ministry of Ellen White, Adventist Heritage, and Seventh-day Adventist Theology. Moreover, two additional required courses in Pastoral Ministry cover the essential aspects of Adventist ministry in a local congregation.

• **Summer in Ministry Program.** This program is a ten-week internship at a local church within the Pacific Union Conference. Students are provided with an extended experience of the “nuts and bolts” of pastoral ministry. The primary tasks of the intern typically involve:

- Finding prospects for and conducting Bible studies
- Planning worship, youth ministry, and evangelistic outreach activities
- Preaching for regular worship or youth worship
- Visiting active and inactive members, prospective members, and hospitalized members
- Attending church board and other church administrative committee meetings
- Keeping a written journal, which describes his/her summer ministry activities
- Completing reading reports as assigned by the supervising college professor.

• **Senior Consecration.** Each spring, the department conducts a consecration service for its graduating theology and religion majors. Reflections of the students’ experiences at PUC, music, an inspiring homily, and a dedicatory prayer are the characteristic features of this sacred service.

• **Field Trips.** During spring 2009, the department’s Theology Club and two faculty sponsors spent a weekend serving the homeless on Oakland’s streets and freeway underpasses. In spring 2011, the Religion Department and several theology majors participated in Government Relations Day at the state capitol in Sacramento with the Pacific Union Conference’s Church State Council. In their legislative visits to the offices of various state senators, students had the opportunity to advocate for a number of bills concerned with religious liberty.

• **The Ministerial Studies Program.** Stage I: Admission into the program. Evaluation and guidance focus on helping students make sure that they are entering upon the right career path, given their interests, capabilities, and personality. When this process is successfully completed at the end of the second year, the student is invited to join the Ministerial Studies Program. Admission into the program is a prerequisite for the junior year Extern Program (RELP 391-392-393).

Stage II: Advancement to Candidacy. Assessment of the commitment and potential of senior theology majors for successful ministry, and preparation for effectively presenting themselves to hiring agencies. Acceptance for Advancement to Candidacy is required for graduation as a theology major and for inclusion in the senior hiring interviews.

How Theology Graduates Are Prepared to Meet the Needs of the Church

Annually, the department thoroughly prepares its graduating theology majors for their senior interviews with the Pacific Union Conference officials. These preparations typically involve: (1) one-on-one sessions with students that seek to help them

reflect critically on their learning experience and the potential concerns of conference officials; and (2) a portfolio that highlights the student's spiritual growth and signal achievements during their time at PUC.

After the morning interviews and a luncheon with the students, departmental faculty, conference officials, and Administrative Council members, a debriefing session is held. During this session, the conference officials candidly share their perceptions of the strengths and weaknesses of interviewed students. The department takes very seriously the concerns of the officials as they represent the various hiring agencies of the Pacific Union Conference.

The department's overarching goal with its theology major is to fully prepare its students to embody the grace of Jesus Christ and to discharge faithfully the sacred calling of the gospel ministry within the context of the Seventh-day Adventist church.

The Role of the PUC Education Department:

The PUC Education Department offers four degrees (A.S. and B.S. Early Childhood Education; B.S. Liberal Studies; and M.Ed. Education) and three credential programs (California Multiple Subject and Single Subject Credentials, and California Clear Credential.) One faculty member focuses on the Early Childhood Education program, and three others teach in the multiple- and single-subject credential programs. The department also includes one non-teaching faculty member and one staff member.

The department's Early Childhood Education program is the only one of its kind among Seventh-day Adventist institutions of higher

education on the West Coast. Thus, it is an important provider of qualified teachers and directors for Adventist-affiliated pre-schools. The credential programs prepare K-12 teachers for service in both public and private school settings.

How Education Graduates Are Prepared to Meet the Needs of the Church

The faculty and staff of the Education Department consider themselves deeply dedicated to the preparation of Christian teachers. Most of the candidates in the credential programs have come from Seventh-day Adventist schools and desire to return to the educational system which nurtured their growth in Christ while providing a high-quality academic experience. In the Education Department they will find both a formal and an informal curriculum which will help them make the transition from recipients to providers of Seventh-day Adventist education.

• Formal Curriculum

Teacher candidates in the credential programs may choose to earn California Preliminary Teaching Credentials as well as Seventh-day Adventist Initial Teaching Certificates. Generally, about one student (out of about a dozen at present) every year completes the program with only one or the other; most earn both types, and they are encouraged to do so.

Earning the SDA certificate involves course work beyond that required for state credentials. Two of these additional courses are provided in the Education Department. The first, EDUC 335: Ethical Dimensions of Teaching, emphasizes ideals and principles of Christian education and their application in Seventh-day Adventist schools, and compares and contrasts the philoso-

Additional Requirements for Seventh-day Adventist Certification

Principles of Christian Education, met by EDUC 335: Ethical Dimensions of Teaching

EDUC 390: Teaching K-12 Bible, along with its co-requisite EDUC 390L: K-12 Bible Practicum

16 religion credits, upper or lower division

Doctrinal Studies religion course, met by any one of RELT 331/332/333

SDA History religion course, met by RELH 360: Adventist Heritage

Spirit of Prophecy religion course, met by RELH 360: Adventist Heritage

Verification of Adventist church membership

phies of American public and Adventist education. Throughout there is an emphasis on integrating faith and learning. Required reading and course assignments delve deeply into two books: *Education* by Ellen White, and *Soul Shapers* by Jim Roy. Both books are principally focused on Seventh-day Adventist education, though they also include philosophy and practice beyond the Adventist church. The benefits of Adventist education to the whole child are central themes of both books, and candidates in the course discuss a philosophy of education consistent with Christianity in general and an Adventist worldview in particular.

The second denominational requirement is EDUC 390: K-12 Bible Methods and 390L, its practicum.

These courses, which clearly span a broad developmental range, are the primary classes in which candidates are thoroughly exposed to and given practice in implementing the approved Adventist Bible curriculum teaching resources. The department's curriculum library contains copies of each of the current textbooks, both teachers' and students' editions, ancillary workbooks and resources, and the SDA Bible Curriculum Guide. Candidates develop and teach mini-lessons in EDUC 390 and, in their lab practicum settings, work with cooperating teachers in local Adventist K-12 classrooms to gain practice in teaching with these materials. Though they also learn other strategies for teaching religion, graduates of PUC are well prepared to use the adopted curriculum materials.

The Journal of Adventist Education is another valuable resource in EDUC 390, addressing as it does topics of value to teachers in Adventist schools. The use of this journal helps to acculturate candidates into Adventist education.

Credential candidates access the Adventist on-line teaching resources "Journey to Excellence" and "CIRCLE" for lesson ideas and to ensure alignment of lesson plans with denominational frameworks. Standards-based lesson development, also using California academic content standards, is required of all candidates.

In January of 2011 the Education Department received approval from the State of California to begin a California Clear Credential Program. This allows teachers holding California Preliminary Credentials who are in Adventist schools the opportunity to earn their clear credentials. (The program has subsequently been approved by the Pacific Union Conference for converting denominational initial certificates to profes-

sional certificates.) This mentorship program, which has a design similar to that of our sister institution, La Sierra University, is modeled after the California Beginning Teacher Support and Assessment (BTSA) program, and demonstrates PUC's commitment to providing teachers who are denominational employees with support and opportunities for professional development.

• **Informal Curriculum**

In addition to the formal curriculum, the Education Department has an informal curriculum which promotes positive and committed attitudes toward the Church among its candidates.

- Each faculty member in the credential programs has extensive personal experience in Adventist K-12 education, as classroom teachers and/or principals, and as conference administrators. It is safe to say that Adventist education is the primary personal frame of reference. The lessons learned from experiences in the Adventist system enable professors to speak positively, knowledgeably, and frequently about the environments that most PUC candidates will be entering when they graduate. For instance, students in EDUC 101: Introduction to Teaching develop questions for the faculty, which they then have a chance to ask in person during a dedicated class period.
- The department holds Friday evening “pre-vespers” three to five times each school year in which candidates are invited to a faculty home for food, worship, and relaxed fellowship. Commonly, students deliver the worship thoughts, often centering on their teaching experiences. These events are important for building relationships that are seen as forming in the context of church/school family.

- The department hosts annual Education Days activities that include a banquet to highlight the newest graduates and an opportunity for those graduates to interview with Pacific Union Conference education personnel for upcoming teaching positions.
- Various representatives of Adventist education are brought to the department for specific presentations at various times of the year. These include a superintendent to discuss hiring in the denomination, an attorney to discuss legal issues, a team of principals for a panel discussion of education topics, and current practitioners within Adventist K-12 education to share teaching ideas.

Process for Evaluating Professional Programs

The Education Department maintains California State accreditation for its three credential programs—the Multiple Subject Preliminary Credential, Single Subject Preliminary Credential, and Clear Credential—through a rigorous cycle of annual/biennial reporting and a site visit once each seven years.

Each year the Education Department chair submits to PUC's administration a departmental assessment. This assessment includes the degree to which various department SLOs were met and descriptions of the methods of measurement; the percent of students attaining the SLOs; conclusions which can be drawn from these results; and actions to be taken based upon these results.

Important sources of information for evaluating the program less formally are the annual contacts with the field through our Field Advisory Council (public and Adventist principals) and the Seventh-day Adventist Field Advisory Committee (Pacific Union Conference educational administrators).

Input from church leadership and constituency; ongoing interface between faculty in professional departments and the church

The Education Department interfaces with the church in a number of ways.

- Local pastoral staff participate in departmental events, such as the annual department dedication and various social/spiritual occasions.
- The annual Education Days include a meeting of the SDA Field Advisory Committee, consisting of departmental faculty, college administrators, and education superintendents and associates from around the union. Here announcements are made about the department and input is elicited from the field regarding PUC's preparation of teachers to meet the needs of the church.
- In addition to the business meeting, Education Days provide a unique opportunity for the department to allow its candidates and the attending administrators to become acquainted. The banquet activities intentionally set an atmosphere of relaxed conversation, thus making the more formal interviews the next day positive and upbeat. These events paint in the mind of each candidate a positive picture of working for the church.
- Department faculty serve on committees at several levels within the church, including local school boards, the Northern California Conference K-12 Education Board, Pacific Union Conference curriculum committees and Early Childhood Education and Care Board, and the NAD Education Advisory Committee. These appointments allow the department to contribute to decisions that will affect the field as well as garner information to inform the classroom instruction on campus.

• Principals of local Adventist schools serve on the department's Field Advisory Council, which also includes principals from area schools in which student teachers are placed.

- A quarterly newsletter is sent from the assistant chair of the Education Department to keep stakeholders in the field informed of various department topics and events.

Outcomes expected from programs; congruence between department objectives evidenced in graduates

The Education Department has identified specific Student Learning Outcomes for its credential programs and degrees. Included in the SLOs is an expectation of the graduates' ability to integrate faith and learning in their teaching. Graduates' competence in SLOs is measured at several points as they move through their programs. Departmental reviews of multiple and single subject candidates in their methods courses allow the department to be sure of candidates' competency before they can proceed to the next stage in student teaching. Competency is required for the granting of credentials and degrees. Evidence of competency takes a variety of forms, including portfolios, performance assessments and demonstrations, lesson plans, and personal interviews.

