



Institutional Proposal

# Pacific Union College



**PREPARED FOR:**

Western Association of Schools and Colleges

Accrediting Commission for Senior Colleges and Universities

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# INDEX

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1	INSTITUTIONAL CONTEXT
2	RESPONSE TO THE LAST REVIEW
3	INVOLVEMENT BY THE CAMPUS COMMUNITY
5	EXPECTED OUTCOMES FOR THE ACCREDITATION REVIEW PROCESS
5	PRELIMINARY SELF-EVALUATION
6	OUR THEMES
11	APPROACH TO THE CAPACITY AND PREPARATORY REVIEW
12	APPROACH TO THE EDUCATIONAL EFFECTIVENESS REVIEW
13	WORKPLAN
14	EFFECTIVENESS OF DATA GATHERING AND ANALYSIS SYSTEMS
15	DATA EXHIBITS
15	OFF-SITE PROGRAMS
15	STIPULATIONS
17	APPENDICES

# PACIFIC UNION COLLEGE RE-ACCREDITATION PROPOSAL

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## INSTITUTIONAL CONTEXT

IN 1909, SIXTEEN HUNDRED ACRES OF LAND IN the hills overlooking the Napa valley—land flowing with natural springs; planted with prunes, walnuts, pears, peaches, figs, quinces, apples, blackberries, and grapes; surrounded by redwoods, oaks, pines, madrones, and manzanita—was purchased from Edwin Angwin by the California Conference of Seventh-day Adventists as a new site for Healdsburg College.<sup>1</sup> Established in 1882, Healdsburg was the first Seventh-day Adventist school on the west coast. But deep in debt and unhappy with its “urban” location, the board sold the school property in 1907 to the city of Healdsburg, where the public schools had been badly damaged by the earthquake of 1906. Ellen White, an early leader and co-founder of the Adventist church, approved the Napa valley site and the school was reborn as Pacific Union<sup>2</sup> College (PUC).

Now in 2007, PUC is celebrating its 125th year. We are a comprehensive four-year residential college with a strong liberal arts tradition and commitment, offering fifty-eight majors and one Master’s Degree. We are especially proud of our tradition of preparing students for careers in the medical profession with high acceptance rates to medical and dental schools. Besides WASC accreditation, PUC has programs recognized by six accrediting bodies.<sup>3</sup> In fall of 2006, PUC enrolled 1400 undergraduate students, of whom 54% were female and 46% male. Our students self-identified as 4% African Americans, 1%

American Indians, 27% Asian or Pacific Islanders, 12% Hispanics, 44% Whites, and 12% who declined to state. Ten percent of our students came from outside the United States. Our ninety-seven teaching faculty members are dedicated to undergraduate teaching and to quality academic programs, a dedication that was reaffirmed in the 2005-06 school year, when the president initiated a campus-wide debate on the question of whether PUC should give in to pressures to call ourselves a university, like many similar institutions. With near unanimity, the entire community—from the chair of the board of trustees to first-year students—soundly declared its determination to remain (in spite of all temptations...) a college.

One of fourteen Adventist colleges and universities in North America, PUC retains a deep commitment to the beliefs and practices of the Seventh-day Adventist Church, with its Adventist faculty and a student body that is 80% Adventist. The college stops every Thursday morning at 10 a.m. so that everyone—students, teachers, gardeners, secretaries, administrators, and accountants—may gather in the church for Campus Colloquy. Further, Bachelor’s Degree students take eighteen quarter hours of religion classes. A spiritual emphasis is pervasive throughout curricular and co-curricular activities at PUC. As a result, many of our students participate in a variety of humanitarian activities; many even take a year out from classes to volunteer in schools, orphanages, and other service organizations around the world.

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<sup>1</sup> For a brief online slide-show of images of PUC’s history, please go to <http://www.puc.edu/PUC/accreditation/documents/slideshow>. (username: wasc) (password: wasc1group)

<sup>2</sup> The “Union” in Pacific Union College refers to the Pacific Union Conference of Seventh-day Adventists, which owns and operates the college.