The Education Department of PUC is dedicated to producing the highest quality Christian teachers to serve in either the church school or the public school setting. Available evidence indicates that graduates are well-prepared and well-received when they begin their teaching careers.

5.4 Non-traditional Programs/Courses, and Delivery Methods

PUC offers non-traditional programs in face-to-face modalities only. These programs are offered as a service to the community and support the mission of their departments and the college.

Business Administration, B.S.M.

Early Childhood Education, B.S.E.C.E.

Both the Business Administration Department and Education Department offer degree-completion programs on-site in Clear Lake and in Napa. Courses meet weekly for 18 months. The program serves working adults, many of whom cannot advance in their careers without a bachelor's degree. Students are required to take RELB 305: Biblical Perspectives and RELT 310: Ethics and Personal Values. The Christian assumptions and Biblical worldview that pervade the program are much appreciated by the students, most of whom are not Seventh-day Adventists.

Nursing

All Nursing programs are offered

“...in a climate of Christian service, dedicated to the development of the whole person, and designed to serve the health needs of individuals, families and the community at large. The curriculum and activities of the nursing program are planned in harmony with the mission of the college and the Seventh-day Adventist Church, which it represents” (*General Catalog* 149).

Nursing, A.S.

An LVN to RN program is offered at Travis Air Force Base in Fairfield and in Napa. Classes meet

weekly for eighteen months. Students take nine hours of religion coursework. PUC is particularly proud of the Travis program, the only one of its kind in the nation.

Nursing, B.S.N.

This second-step program meets for “core weeks” on campus, and in a weekly session at the Queen of the Valley Hospital, in Napa. Students take nine hours of religion; most take special courses in “Jesus as Healer,” “Christian Ethics in Patient Care,” and “Spiritual Care for Patients.”



FAITH AND LEARNING

John Nunes, Associate Professor of Business Administration

After many years in the public sector, the freedom to integrate spirituality into the curriculum was one of the key drivers in my decision to join the faculty here at PUC. It is a joy to be able to pray with students at the beginning of each class, to remind each of us of God's presence and support in our lives, and of our accountability to Him for our actions and performance. In addition, I love being able to take passages of scripture and weave

them into my lectures to anchor the discussion. For example, when speaking of ethics in cost accounting practices, I chose to include 1 Timothy 6:7-10, where Paul tells us, “For we brought nothing into the world, and we can take nothing out of it.... For the love of money is a root of all kinds of evil.” All business learners and leaders need to be reminded that while money can be a wonderful servant, it is a horrible master!

CRITERION 6: FACULTY AND STAFF

Faculty and staff will be personally supportive of the institutional mission, effective in their transmission of both their discipline and values in the classroom, and the administrative processes of the institution will ensure that faculty and staff development and evaluation procedures include mission-focused elements.

6.1 Policies Pertaining to the Religious Affiliation of Faculty and Staff

Terms of Employment for all Employees

All new employees receive a letter outlining their terms of employment at Pacific Union College. *(See Appendix P for the complete letter.)* Included in this letter is the following statement:

Pacific Union College is an integral part of the Seventh-day Adventist Church and has as one of its main objectives the strengthening of the spiritual life of students. Because of this, the example set by faculty and staff is a very important part of their responsibilities. It is therefore understood that as a condition of employment, you are committed to supporting the basic tenets of the Seventh-day Adventist Church and to conducting your life in harmony with the church's policies and doctrines. One of the expectations is that you will attend church regularly and observe the tithing practices of the SDA church. Should you alter your position to such a degree that you can no longer willingly comply with these provisions, you will request discontinuance of employment with the College.

In addition to this initial employment letter, all faculty members receive and sign an employment contract the terms of which include the following:

PUC is an institution of the Seventh-day Adventist Church and operates to fulfill its goals; therefore, the performance of all duties and obligations under this contract should be in harmony with the philosophy and purpose of PUC and the Seventh-day Adventist Church.

New employees also receive a "Statement of Ethical Foundations" outlining the values by which Pacific Union College conducts itself. They are asked to sign a letter of acknowledgement, agreeing that these values apply to them. *(See Appendix Q for*



FAITH AND LEARNING

James Robertson, Director of the Emergency Services Program

In the Emergency Services Program, we place a high importance on weaving the topic of faith into the curriculum. The commitment goes beyond the practice of beginning a class with prayer or a devotional thought. The program makes a concerted effort to integrate faith with daily topics, such as how to live a balanced lifestyle and how to provide compassionate patient care. Moreover, students are encouraged to volunteer

as an EMT in the community to exercise compassionate patient care. Many students enthusiastically join the local volunteer ambulance and fire departments; as a result we are shoulder-to-shoulder with them during stress-filled calls. At the end of the day, we share our feelings and stories of how our faith successfully saw us through the tough times.

the full Statement of Ethical Foundations and the acknowledgement letter.) Here is an excerpt from the statement:

The Seventh-day Adventist Church mission is to proclaim to all peoples the everlasting gospel, in the context of the three angels messages of Revelation 14:6-12, leading them to accept Jesus as their personal Savior, and encouraging them to unite with His church and prepare for His soon return. Within the scope of this mission, Pacific Union College exists to lead the Church in being a worldwide witness for God's kingdom and in making disciples of Jesus Christ.

Religious Affiliation of Faculty

According to the Board Policy Manual (BPM), "the President will ensure that a Seventh-day Adventist Christian worldview will be integrated into all academic programs" (BPM 6.1.3.1). As to the hiring of faculty:

6.1.2 The President will seek the highest quality faculty who have been professionally trained in their respective academic discipline, and whose teaching is, in word and spirit, in harmony with the Holy Scriptures.

6.1.2.1 The President will ensure that all faculty members will be active members of the Seventh-day Adventist Church. In order to fill vacancies when no qualified Seventh-day Adventist is available, the President may recruit up to 5% of full-time faculty who are not members of the Seventh-day Adventist Church.

6.1.2.2 The President shall ensure that all Chairs of Academic Departments and search committees shall be active members of the Seventh-day Adventist Church.

With reference to 6.1.2.1, it may be noted that PUC currently employs less than the 5% of full-time, non-Adventist faculty allowed under Board

policy. However, two factors in particular suggest that PUC will continue to rely to some extent on faculty who are not members of the Adventist church: One is the rural location of the college, which is both a blessing and a challenge when recruiting faculty. The second is a large nursing program which requires highly trained and experienced professionals with advanced degrees in various fields of nursing. This is a requirement not easily met in the broader market, much less within the confines of a denominational hiring pool.

As with new faculty who are Adventist, when non-Adventist faculty are hired, they receive a letter from the academic dean outlining the expectations of the college. The letter includes the following paragraph:

Pacific Union College is an integral part of the Seventh-day Adventist Church and has as one of its main objectives the strengthening of the spiritual life of its students. Because of this, the example set by faculty and staff is a very important part of their responsibility. Since you are not a member of the Seventh-day Adventist Church, you will be a guest on our campus and should expect to be treated and to act as such: with mutual respect and kindness. It is our understanding that you are committed to supporting the standards and teaching of that church in your professional and social activities as a member of the College faculty. Should you alter your position to such a degree that you can no longer willingly comply with these provisions, you will request discontinuance of employment with the College.

All new faculty have a day-long orientation to the campus, including meeting with the lead pastor of the church, a presentation on what it means to be a Seventh-day Adventist learning community

with the president and/or the academic dean, and a discussion with a panel of senior faculty about how to integrate faith and learning into teaching practice.

Our academic freedom statement has served us well for many years, and is readily available in the Faculty Handbook, pp. 29-30. (*See Appendix R for entire academic freedom statement.*) While it is somewhat lengthy, here are some excerpts:

A religious institution's endorsement of academic freedom... reflects not only a belief that freedom is necessary in a democratic society, but also a recognition that freedom is a God-given necessity for true Christian faith and commitment. Pacific Union College therefore subscribes to principles of academic freedom generally held important in Western higher education, principles that make possible the disciplined creative pursuit of truth (AAUP). Pacific Union College also recognizes that academic freedom is never absolute and that it implies responsibility.

The first responsibility of academic and religious leaders is to seek for and to disseminate truth. Their second responsibility is to counsel together when scholarly findings have a bearing on the message and mission of the Church.

The historic doctrinal positions of the Church have been defined by the General Conference in session and are published in the Seventh-day Adventist Yearbook under the title "Fundamental Beliefs." The Church expects that teachers in the Church's educational institutions will not teach as truth what is contrary to those beliefs. Teachers who hold views in conflict with the published "Fundamental Beliefs" will not present their ideas to students

or in public forums without first counseling with their peers. Truth, they will remember, is not the only product of the crucible of controversy; disruption also results. Dedicated scholars will exercise discretion in presenting concepts that might threaten Church unity and the effectiveness of Church action.

Religious Affiliation of All Employees

Currently 96% of staff and 97% of salaried faculty are Seventh-day Adventist.

6.2 Processes and Plans for Faculty Development

Faculty Development

Faculty development funds have been scarce at PUC, but faculty are encouraged to attend conferences, and we always try to find funds to support meetings among Adventist educators, and to support cooperation among Adventist institutions. For example, the Association of Seventh-day Adventist Librarians (ASDAL) met on our campus recently, as did the International Adventist Nursing Consortium (AINEC) a few years ago. Our historians meet regularly with the Association of Seventh-day Adventist Historians (ASDAH), and our Religion faculty meet every year in April at the West Coast Religion Teachers Conference, which convenes on our campus as part of a regular rotation. Our Religion faculty also meet with their Adventist colleagues at the November meetings of the Society of Biblical Literature/American Academy of Religion meetings.

While we have not been able to fund sabbaticals since 1999, we do currently have a grant from a donor to support faculty who wish to make service-learning part of their syllabi.

Also, since 2006 under a generous donation from the Herber family, 40 grants have been given totaling more than \$56,000 to allow faculty to pursue personal research interests, results of which will have a direct classroom application.

The Faculty Development, Research, and Honors committee also gives awards to faculty for scholarship, and many of these awards go to faculty who have written for Adventist publications or spoken at Adventist events. In addition, a separate amount is also available for additional travel assistance to professional conferences.

Faculty Performance Evaluation

Faculty are evaluated, based on the duties outlined in the Faculty Handbook, by the Rank and Tenure Committee (RATCom). In brief, faculty who are being evaluated for contract renewal, changes in either rank or tenure, or for post-tenure review, are evaluated by their peers within the department. A portfolio is required for promotion to Associate or full Professor, and for Continuous Appointment (“tenure”).