<sup>3</sup> Accrediting bodies: Commission on Teacher Credentialing, Council on Social Work Education, International Assembly for Collegiate Business Education, National Association of Schools of Music, National League for Nursing Accrediting Commission (ADN), National League for Nursing Accrediting Commission (BSN).

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## RESPONSE TO THE LAST REVIEW

THE RESPONSES BELOW ARE TO THE RECOMMENDATIONS made by the WASC Accrediting Commission for Senior Colleges and Universities in 1999. These eight recommendations may be grouped into three areas. (See Appendix A for a full response to each recommendation.)

**1. Strategic Planning, Budgeting and Revenue** (Recommendations One, Six, Seven, and Eight) The Commission emphasized PUC's need to coordinate planning and budgeting into a coherent whole, to prepare a facilities master plan for the development of college land, and to prepare an annual business plan that includes additional income sources or cost savings—ideally, a greatly enhanced endowment.

**PUC's Response:** While we have made significant progress toward integrating strategic planning, moving away from disjointed planning documents and efforts (particularly with the academic Program Reviews), we have not made as much progress coordinating this planning with the budgeting process as we would like. Largely because we are so tuition-dependent, budgeting decisions are often driven by immediate cash-flow considerations, rather than by priorities developed in the planning process. We know this constrains our ability to grow and develop; therefore, we have also spent a great deal of time and energy exploring land development and master campus plan options. We hope that a recently signed development contract will enhance financial stability (through a greatly enlarged endowment) and provide a stimulus for realistic planning and budgeting. We have also increased levels of philanthropic support. (See Appendix J: Five-Year Summary of Philanthropic Support.)

**2. Program Reviews and Assessment Strategies** (Recommendations Two, Three, and Four) The Commission called for PUC to make some “hard decisions regarding program discontinuance” based on a five-year cycle of Program Reviews. It also recommended that “student learning outcomes be identified” and that “appropriate

assessment strategies be selected and implemented.”

**PUC's Response:** Academic Program Reviews have been a notable success, and now constitute a real strength on campus. (See Appendix E for Program Review Guidelines and Appendix F for Program Review Schedule.) Hard decisions were indeed made, with four departments closed down, thirty-one majors eliminated, and fourteen majors added. (See Appendix D for list of eliminated and added programs.) Guidelines were clarified and strengthened, and a second five-year cycle of reviews is currently in process. Assessment also has blossomed at PUC, though not without some faculty reservations about taking time away from actual teaching. Nevertheless, departments prepare yearly assessment reports based on a variety of indicators, such as portfolios, MFT scores, board passage rates, and exit interviews. Further, a new class for graduating seniors (GNST 401 Senior Assessment Seminar) was created in 2004-05 to collect data for general education assessment; it includes the Measure of Academic Proficiency and progress, the UCLA Student Spirituality Survey, and a writing sample (graded holistically by a group of faculty from a variety of disciplines). GNST 401 also includes a Senior Survey, which touches on all areas of campus life. Still, student learning outcomes are not fully integrated on campus; these are addressed by our Core Theme One in the Educational Effectiveness report.

**3. Library Resources** (Recommendation Five) The Commission called for an improved learning environment for students and “enhanced library resources.” It also endorsed the capital campaign that was then underway to build a new library.

**PUC's Response:** Changing roles for the library have made the capital campaign for a new library problematic, as constituents note the availability of resources on their own laptop, and wonder if the traditional “bricks-and-mortar” library is

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still a viable concept in what they see as a virtual future for information. In the meantime, the current library has been significantly improved in several ways: off-site storage for older materials has been created, freeing up space for comfortable study areas with good lighting, recliners, and a more attractive ambiance. These changes have dramatically increased student census numbers. Further, a new electronic catalogue, including “LINK+,” has now made so many resources available to students (including books and

journals delivered within days, as well as on-line sources) that they cannot begin to look at them all. (See Appendix G for a full description of LINK+.) Still, problems remain to be addressed: the library needs air-conditioning, an elevator, and more group study rooms. And despite electronic marvels, we continue to believe that a physical library is a crucial resource for the kind of residential liberal arts education to which we are committed.