In the departmental evaluation, faculty are evaluated by their colleagues as to whether they “support the mission of the college” as well as on questions about ethics, attendance at Campus Colloquy, and collegiality. In the portfolio, faculty are asked to summarize their “view of the role of a teacher at a Seventh-day Adventist Christian Liberal Arts College, and [their] specific teaching mission at PUC.” (See *Appendices S-1, S-2, and S-3 for the RATCom forms.*)



FAITH AND LEARNING
Floyd E. Hayes, Professor of Biology

I teach a diversity of courses on natural history and environmental sciences. My mission is primarily to assist students with learning so that they can achieve their academic and career aspirations, and secondarily to provide a positive influence to students by hopefully being an exemplary role model as a Christian scientist. I am perplexed by the declining interest in nature among youth and alarmed by the increasing rate of environmental degradation. As a consequence, I feel that I have a special mission to

foster a greater appreciation and understanding of God’s creation, and to promote the sustainable use of natural resources. Having traveled extensively with an insatiable thirst for adventure and knowledge, I have become personally acquainted with many of the planet’s biodiversity hotspots and environmental problems. I enjoy sharing my experiences and knowledge with students both inside the classroom and especially outside of the classroom in God’s amazing creation.

CRITERION 7: LIBRARY AND RESOURCE CENTERS

The institution will provide resource centers (library and computer services, in particular) that while providing quality resources also show ethical and mission concerns in the resourcing choices that are made.

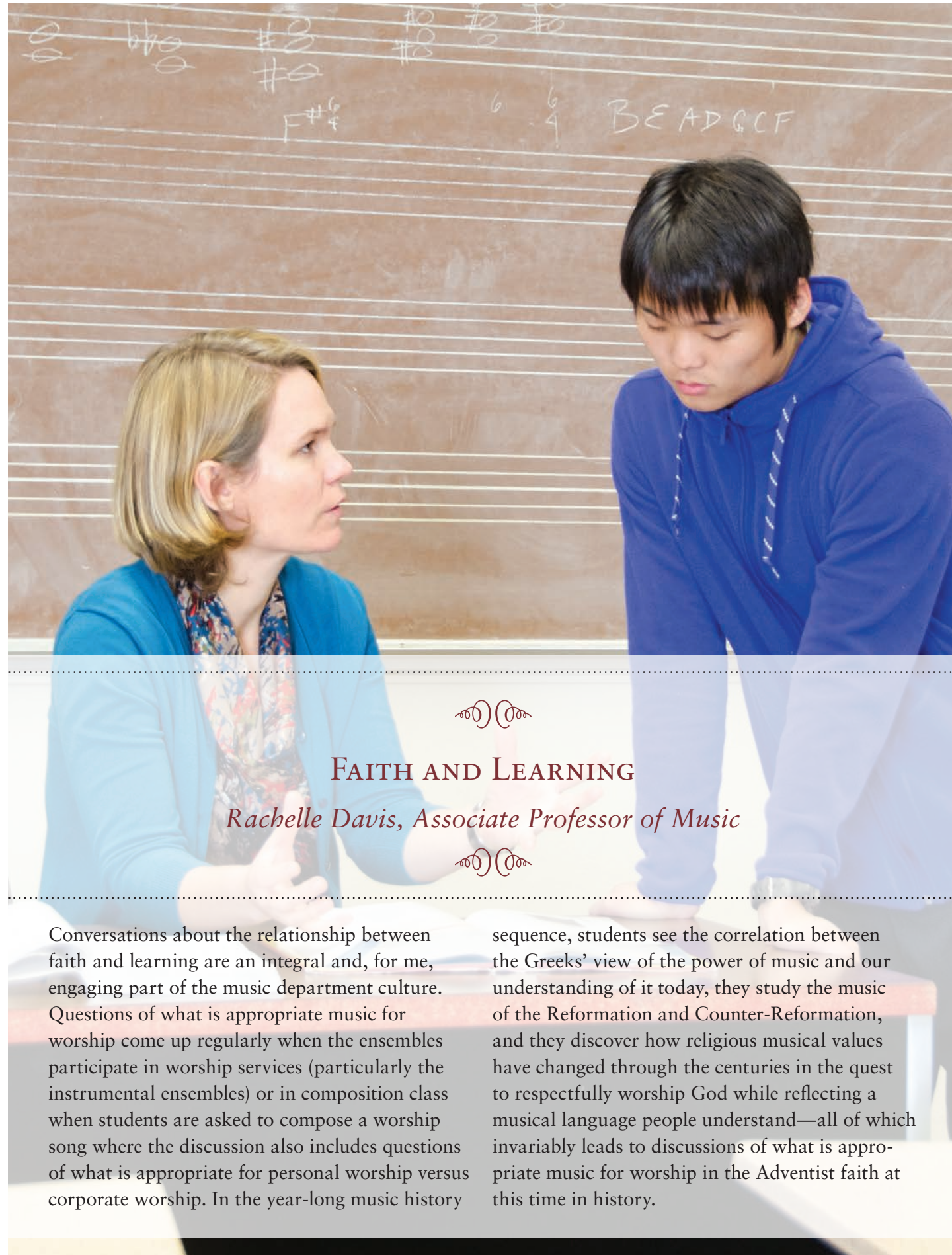
7.1 Policies and Procedures for Accessing new Materials

Library Collection Development Philosophy

The Nelson Memorial Library supports Pacific Union College's mission of commitment, faith, excellence, integrity, and academic freedom. The library provides electronic and print resources and services to facilitate life-long learning, independent thinking, informed and sound judgment, and intellectual, moral, social, and spiritual development. It builds bridges to information resources in many formats and many places.

The library also houses and supports several special collections of particular interest to students of Seventh-day Adventist history, including the Walter Utt Collection, the Maxwell Collection, the Desmond Ford Collection, Fred Veltman's Commissioned Study of *The Desire of Ages*, and the Walter Rea Collection, as well as the Pitcairn Islands Study Center. The Pitcairn Collection has a three-fold mission: providing accurate information about "The Bounty Saga" to inquirers world-wide; introducing the Seventh-day Adventist faith to all inquirers in a natural way (since this faith has been a long-standing and important part of Pitcairn Island saga); and giving help to Pitcairn Island corporately whenever possible. The Pitcairn Collection is the largest in the world and attracts researchers from the United States and around the globe.

PUC's academic freedom document recognizes that all learning and teaching take place within a framework of some world view, with explicit and implied assumptions about knowledge, human nature, and virtue. PUC also believes that intellectual growth is best attained within an environment of Christian faith and commitment. The Nelson Memorial Library develops collections and resources and strives to respond to the institution's mission, curricula, and research needs. It will be recognized that not all of the content of books, periodicals and other resources will be compatible with Seventh-day Adventist belief, behavior, lifestyle, or perspectives.



FAITH AND LEARNING
Rachelle Davis, Associate Professor of Music

Conversations about the relationship between faith and learning are an integral and, for me, engaging part of the music department culture. Questions of what is appropriate music for worship come up regularly when the ensembles participate in worship services (particularly the instrumental ensembles) or in composition class when students are asked to compose a worship song where the discussion also includes questions of what is appropriate for personal worship versus corporate worship. In the year-long music history

sequence, students see the correlation between the Greeks' view of the power of music and our understanding of it today, they study the music of the Reformation and Counter-Reformation, and they discover how religious musical values have changed through the centuries in the quest to respectfully worship God while reflecting a musical language people understand—all of which invariably leads to discussions of what is appropriate music for worship in the Adventist faith at this time in history.

NELSON MEMORIAL LIBRARY

Generous donors made possible a bright, comfortable new learning commons on the main floor of the library.



General Guidelines for Nelson Memorial Library

The Pacific Union College Library supports the total program of the College. Therefore, the development of the library collection parallels the development of the college itself.

The planned development of a library's resources requires a definite collection development policy for all types of resources that the library adds to its collections.

Specific exemptions to this policy may be necessary at times to permit the addition of valuable material to the collection.

Information demands are expanding so rapidly in a variety of directions that the role of the library is also expanding. This policy embraces the plan of collecting multiple formats that facilitate access and supports the functions of the college.

Budget limitations demand that a distinction be made in the need for local access or interlibrary loan information. Interlibrary loan and document delivery are available when the potential use of a title does not justify local access.

All materials purchased with funds allocated to the library become library property, available for the use of the entire college community. Library funds will not be used to acquire materials for the exclusive use of any group or individual.

Because faculty are most directly involved with the teaching activities supported by the library, they participate in selecting materials which support their programs. Therefore, a portion of the materials budget will be allocated to the academic departments to be spent by faculty recommendation. The amount allocated will be determined annually by the library faculty according to an established formula.

Students who wish to suggest items to add to the collection may submit requests to library faculty for referral to the appropriate subject specialist. These requests will be seriously considered whenever they meet the criteria of this policy.

Priority for books and other materials to be purchased for the library should be given to those materials that meet direct curricular needs in the courses offered, including items needed for class assignments. Priority will also be given to reference and bibliographic tools that facilitate finding and using these materials. After the primary needs have been met, consideration will be given to other desirable materials which will give balance to the collection or meet vocational, avocation, cultural, or special interests or needs of students and faculty.

7.2 Policies and Procedures for Computer Use and Internet Access

The policies and procedures for computer use and internet access have been posted on the PUC website since 2004. (*See Appendix T.*) They are also included in the student handbook. These policies and procedures are modified as needed, and the Information Technology Systems and Services (ITSS) department consults with PUC's attorneys before making any significant changes required by the federal government.

Prior to 2004, every student was required to come to the ITSS office to get authenticated, and at that time these policies were distributed.