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## INVOLVEMENT BY THE CAMPUS COMMUNITY

IN THE SPRING OF 2005, THE VICE-PRESIDENT FOR Academic Administration formed a committee to begin the re-accreditation process. Chaired by a faculty member, it consists of three other faculty, a staff member, and the vice-president for Academic Administration. This WASC Planning Committee (WASC-PC) began to meet in July of 2005 and has met weekly since that time.<sup>4</sup>

The WASC-PC has taken as its founding principle a comment made by a long-time professor in our chemistry department. When asked to do more administrative tasks, Dr. Hemmerlin responds, “Okay. And what would you like me to stop doing?” This idea—that no new work should be required unless old work is discarded—has affectionately become known among WASC-PC members as “Hemmerlin’s Razor.” Applied to our accreditation review process, it means that for educational effectiveness issues, we are determined to rely as much as possible on our strong culture of shared governance, and on the standing committees that report to Academic Senate. (See Appendix K for a chart of the governance system and a description of each committee.) For capacity issues we will also try to work within established structures for the most part, although the creation of two new committees seems to be unavoidable.

The WASC-PC began its work with a campus-wide process of inquiry and conversation in two parts: first, we sought a consensus about our current state; then, we pondered our vision for the future, and the problems that need to be addressed as we move toward that vision. The purpose of this process was the desire to engage many segments of our community in the WASC dialogue, to articulate a collective vision of ourselves, and to identify possible themes and problems to address in the self-study.

On a variety of occasions throughout the fall of 2005, various stakeholders, who identified themselves as faculty, staff, administration, board member, or student, were asked to answer one question, in writing, without thinking too much about it. We wanted a “gut,” automatic reaction to this question:

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

While an open-ended question of this type inevitably elicits wide-ranging answers, we were

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<sup>4</sup> WASC PC: Aubyn Fulton-Chair, Nancy Lecourt, Ileana Douglas, Bruce Ivey, Milbert Mariano, and Maria Lopez. Several changes in administration have occurred since 1999: we have a new president, Richard Osborn, who replaced Malcolm Maxwell in 2001; a new vice-president for Advancement, Pam Sadler, who replaced Jeff Veness in 2005; and a new vice-president for Academic Administration, Nancy Lecourt, who replaced Ileana Douglas in 2006.

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able to categorize and rank the responses into six ideas valued highly by all four groups. These ideas were: spirituality; quality/caring faculty; beautiful rural location; quality academics; warm, caring community; diversity. (See Appendix L for “Seeking to Articulate a Collective Vision.”) These ideas eventually formed the basis for the four themes of our self-study.

The second phase of this process involved visits by the four faculty members on the WASC-PC to all academic departments, during regular staff meetings. As a result of these visits, the WASC-PC members found that the academic departments are strongly invested in PUC’s ability to offer high-quality academic programs, and would like to continue to make this our highest priority. There was also wide-spread faculty support for the importance of service to our sense of mission. The other area that generated enthusiasm among faculty was the idea of “conversations” among everyone in our community. Finally, a number of problems were brought to light. These were considered again, in the light of the preliminary self-review under the standards, to help determine issues that needed to be dealt with soon. (See Appendix L.)