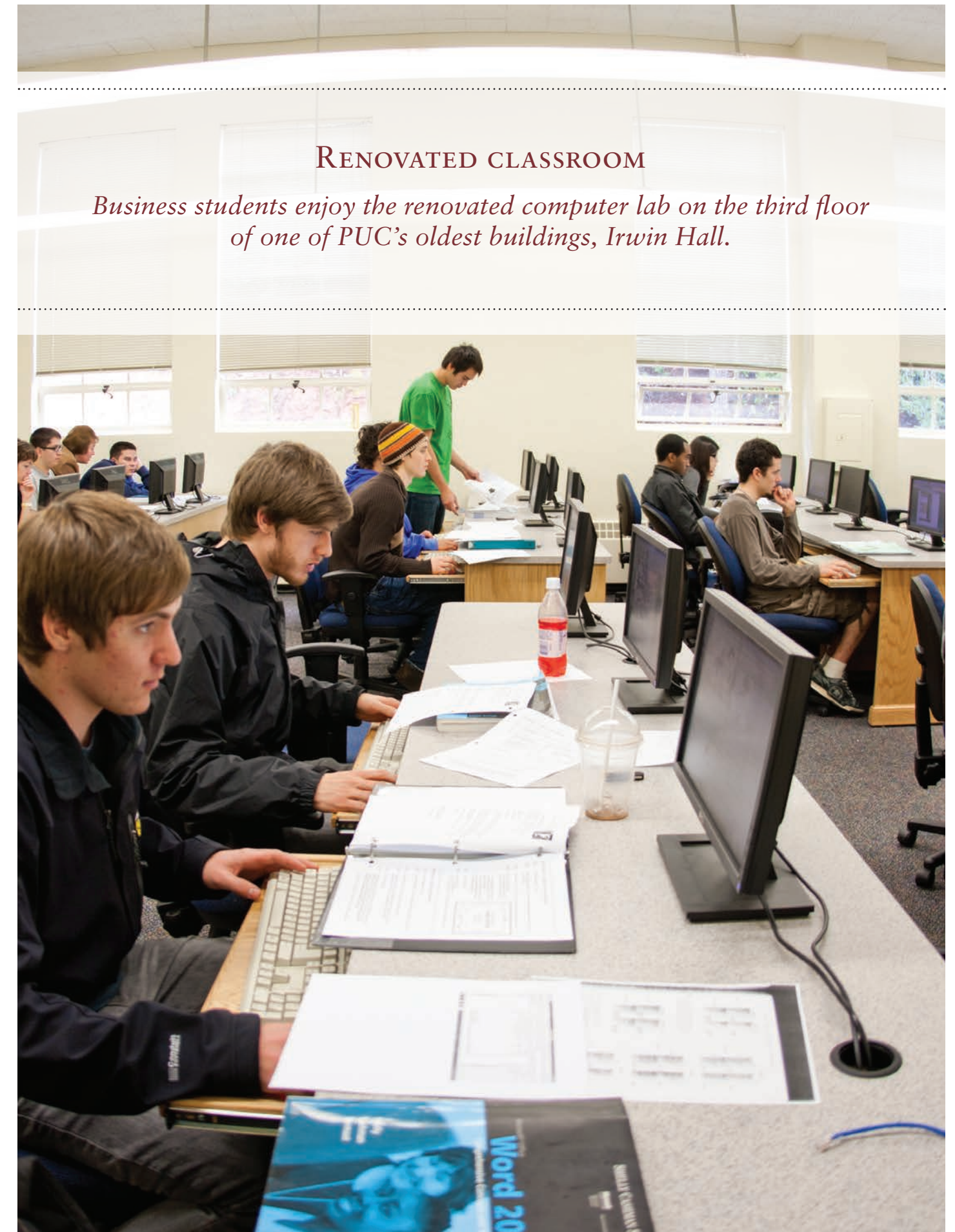
However, in 2004, a self-authentication system was implemented. In this system, there is a link to these policies that students need to read and agree to before they are allowed to use the Internet and Network. At the beginning of the current school

year, the ITSS office used an additional approach to disseminating policies and procedures. Handouts were printed and taken to the residence halls where the deans distributed them to students as they checked in to their rooms.

The following statement is posted at the bottom of each policy:

Results of Misuse

Minor infractions of the policy, when accidental, or unintended, will generally be resolved informally by the Information Technology Systems and Services management. Repeated minor infractions or serious misconduct may result in the loss of system access. Additionally, any misuse may be prosecuted under applicable laws. Users may also be held accountable under applicable College policies. Any offense which violates local, state, or federal laws may result in the immediate loss of college computing resource privileges and will be referred to appropriate College offices or law enforcement authorities. **By my use of any PUC computing facilities, I agree to abide by the stated guidelines and policies.**





FAITH AND LEARNING

Shana Ruggenberg, Professor of Nursing



Spirituality is one of the topics discussed in the Nursing Department's Introduction to Nursing course. Vigorous class discussion have arisen surrounding the question of...what is the nurse's role in supporting a patient's spiritual needs and providing care from a Christian context, while also honoring a patient's values and beliefs? Faculty have enjoyed watching the students learn more about their own faith as they share with others what spirituality means to them.

In nursing, we have the privilege of being with people during times of emotional, physical, and mental need. Our students often are seeking a career in nursing so that they can witness to those people and share their love of God with them. It is my hope that through learning more about the diversity that God created, that our students will also learn to accept and honor others' beliefs, and in so doing support their patients' spiritual well-being.



CRITERION 8: STUDENT SERVICES

The institution's student services will provide strong support for the personal and spiritual needs of students and model and nurture Seventh-day Adventist lifestyle in a constructive manner in all areas of student life.

8.1 Philosophy and Mission Statement for Student Services

The Student Services team, which includes deans, directors, and counselors, supports student learning and development on all levels—spiritual, social, and academic—in a creative, caring, Christ-like community. It is the imperative of Student Services to help every student fully experience collegiate life and learning, with the ultimate goal of educating for eternal life and learning.

The Student Services strategic plan is an extension of Pacific Union College's institutional Strategic Plan. The goals, learning outcomes, strategies, assessment, and change—based on feedback—stem from and align with the ISLOs, and are ultimately linked to the institutional mission:

The mission of the college is partly realized when its students leave the campus well prepared for advanced study and for selfless service to humanity in productive careers marked by uncompromising personal integrity. The mission is more perfectly realized when these same students are set on their way, free to approach their potential as persons restored in the image of God and as agents of His grace in the world (*General Catalog 12*).

The Student Services strategic plan is in two separate sections of the institutional Strategic Plan: Spiritual Life and Student Life. (*See Strategic Implementation Plan Appendix U.*) Below is an abbreviated version of both plans:

Spiritual Life: Support students in meaningful individual journeys of faith by engaging them in vibrant spiritual communities and providing them with opportunities to serve others. Authentic spiritual growth occurs in an environment where conversations about faith and learning are nurtured, and where opportunities to engage in meaningful service activities allow students to practice the gospel. This type of spiritual formation and discipleship provides the basis for a relationship with Jesus Christ as one's personal Savior, as well as a life of engagement in the local congregation and local and global communities.

1. Provide a safe and nurturing environment for students to develop and grow spiritually.
2. Ensure that all students have the opportunity to participate in at least one volunteer service activity as part of the Office of Service, Justice, and Missions or through other areas on campus.
3. Work in cooperation with the PUC Church, as well as other local congregations, to involve students in the life and work of the Seventh-day Adventist church community.
4. Connect our alumni with home congregations where they may provide thoughtful, educated leadership and where they will receive continued spiritual support.

Student Life: Ensure student learning and development spiritually, academically, physically, and socially in a creative, caring, Christ-like community. Students must be assisted to fully experience collegiate life and learning in a manner that promotes personal and social development, spiritual growth, physical health, occupational confidence, intellectual integrity, and emotional well-being. This is the basis of the holistic Adventist educational philosophy.

1. Provide a safe, comfortable, and enriching campus home that enhances opportunities for student learning, social and spiritual development and vocational success.
2. Promote civility infused with Christ-like regard, personal responsibility, and a respect for and understanding of diversity.
3. Promote student health and wellness through residential activities and programs that focus on the importance and value of individualized wellness plans rooted in the Adventist emphasis on health and wellness.

4. Develop and promote an exciting and effective co-curriculum that aligns with and supports institutional student learning objectives.
5. Develop and promote enhanced opportunities for student-led programs, student leadership and multiple forms of service.

Additional spiritual learning outcomes and plans reside in the Office of Service, Justice, and Missions (formally Chaplain's Office). This office operates under the recently revised Service, Justice, and Missions SLOs, Strategies, and Assessment Plan. (*See Appendix V.*)

The Student Services assessment strategy includes three areas: *participation*, *satisfaction*, and *evidence of learning*. Participation data is collected via attendance at spiritual programs and social events, involvement in office visits and counseling sessions, residence hall numbers, etc. Satisfaction data (student feedback) is accessed via the Student Satisfaction Interest Inventory (SSII) which is given to students every other year. For this survey, PUC has ten customized questions that focus on mission, religious growth, opportunities to serve, and integration of faith and learning. (*See questions listed in Appendix W.*) Evidence of learning is measured, in part, by the UCLA College Students' Beliefs and Values survey, which provides helpful comparative data as well. Additional feedback is acquired through the GNST essays, CIRP, assessment of PUC's ISLOs, PUC student surveys given via Survey Monkey, and department surveys. All of this input helps in the effort to improve student learning, particularly spiritual development, in and out of the classroom.

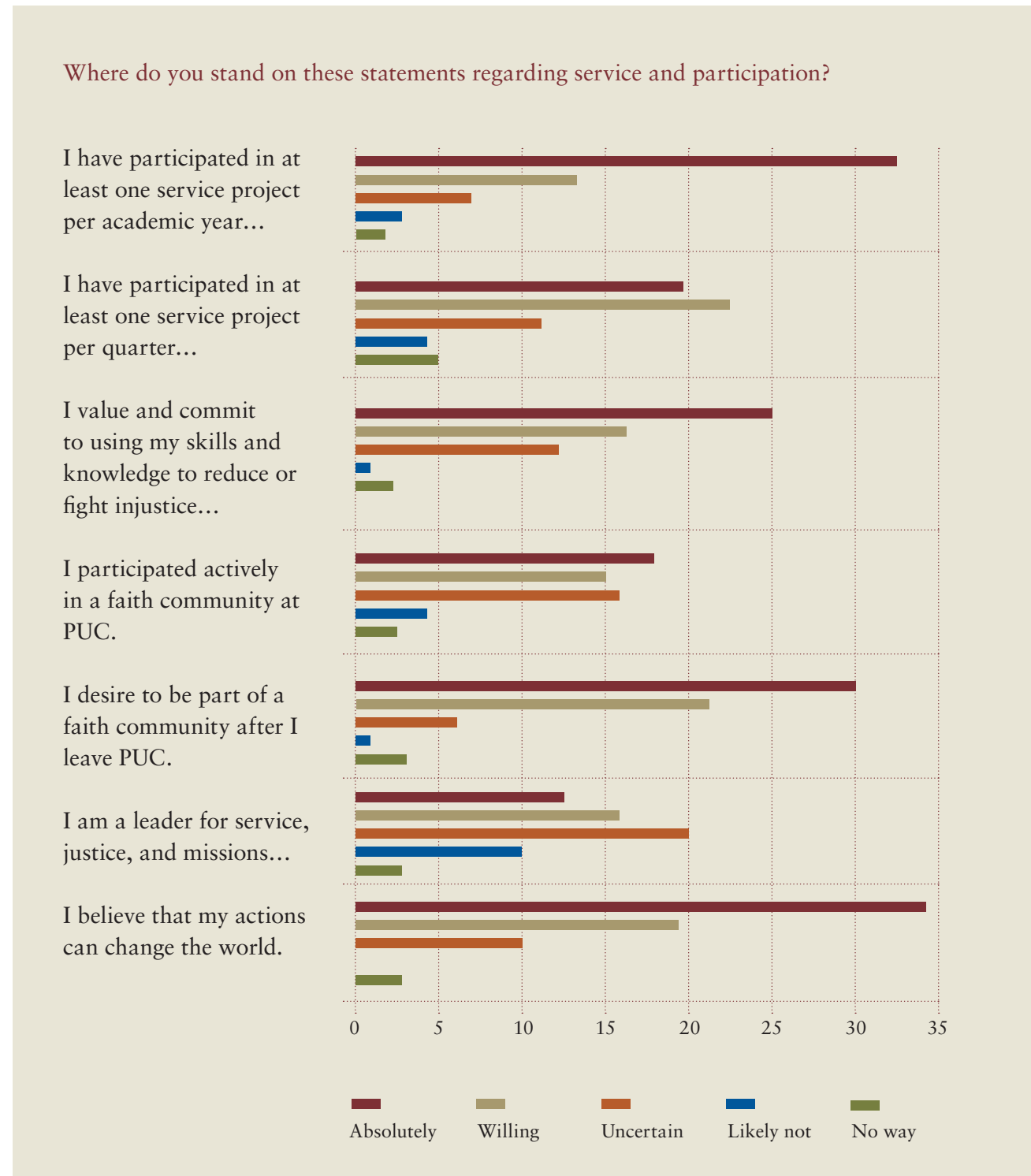
As an example of the type of assessment undertaken in one area of student life, in January 2011, students were asked to participate in a survey

MARTIN DOBLMEIER

Award-winning documentary filmmaker Martin Doblmeier, creator of over 25 films including "The Power of Forgiveness," "Bonhoeffer," and "The Adventists," visited Pacific Union College in November 2011 to meet with students and give the college's annual Longo Lecture.



designed to gauge the level of interest in and commitment to volunteer service. The results of that survey are displayed in the following graph:



8.2 Analysis of How Student Services Plans Support Spiritual Plans

The basis of all planning at PUC goes back to the very reason for our existence as an educational institution: we are uniquely and distinctively Christian, Seventh-day Adventist. This drives our principles, planning, policy making, and implementation. It also sets the standard of expectation for students. In the current Strategic Implementation Plan for Student Life, a major goal is to “Develop and promote an exciting and effective co-curriculum that aligns with and supports institutional student learning outcomes.” The action steps to achieve this are as follows:

a. Action Step: Continue to ensure that all aspects of strategic planning, campus programming, and departmental goals within the area of Student Services (Residence Life; Service, Justice, and Missions; Public Safety; Dining Commons; Student Activities; Housing; Career and Counseling; Health Services) align with the institutional learning outcomes, assess those outcomes, and make changes based on data.

b. Action Step: All Student services departments will formalize student learning outcomes that align with the institutional outcomes.

c. Action Step: All Student Services departments will assess their student learning outcomes and implement change based on assessment results.

In addition to these action steps, policies and procedures are in place designed to aid students, sponsors, and advisors in the planning and implementation of wholesome activities, both social and spiritual. These are represented by the following:

- Student Life Agreement
- Club Activity Request Form
- Club Organizational Request
- Performance Policy.

All official activities receive approval from the office of Student Services. This procedure provides the necessary opportunities for calendar placement, advertising, email announce messages, etc.

The planning cycle for each new academic year begins in the preceding spring quarter and involves Student Services personnel and student leaders. The work begins with Student Association (SA) officers brainstorming and identifying what they perceive to be PUC’s greatest needs. The deans similarly work with chosen resident assistants in identifying their annual theme for residence life. The theme this year is “Caring Community.” Three foci selected by the SA religious vice president include “Grounded in Christ” (fall quarter), “Love” (winter quarter), and Faith (spring quarter). Every theme/focus for every department ultimately supports PUC’s mission, values, and student learning outcomes.

As mentioned with some detail in Criterion 2.3, student involvement is especially strong in the Office of Service, Justice, and Missions. Even the selection of student leaders is done by the students for the most part.

Student Activities Director Doug Wilson takes great pride in providing a variety of activities for our students. Each event is thoughtfully planned, keeping the college and church’s mission in mind. Doug, who works with all SA officers, focuses significant time working directly with the social vice president. They meet weekly to discuss all

activities, ensuring that they meet and support the mission of the institution and the church.

As with the general Student Services assessment strategy outlined above, the effectiveness of planned events is gauged in three ways:

1. Participation
2. Satisfaction
3. Student Learning

These three criteria allow us to gauge the success of our student programming and event planning. Participation is calculated through raw number counts for each event. Although we try not to measure the success of an event only by head count, it can be used to show whether our events are in tune with student interest.

Satisfaction is gauged through Survey Monkey questionnaires sent to students by email, and through ideas left in a suggestion box located in the campus center. Both items allow students to give immediate and specific feedback. Great effort is made to remain nimble when planning events, allowing for programming changes that meet current student interest.

The feedback process also applies to student learning (based on the ISLOs). As campus activities are planned, there is an intentional effort to ask in what way and to what degree the spirit of PUC's institutional student learning outcomes informs the planning, implementation, and evaluation of a given event.

Student feedback is received in committees as well. Student Senate provides the opportunity for student leadership to share input from the constituents they represent. Direct feedback also comes from the Student Life and Ministries committee and other sub-committees on which students sit. The SA social vice president receives reports on

activities from the social sub-committee. All of these avenues allow the student voice to be heard and for leadership to stay in tune with student interest. Furthermore, the continued focus on evaluation and implementation strategies has produced a steady increase and growth at campus events and activities.

Campus clubs are another vital part of the Student Services vision. They provide many opportunities for students to experience different cultures, unique perspectives, and a wide range of people. When planning activities, campus clubs work directly with their sponsors and the office of Student Services to ensure that all activities, both on and off campus, encourage the holistic development of students and conform to the values and beliefs of the church. As students have received greater encouragement to join campus clubs, club-related events have increased significantly. These events provide an even broader base of student participation in working together for the good of the campus and community.

8.3 Objectives for Student Counseling and Placement Programs

The Career and Counseling Center supports the mission of PUC by encouraging students to make informed and rational choices about their mental health and future career goals. Students are offered the opportunity to explore the meaning and application of personal integrity in all areas of life. Counseling promotes healthy practices that, in turn, lead to positive social behaviors. Providers explore alternatives with students with the hope of identifying more effective choices.

Students are encouraged to practice self-determination and to integrate their spiritual beliefs

into treatment when therapeutically indicated. Mental health and career counseling significantly influence a student's academic and personal life and contribute to the process of healthy and productive lifelong change. The Career and Counseling Center, along with the Teaching Learning Center (TLC), and Health Services professionals collaborate regularly as they assist in intervention, preventative education, and individual and group assistance.

The Career and Counseling Center is committed to collecting survey data that will help identify areas of strength and weakness. The Counseling Services Survey is included in each student's discharge packet. Data is consolidated into two general classifications of Center Satisfaction and Provider Satisfaction. For convenience, results are converted from a 5-point-Likert scale to percentages of satisfaction:

Counseling Services Survey Results		
	2009-2010	2010-2011
Center Satisfaction	87.9%	91.9%
Provider Satisfaction	92.8%	96.1%

The Career and Counseling Center has a goal of student satisfaction rates of 90%. The resulting data is utilized in decision-making and changes to office policy/procedures. It also led to the hiring of a new office manager, demonstrating a commitment to this process. As the grid indicates, Counseling Center satisfaction scores jumped from 87.9% to 91.9%. However, a special source of pride is the current rating in the Provider Satisfaction score of 96.1%. Future goals will be to refine the instrument and utilize the data to support pay and staffing changes.

The Office of Health Services complements the work done by the Counseling Center in addressing the physical and emotional needs of PUC students. In addition to meeting the day-to-day health care needs of students, Health Services also provides preventive education and health and wellness information. In addition, health care professionals are available to counsel or give presentations.

In the area of health and wellness, drug and alcohol prevention and education is a shared topic for all Student Services personnel. Ongoing efforts spearheaded by Health Services include presentations during freshman orientation, a recent Napa County Sheriff and K-9 unit presentation, and other programming such as the "Safe Zone." The latter, along with the idea of more peer to peer training, came as recommendations from the Student Life and Ministries Committee (comprised of 40% students).

8.4 How Residence Hall Deans Promote Spiritual Life

The residence life goal of Faith and Adventist Identity, (aligning with the ISLO of Our Adventist Heritage) supports students in their personal growth and spiritual development in our unique Adventist community. Through intentional programming, staff strategies and personal contacts, students will achieve spiritual learning outcomes that reflect the goals and mission of the PUC residence life program. The student learning outcomes for spiritual development are as follows:

As a result of living in the residence halls...

- Students will better appreciate Adventist heritage.
- Students will be able to develop and grow in their spiritual lives.

CAMPUS COLLOQUY

Students, staff, and faculty gather for the Colloquy Speaker Series to learn, to celebrate, to exchange new ideas, and to worship together.



- Students will be better equipped to share personal testimony, experiences and beliefs in relationship to God.

- Students will become involved in community worship and service.

Staff action plan:

- Engage students in conversations about the Sabbath, the second coming of our Lord, Jesus Christ, and living lives of spiritual and physical wholeness.

- Provide an environment that encourages respect for Sabbath, including closing down laundry rooms and TV rooms, maintaining a Sabbath-like atmosphere in the lobbies, and maintaining a dress code in keeping with the Sabbath.

- Encourage students to contemplate the meaning of the Sabbath and appropriate observance of the Sabbath in their own lives.

- Provide an atmosphere that encourages students to share in worship and singing and praising in the residence hall lobbies.

- Provide daily and weekly small group and residence hall worships that encourage and support students in their spiritual growth and provide opportunity for personal testimonies.

- Encourage students to engage in focused and sustained activities that provide spiritual growth, including personal worship time.

- Engage students in conversations that encourage thoughtful reflection.

- Challenge students to stand for what they believe in.

- Mentor students in taking initiative in leadership roles.

- Encourage students to not only attend worship services, but to use their talents towards participation in worship services, both within and outside of the residence halls

- Provide venues and service opportunities that encourage students to be active community members.

Several measures are used to determine how successful Student Services is in reaching its goals. The number of students who choose to attend the worship and service options provided is one measure. Another assessment tool is residence hall staff communication with students relating to satisfaction with worship and spiritual programming. In addition the college uses several surveys that assess college life and each includes a few questions that pertain to student life issues. These surveys include the Student Satisfaction survey, the National Survey of Student Engagement, the Senior Exit Survey and the Residence Life Survey. The results of these surveys are reviewed by Dean's Council with the goal of determining what is being done well and areas where improvement needs to be made. Recent changes that have occurred in residence life spiritual programming due to survey results have to do with student requests for specific topics, worship presenters, and worship time adjustments. *(See Appendix X for results of the Residence Life Survey.)*

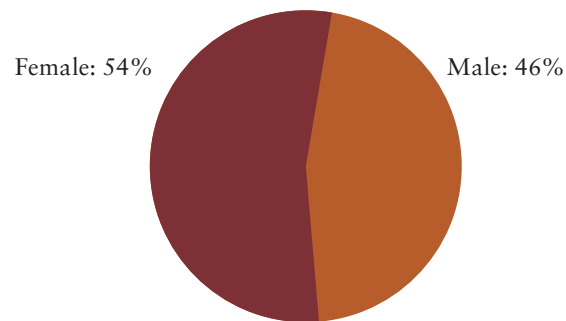
8.5 Demographic Analysis of Students

Knowing, presenting, and assessing our student demographic data is an essential routine in Student Services. Our annual demographic data is shared with administration, the Board of Trustees, and numerous campus committees. This then initiates discussion surrounding trends, opportunities, and needs.