As a result of this two-part process, we have found that the PUC community does indeed have a collective vision of itself:

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

The WASC-PC reviewed previous college mission statements going back to the 1920s. Perhaps not surprisingly, the current self-portrait looks very much like past statements of our mission. It is pleasing to note that when asked, “What makes PUC, PUC?” the majority of students, faculty, staff, and administration

give spontaneous answers that closely match our current mission statement:

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

The WASC-PC members were struck by both the similarities and the differences between the vision statement—based on our quick, unstudied response to a question about what PUC means to us—and the mission statement, which has emerged through years of evolution (intelligent design?). Clearly the idea that PUC is Seventh-day Adventist Christian to its core is not in question. The emphasis on community and learning is also clear. Yet while service is in both statements, it was ranked relatively low (#11th) in the Vision process while it is highlighted in our Mission Statement. We say and believe that we are committed to service, and we in fact do provide our students with many opportunities to serve others—but how extensive is that commitment? How intentionally is service defined, integrated, and evaluated throughout the curriculum?

Differences between the two statements were even more revealing. Appreciation for our sublime natural setting was the third most frequently mentioned attribute, yet there is no reference to the environment in our mission statement. Also, many felt that diversity is one of PUC’s strengths, based on our large numbers of Asian students, and our broad spectrum (by Adventist sub-cultural standards) of theological and political perspectives. However, the committee wondered what diversity really means at PUC, in light of the low representation (in relation to our constituent groups) of African-Americans and Hispanics on our campus, and our relatively homogenous denominational make-up. As important as we say it is to us, to what degree is diversity really modeled and taught on our campus?

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## EXPECTED OUTCOMES FOR THE ACCREDITATION REVIEW PROCESS

### **As a result of our Accreditation Review Process, we intend to achieve five outcomes:**

1. Improve and maintain a systematic and intentional culture of evidence in all academic areas by strengthening the academic program review process and general education assessment procedures;
2. Improve and maintain a systematic and intentional culture of evidence in all non-academic departments by creating a program review process;
3. Refine our systematic and intentional process for making decisions about stewardship of our resources, including land development, endowment-building, enrollment management, and budgeting;
4. Enhance a culture of compassionate service across campus, engaging as many curricular and co-curricular programs as possible in providing opportunities to serve the local and global communities, while preparing students for lives of useful human service;
5. Encourage on-going and intentional conversations about the relationships between our Seventh-day Adventist Christian faith and liberal arts learning, and about what it means to be a Seventh-day Adventist in the twenty-first century.

## PRELIMINARY SELF-EVALUATION

THE WASC-PC NEXT ENGAGED THE CAMPUS IN a preliminary self-review under the new WASC Standards. In the spring of 2006, committee members led discussions of the Standards and Criteria for Review in four standing groups across campus: Student Senate, the Board of Trustees, Chamber of (Academic Department) Chairs, and Directors of Non-Academic Departments. These discussions took place in small groups (usually 5-6 persons), which were asked to rate and then discuss several of the CFRs using the Worksheet for Preliminary Self-Review under the Standards. These discussions were highly productive. They encouraged conversations on substantive issues such as advising, diversity, academic freedom, the dormitories, career counseling, assessment, computer labs, financial aid, the library, and internships. They also spread an awareness of the new WASC standards throughout the college community. Subsequently, the WASC-PC

conducted a comprehensive, formal review based on the feedback from these groups and made final decisions about ratings for each Criterion for Review. (See Appendix M for these results.)

Based on these conversations and the vision process, themes for our self-study gradually emerged. The WASC-PC created a list of nine potential themes and presented them to faculty and staff at College Assembly for discussion. (See appendix O for the list of themes.) All faculty, staff, students, administrators, and Board of Trustees members were given a written description of the themes and were invited to participate in an electronic vote. (See appendix P for results of theme survey). Informed by this process, the WASC-PC eventually chose four themes to guide the two accreditation reviews. The themes were approved by Administrative Council and voted by the Board of Trustees in May, 2006.