Our current enrollment of 1,511 students (as of the third week of fall quarter, 2011) may be analyzed in a variety of ways; below we look at gender, residence, religious affiliation, and ethnicity.

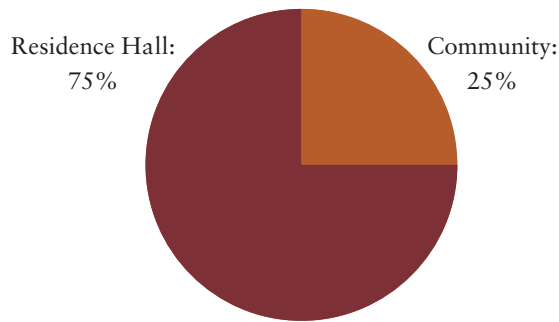
Like most colleges and universities in the United States today, we have more female than male students.

Gender



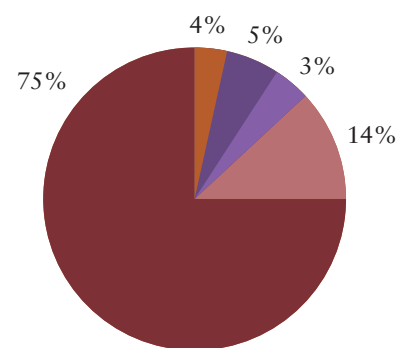
Most of our students live in one of our seven residence halls, while others live in student family housing or off campus.

Residence



The majority of our students are Seventh-day Adventists; our second largest group declines to state their religious affiliation, and we suspect that many of these students come from Seventh-day Adventist homes and backgrounds.

Religious affiliation*

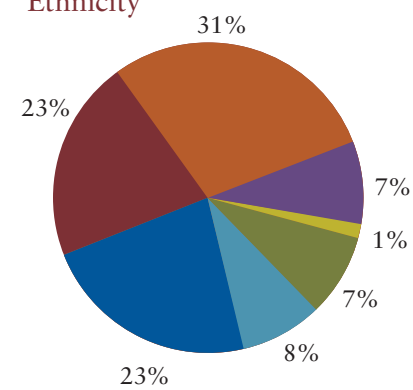


- SDA: 75%
- Catholic: 4%
- Other Protestant: 5%
- Other: 3%
- Declined to state: 14%

*Percentages do not add up to 100% due to rounding.

The college's rich ethnic diversity is quite striking. PUC consistently appears at or near the top for diversity in the annual *U.S. News & World Report* rankings of the best educational institutions in the country. While no group is in the majority, three groups (White, Asian, Hispanic) predominate.

Ethnicity

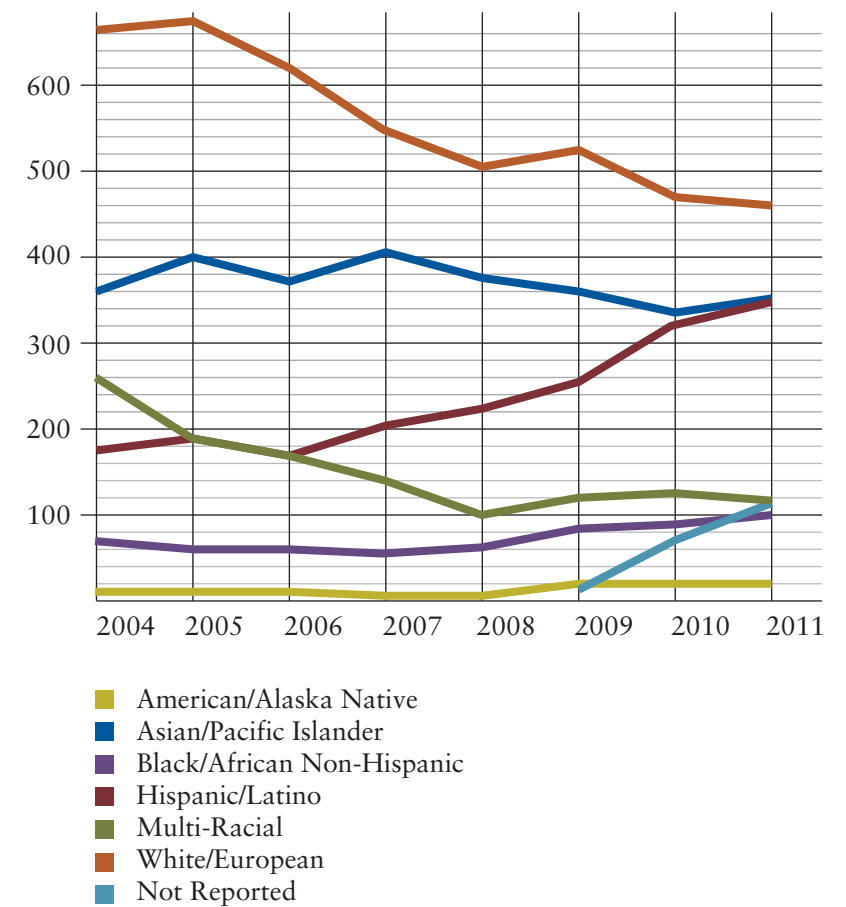


- America/Alaska Native: 1%
- Asian/Pacific Islander: 23%
- Black/African American: 7%
- Hispanic/Latino: 23%
- Multi-Racial: 7%
- White/European: 31%
- Not reported: 8%

This diversity creates opportunities for awareness, engagement, and appreciation. A core part of the Strategic Goal 5: Student Life is to promote personal responsibility, respect for and understanding of diversity, and civility infused with Christ-like regard. In an effort to continuously improve, we intentionally aim to enhance and strengthen programming, student advertising campaigns, and other curricular and extra-curricular opportunities that promote responsibility, respect for diversity, and civility.

A longitudinal look at our enrollment by ethnicity reveals some dramatic trends.

Ethnicity (longitudinal)



Of particular significance is the increase in the percentage of Hispanic students attending PUC. In the past seven years, that percentage has grown from 11.3% of the student body to 23.1%, making PUC an “emerging Hispanic-serving institution.” This growth reflects not only the demographic reality in California, but also an intentional effort to develop stronger relationships with Hispanic Seventh-day Adventist churches. With the same type of outreach to Black churches, Black student enrollment is currently 6.8% of the student body, up from 4.7% in 2004.

The percentage of Asian students has decreased somewhat in recent years, but at 23.4% is still a substantial portion of the population. The White student population has seen a slow but steady decline over the same period, and we now see more students who identify themselves as “multi-racial.”

PUC’s statement on diversity emphasizes that as members of the diverse world community of Seventh-day Adventists, we affirm our commitment to diversity on the campus of Pacific Union College. We understand diversity to be a prerequisite for Christian Liberal Arts education at PUC, which as noted in our *General Catalog* “frees students from the confines of personal experience” and “encourages entering with understanding into the experience of others.” A PUC education requires “tolerance of differing views, the respect those views deserve, and vigorous engagement with them” (pg 11).

Given this commitment, we affirm the following goals:

- Nurture a campus environment where everyone feels safe, respected, and valued.
- Attract students, faculty, and staff that represent the ethnic diversity of our primary constituency.
- Provide a curriculum that engages students in thoughtful reflection on issues and perspectives from a diverse range of cultures.
- Support a campus climate of genuine appreciation, rather than mere tolerance, for community members representing the full range of human diversity.
- Actively invite and prepare students who come to PUC from relatively homogenous backgrounds to embrace opportunities for diverse learning.

- Welcome students of other faith traditions into our community and conversation, valuing their perspectives while respectfully sharing our own.

Each year we assess our diverse student population and based on need, numbers, or requests via surveys or word-of-mouth, encourage clubs to form, provide additional programming, or appoint employees to take on a leadership role. Given our age demographic, most programming is targeting towards the ages of 18-22; however, we have increased programming and support for married, single, or older students because of student requests, interest, and need. Regular visitation by our outreach chaplain to students in student family campus housing has been well received and, as requested, additional marriage/relationship seminars are being scheduled.

Students are encouraged not only to create and request their own worship opportunities/Bible studies/service and outreach but to also establish their own campus clubs. Two years ago Outreach Chaplain Norman Knight was asked to be the advisor/sponsor to our Black Student Union (which had not been active for several years) and to assist in reigniting our Gospel Choir. For the last two years, both have been active and fulfilling the need to belong and be part of a larger family on campus. In the same way, La Capilla, our Hispanic Sabbath School, was started by Dean Hernan Granados two years ago. The attendance has tripled from its onset, thus reinforcing the need to constantly be aware of demographic data and intentional about providing programming and services. Another example is the veterans club that was started in 2009 based on an expressed need and the recommendation of an academic department. *(See Appendix F for a current listing of campus clubs and campus ministries.)*

LA CAPILLA

On Sabbath mornings powerful spiritual messages in Spanish make this Sabbath School in Newton Chapel extremely popular for our students and many community members.





FAITH AND LEARNING

Jean Sheldon, Professor of Religion



Integrating faith and learning is fairly natural for the PUC Religion Department since most of our courses deal directly with issues of faith but equally involve learning. Whether stemming from questions on exams, required papers, or other homework assignments, students in our classes are required to think critically about issues such as the trinity, inspiration, creation versus evolution, ethical dilemmas, theological problems relating to the Old and New Testaments, spiritual development, and many other issues. Learning

takes place experientially as students engage in service projects, build a sanctuary model, crush grapes with their bare feet, or participate in oral presentations. While we give students opportunities to reaffirm their faith, we try to stretch their perceptions of truth, spirituality, and Christian service in new ways. For we believe that by growing in our understanding of God and His ways, we can be both vibrant and intellectual Christians.



CRITERION 9: PUBLIC RELATIONS AND EXTERNAL CONSTITUENCIES

The institution's public relations program will provide an opportunity for dialogue with external constituencies that results in useful and accurate feedback to the institution and that positions the college/university and its mission positively in the minds of the various constituent groups.

9.1 Multi-year Enrollment/Recruiting Plan

In 2007, at the president's request, the vice president for Marketing and Enrollment Services began work on a marketing plan for the college. The plan was completed in 2008, and implementation began soon after. While we have continued to adjust the plan as we learn through the implementation process, the crux of the marketing plan remains the same: systematic and consistent communication with prospects and an emphasis on data-based decisions. The current strategy is also reliant on various agreements Pacific Union College has with the Adventist Enrollment Association (AEA) and the Association of Adventist Colleges and Universities (AACU) joint marketing initiative.

Primary recruitment markets are in the Seventh-day Adventist academies, with emphasis on the Northern, Central, Nevada-Utah, and Hawaii Conferences of the Pacific Union. Access to other Adventist academies is granted through AEA, of which PUC is a member. AEA represents all 13 institutions of higher learning in the North American Division, and through the leadership of elected officers and regular meetings, AEA develops and maintains fair recruitment policies for Adventist colleges and universities. While the recruitment of students is by nature and necessity is highly competitive, PUC's office of Enrollment Services abides by AEA's rules to ensure respect for sister schools.

In 2004, AACU voted to start a joint marketing initiative in response to the nation's shrinking academy enrollments. If more Adventist students are choosing to attend public high schools, how could the colleges and universities target them? The Joint Marketing Committee (JMC) was born out of this concern, and the group has been working to increase AEA's reach to Adventist students in public high schools. As a result, access to prospective college students has increased for all institutions while also preserving relations between the competitors.

PUC is also a member of the National Association of Christian College Admissions Personnel (NACCAP). Along with various conventions for training, NACCAP offers Christian college fairs in major cities across the nation. For years, PUC has been taking part in these regional fairs. PUC recruiters have most consistently attended fairs in California and Hawaii, but the recruiting team has also strategically selected fairs in regions with higher levels of recorded interest from students, such as the Pacific Northwest. These Christian college fairs have no affiliation with AEA or JMC, and PUC's participation is not a violation of the recruitment guidelines.

Christian college fairs are valuable because while they sometimes generate interest from public high school Adventist students, they also attract Christians seeking a Christ-based campus. While PUC's target market is Adventist, the college welcomes all students seeking a quality education. More specifically and most important, PUC seeks students who demonstrate a commitment to Christ. Over the years, PUC has seen non-Adventist Christian students make positive impacts on campus culture, and these students appear to be an asset.

PUC also has the unique situation of sharing the Pacific Union with La Sierra University; no other institution has a direct competitor in their own territory. Despite this unusual circumstance, PUC and La Sierra have worked hard to collaborate where possible. In the past three years, PUC and La Sierra have banded together on advertisements in the Pacific Union *Recorder* about financial aid workshops. The enrollment leadership at each institution regularly connects to discuss policy, ask questions, or share advice. The relationship is one of mutual respect, and PUC's direct competitor is also its closest ally.

9.2 Multi-year Public Relations Plan

PUC's current marketing plan includes a section on branding that carefully considers every aspect of the college's identity, including the destination location and the tight-knit campus family. However, the central components of a stellar Christian college are excellent academics within the context of a strong spiritual community. Both of these components are strengths of PUC and true to the college's existing brand.

Brand Positioning Statement:

To a highly motivated student, Pacific Union College is the premier Adventist college because it offers an intimate learning community focused on an academically outstanding and spiritually authentic undergraduate experience.

Slogan/Tag Line:

Pacific Union College
Academically Outstanding. Spiritually Authentic.

The Public Relations office has taken this brand and intentionally incorporated it into all messaging. When selecting news stories for the Pacific Union *Recorder*, items are alternately submitted that promote either the "academically outstanding" or the "spiritually authentic" messages. In advertisements, the team builds a campaign around this tag line. Even in creating the recruitment track, a series of mailed and e-mailed materials, the primary emphasis was on academics and spiritual life at PUC.

9.3 How the College Maintains a Positive and On-going Relationship with External Constituencies

Every two years, Pacific Union College holds a constituency meeting during which the administration gives a full overview of the college's

activities. This meeting is open to any member of the Adventist Church. The day's presentation includes reports on finance, student life, academics, enrollment management, and asset management. Guests are also invited to tour the campus. Feedback in the form of a public question and answer period is also offered.

The website has also been an effective method of receiving feedback from constituents. In the 2008 PUC website redesign, the team ensured that email addresses for administration and faculty were easy to find. Since then, most communication from constituents has been received through our website. The webmaster serves as the clearinghouse for all emails received through our site, and he ensures that the letters are not only delivered to the appropriate departments but that they receive a timely response. If it is an email sent to Public Relations or Enrollment Services, a response is usually sent within 24 hours.

Social media has also opened doors to communication, perhaps most widely with alumni. The PUC Facebook page is very active with nearly 4,000 "friends." The team posts news stories, photos, and event announcements on a regular basis. Also the team poses questions on the site to encourage online discussions and feedback from alumni. The Facebook "wall" has served as another way for constituents to reach out to PUC by posting a question or concern about the college. There are three PUC Facebook administrators; each receives an alert whenever activity occurs on the site and the first available staff person responds almost immediately, as necessary. Staying true to the culture of social media—which values honesty and open discussion—the Public Relations office does not edit negative commentary posted on the wall unless it is untruthful or harmful to an individual.

One of the most constant ways PUC communicates with its constituency is by inviting them to be part of the college community through events. Churches and the local community are regularly invited to high-caliber lectureships that are available to the public at no cost. In recent years, the college hosted Seventh-day Adventist luminaries such as Barry Black, Chaplain of the U.S. Senate; Jan Paulsen, former President of the General Conference; and Dan Jackson, current President of the North American Division. The college has also invited the public to hear speakers that are not Adventist but are experts on values shared with the Adventist Church, such as Annie Leonard, environmentalist and author, who spoke on stewardship of the earth; Tracy Kidder, Pulitzer Prize winning author, who spoke about devoting a life to service; and Martin Doblmeier, the producer of the documentary film, *The Adventists*, who spoke about sharing stories of faith on film. All these presentations were well attended by students and the public.

BRIEF CONCLUDING REFLECTIONS

An institutional self-study typically serves two purposes: One is to address the criteria of the external examiner, conforming to certain mandates and expectations. The other is to take advantage of a unique opportunity to reflect on the state of the institution, including the will and capacity to fulfill its mission. In the latter context, what have we as a college learned from this self-study?

First, we have understood again how deeply we are engaged in the life of the Adventist Church at every level, from the literal, local church building where we spend so much of our time, to the Northern California Conference, the Pacific Union, and the North American Division and the General Conference. We are reminded that we are part of an interconnected whole, committed to the same purposes and values.

Second, we are struck by the extent to which our financial challenges directly affect our mission. While we are pleased with the quality of a Pacific Union College education, the difficulties of running a college in a destination like the Napa Valley are many. Keeping tuition reasonable while paying our employees enough to live decently is a perennial problem, twin sister to the question of how to turn our real assets—mainly agricultural land—into support for our educational and spiritual mission, without offending our neighbors and our alumni.

Finally, we are reminded of God’s faithfulness in blessing PUC. While this document is full of our own commitments—to our institutional student learning outcomes, to our strategic plan, to educating our students in Seventh-day Adventist beliefs and values—in the end, it is God’s commitment to “our college on the mountain” that is perhaps most striking. During the most difficult economic times since the Great Depression, God continues to bless us with bright students, dedicated trustees, hard-working staff, and talented professors, who work together by God’s grace to provide “a Christ-centered education that prepares its students for productive lives of useful human service and uncompromising personal integrity.” For this, we are truly thankful.



FAITH AND LEARNING

Tammy McGuire, Associate Professor of Communication



Teaching in a Christian school makes the overt acknowledgment of my faith both easier and more likely than when I taught at a large public university. There I would never have done the following: closed the online assignment dropboxes Friday night before sundown, used I Corinthians 12 as the perfect metaphor in Organizational Communication for the lecture on systems’ theory, included pithy Biblical quotations in my syllabus, or required that service-learning projects in Small Group Communication “benefit others.” I would not have a dialogue in Argumentation

about how the underlying values in a Christian world view are or are not present in various positions taken on controversial issues (such as abortion, euthanasia, etc.).

At the beginning of each quarter, I tell my students that I have taught previously at a large public university. I explain that it is because of this experience that I am inviting them to begin their journey in the class with a prayer “just because we can, and just because it is a delightful privilege.” And I mean it.

ADDENDUM: RESPONSES TO THE 2005 AAA RECOMMENDATIONS

Recommendation 1: “That the administration ensure that the Spiritual Master Plan (a) becomes an active document that regularly informs decisions in all campus areas and (b) is assessed through a variety of means, with assessment results feeding back into planning. (At present the document appears to be well accepted and appreciated across campus, but faculty, staff and students report that its potential positive implications have not yet been fully realized and that the feedback loop between assessment and future planning has not been completed. The planning and assessment cycles might be most effective if each academic department, as well as student services, were asked to provide regular reports that include implementation details, evaluation and resulting action steps.)”

Response to Recommendation 1

This recommendation has been met.

a. The current Spiritual Master Plan is an integral part of the current Strategic Plan, as Strategic Goal 2, Spiritual Life: “Support students in meaningful individual journeys of faith by engaging them in vibrant spiritual communities and providing them with opportunities to serve others.” The Strategic Plan is an active document that forms the basis for each year’s administrative goals. The Board of Trustees, administration, faculty, and staff are aware of the Strategic Plan as the basis for campus decision making and action.

b. Strategic Goal 2, together with the values expressed in the Institutional Student Learning Outcomes, clarify and structure the heart of our spiritual mission. The Strategic Plan is assessed by the president based on the achievement of the strategic goals as elaborated in the action steps that accompany each goal in the Strategic Implementation Plan. *(See Appendix C for a chart of responsibilities related to the spiritual master plan.)* These action steps are evidenced in the vice presidents’ annual goals and are assessed in their annual evaluations. The ISLOs are aligned and assessed throughout the curriculum and the co-curriculum, as expressed in the alignment chart. (See Alignment Chart on page 5.) All departments, both academic and service, do program reviews every five years; at the time of their review, they are required to explain how the department supports the ISLOs. Further, the Assessment Committee oversees the assessment of the ISLOs and reports the results to Administrative Council and the Board of Trustees.

One example of the “feedback loop” is seen in the recent revision of the General



FAITH AND LEARNING

Amy Rebok Rosenthal, Associate Professor of History



During a lecture on Muhammad and the spread of Islam as a religion of inclusion and tolerance, a student asked the following question: “So, what happened?” As our class discussion evolved, it was clear that the same question needed to be asked of Christianity as well. How did the religious zeal of the crusaders, for example, become a justification for the destruction of communities

who shared their faith? Or, to use a modern example, why did ethnic genocide in Rwanda pit Adventists against fellow believers? History does not always provide clear answers to these questions, but it does create the opportunity to have important discussions about the intersection of faith and human nature in the past and in the present.

Education Religion requirement. Work on this project by both the Religion Department and the Academic Standards and General Education Committee (ASGE) was informed by the assessment data from the College Students Beliefs and Values Survey as well as the results of the assessment of the Adventist Heritage ISLO.

For more about the Strategic Master plan and its assessment, please refer to Criterion 2.1.

Recommendation 2: "That the religion department develop a means of both regularly tracking its graduates and dialoguing with hiring conference and union leadership on the effectiveness of PUC graduates in ministry."

Response to Recommendation 2
This recommendation has been met.

In accordance with Curriculum and Efficiency Committee (CECom) guidelines, the Religion Department now works with the Advancement office in tracking department graduates. At the same time, the department has created its own Facebook page to interact with its current majors and graduates. The primary purpose of the Facebook initiative is to develop community through a dialogue of pertinent issues related to ministry.

Every February, after Pacific Union Conference officials interview the graduating theology majors, there is a debriefing session with the Religion Department faculty. During this session the union officials offer candid assessments, typically in two areas: (1) the level of preparedness of the graduating theology majors for pastoral ministry; and (2) the nature of the theology major and how it might better prepare the graduates for the demands of ministry. These suggestions are duly considered by the department and frequently lead to revisions of certain aspects of the major. Finally, the redesigns and revisions of the major

are carefully measured by CECom so as to ensure the major's "fitness" within the context of the general education requirements as well as the ethos of the college.

Recommendation 3: "That the religion department, in cooperation with academic administration, continue with plans to review the religion general education curriculum, to ensure that it responds to the spiritual outcomes identified in the spiritual master plan."

Response to Recommendation 3
This recommendation has been met.

The proposed new General Education Religion requirement was discussed in Faculty Meeting on December 15 and will go to Academic Senate on January 24, for implementation in Fall 2012. The revision takes into account the college mission and vision statement; the ISLOs; the Strategic Plan (goal 2); the pre-2011 Spiritual Master Plan; AACU goals for GE Religion (voted in fall 2010); AAA requirements; norms and practice in Christian colleges and universities, including Adventist colleges and universities and five other Christian colleges owned and operated by a denomination and five stand-alone Christian colleges; and recognized research on the stages of intellectual and spiritual development (Bloom's taxonomy, William Perry's scheme, and Dee Fink's taxonomy of significant learning). The proposed new student learning outcome is as follows: **Students who complete this requirement will be able to explain the historical and salvific meaning of Jesus, explore and critically analyze biblical texts and themes as well as Seventh-day Adventist beliefs and values, and integrate transformative faith perspectives with life in the contemporary world.** (See Appendix Y for full documentation.)

Recommendation 4: "That the administration and Board of Trustees (a) decide on capital development

and improvement priorities as they relate to faculty housing development, residence hall accommodations, and library expansion/renovation and (b) develop and communicate to all relevant constituencies a manageable timeline for implementation of their plans. (Future student expectations of accommodation standards, the need to utilize campus space for housing guests, and the shifts in emphasis in delivery of information in libraries should be major factors that impact on these decisions.)"

Response to Recommendation 4
This recommendation is in process.

The Board of Trustees approved a new Campus Master Plan in June of 2011, and the president is working with Advancement to create a list of capital projects based on that plan, including a new residence hall as well as renovation of the current residence halls. A Housing Master Plan Task Force of the Asset Management Committee of the Board of Trustees is doing a comprehensive study of employee housing needs. Meanwhile, we are able to report that the Nelson Memorial Library was extensively renovated this summer, using a relatively modest sum to transform the main floor into a contemporary learning commons with more natural lighting, expanded group study areas, comfortable furnishings, wireless internet throughout, and many additional electrical outlets. The other floors have new carpet, paint, and furniture. Students seem to be enjoying the new facility, as evidenced by increased usage.

Recommendation 5: "That the administration review internal campus communication in order to heighten student awareness of administrative response to senate and student concerns. (This might mean streamlining communication and/or using additional avenues of communication.)"

Response to Recommendation 5
This recommendation has been met.

Vice President for Student Services Paulson has initiated and implemented several strategies to increase campus communication between administration and students. These strategies include but are not limited to the following:

A. Student Association (SA) Student Senate grid: For the last 9 years, the Student Senate grid gives both students and Administration ongoing updates on all senate bills, dates proposed, approved, and implemented. The grid provides communication with decisions plus completion/implementation dates. This grid has been a helpful tool as it encourages accountability for all parties involved.

B. Administrative Council agenda item: Many Student Senate bills are recommendations to the Administrative Council. Vice President Paulson lists the Student Senate bills on her agenda regularly and emails updates on Senate progress. The Administrative Council then responds to Student Senate through Vice President Paulson.

C. SA Town Hall Meetings and "Ask the Administration": The Student Senate constitution now requires the SA executive vice president to coordinate one Town Hall Meeting per quarter. Typically, the request is for administration to be present to respond to questions and concerns in at least one of the meetings. In addition, the administration has had "Ask the Administration" luncheons and an "Ask the Administration" Campus Colloquy in spring 2011.

D. Messaging through announcement emails and display screens: Electronic messaging has become the preferred mode of communication to the student body. The display screens not only

update the students on the daily menu in the cafeteria and events throughout the day, they also include posters, reminders of policies and student responsibilities, and educational messaging. Announcement emails may also be used as reminders to students, updates regarding policies or procedures, or invitations to share their feedback via surveys.

E. Surveys (Student Satisfaction Inventory and in-house surveys via Survey Monkey): Student Services uses regular surveys to provide the students with a way to offer feedback to the administration on student issues, concerns, and satisfaction.

Recommendation 6: “That administration continue to review employee salary scales to ensure faculty and staff receive a living wage, as well as opportunity to build equity toward their retirement.”

Response to Recommendation 6

This recommendation has been met. During the 2010-11 academic year, a Compensation Committee, chaired by the president, met to create a plan that was presented to the Board of Trustees in October 2011. Implementation will begin in July 2012. (See Appendix Z for a presentation of the draft compensation plan.)

Recommendation 7: “That the Board of Trustees and administration continue efforts to focus on the core educational mission of the college as it reviews the contribution to that mission of current and proposed business enterprises.”

Response to Recommendation 7

This recommendation has been met. One of President Knight’s first actions was to create a new vice-presidential position in Asset Management in order to focus on the need for the college to evaluate all assets that do not contribute directly to the core mission. The

college radio station, KNDL, was sold in spring 2011, and the funds received by the college were used to pay down debt. With a new Campus Master Plan voted by the Board of Trustees in June 2011, we are committed to making sure that all our assets—market, gas station, hardware store, washette, airport, preschools, land—support the central educational and spiritual mission of PUC.

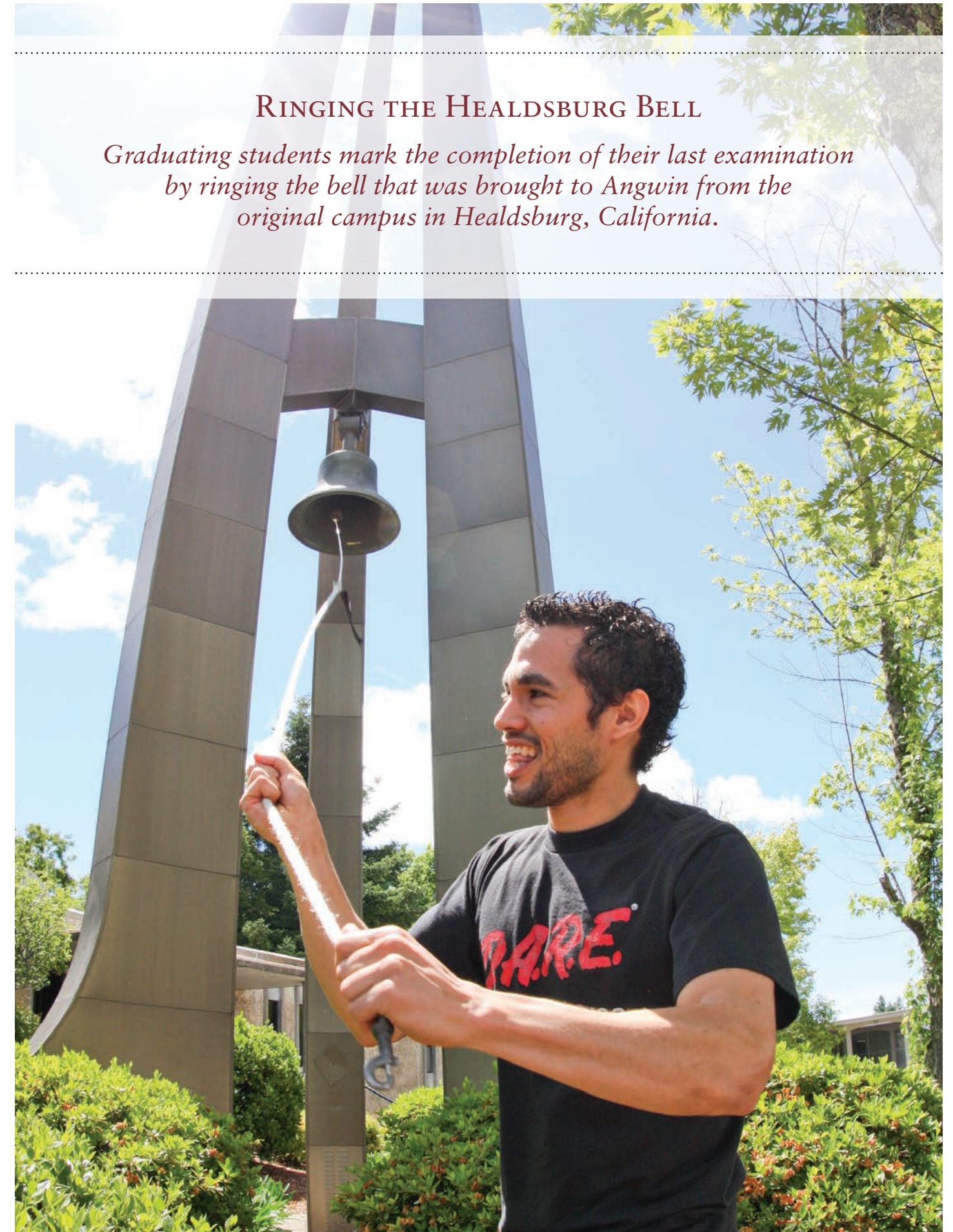
Recommendation 8: “That the administration give consideration to allocating more resources to ensure timely maintenance.”

Response to Recommendation 8

This recommendation is in process. Recent improvements to the campus include renovations to the Dining Commons, Campus Center, Nelson Memorial Library, and Health Services; improvements to the lobbies of Graf, Winning and Newton residence halls, as well as to the Andre Hall kitchen, dining, and lounge areas; painting of handrails across campus; and improvements in classrooms (including carpet, ceiling fans, digital projectors, screens, speakers, etc.) However, much work remains. In an effort to save costs and meet budget funding levels, the college has over the years engaged in the practice of deferring maintenance of real property it owns. The administration recognizes that the failure to perform needed repairs could lead to asset deterioration and ultimately asset impairment and higher repair costs. The current strategic plan recognizes this situation and a plan is being enacted to address the issues. Already we have identified all deferred maintenance items and categorized them further into four groups by order of importance and urgency. Together, the strategic plan and other deferred maintenance documentation will constitute drivers for the budget process going forward.

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Graduating students mark the completion of their last examination by ringing the bell that was brought to Angwin from the original campus in Healdsburg, California.





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