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## OUR THEMES

WE HAVE CHOSEN THE FOLLOWING FOUR THEMES to guide and focus our work throughout the accreditation process:

1. **A Learning Community:** We will both develop a more intentional culture of evidence and use that evidence to strengthen our community of learners.
2. **Stewardship:** We will develop systematic processes for the stewardship of our important resources—including land development, endowment building, and enrollment management—and ensure that the assessment and planning that we engage in actually guide budgeting and decision-making.
3. **A Culture of Service:** We will enhance the already strong culture of compassionate service across campus, making it the hallmark

of a PUC education by providing opportunities to serve locally and globally while in school as well as thoughtful and intentional preparation for a life of on-going service.

4. **Conversations about Faith, Learning, and Adventist Identity:** We will encourage free, honest, and critical conversations, in and out of the classroom, about the relationships between faith and learning, and about the meaning and value of being a Seventh-day Adventist Christian in the twenty-first century.

Each theme is developed below, with contextual background, an articulation of the questions that will guide our data gathering and discussion, the methodologies we will use to collect appropriate evidence, and finally the expected outcomes from each theme.

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## FOUR THEMES





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## THEME ONE: A Learning Community

BASED ON A DELIBERATE PUN, THIS THEME ASKS us both to include students in a community of learners as well as to become a community that is constantly learning about itself—how student learning and support can be improved through a culture of evidence and a clear feedback loop. In Theme One, we think critically about what it means to foster a community of learners, and the faculty commit to a culture of evidence in regard to student learning. This commitment begins with our fundamental insistence on first-class academics, and continues with deep thinking about what we really want our students to learn, how we may know they are learning, and how we can improve our teaching through more active teaching strategies. We also consider how we can build on our substantial strengths in student/faculty relationships, both in and out of the classroom, and how we can improve our system of faculty advising. Diversity issues will be an important focus as we seek to provide a learning community that supports all our students.

Building on our success with academic Program Reviews (establishing clear, evidence-based guidelines and a five-year review cycle that every academic department has now completed at least once), we will now put in place a similar review process for all campus departments. (See appendix E for academic program review guidelines and appendix N for proposed non-academic program guidelines.) This will allow us systematically to implement and assess student learning outcomes and new educational emphases based on our themes, identify and address capacity deficiencies, institute evidence-based decision-making across campus, and better integrate each department's performance with the larger strategic plan.

Further, Theme One also asks us to examine community, to foster an environment that supports student learning. Although they are not teaching in classrooms, non-academic staff

are also engaged in the central mission of the college: education. The head of landscaping who invites students home for lunch and counsels them about life; the custodial staff who require student workers to be timely and responsible; the dormitory dean who creates inviting spaces for group study; the financial counselor who helps a student find funding—all are part of our learning community. While this campus-wide commitment to student learning has long been characteristic of PUC to varying degrees, our intent now is to create a culture in which this is systematic and intentional. For example, the review and reflection stimulated by our preparation for this proposal has brought to the foreground of our attention our apparently low graduation rates.<sup>5</sup> As part of Theme One, we will explore and better understand why these rates are so low, to what extent they are statistical artifacts, and how to improve student success.

### We will research and discuss these questions for Theme One:

1. How can we ensure that all campus decisions are evidence-based?
2. How can we ensure that student learning outcomes are published and assessed at all levels (class, program, campus)?
3. What are students learning in their classes at PUC, and how do we know?
4. What are students learning outside the curriculum at PUC, and how do we know?
5. To what extent do faculty employ a wide variety of teaching strategies (including active teaching pedagogies) to help students meet learning outcomes?
6. How successfully are we advising our students and incorporating them into supportive learning communities where they can develop personal mentoring relationships with faculty and staff?

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<sup>5</sup> An institutional search at The Education Trust (<http://www.collegeresults.org/>) shows Pacific Union College with an overall 6-year graduation rate for 2005 of 23%, compared to the average for the fifteen most similar institutions of 61%. Similar gaps are reported for the three previous years, with even worse numbers for female and African-American students.

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7. What are the factors affecting our graduation rates, and what can we do to improve successful completion rates for all of our students?

**We will use these methodologies for Theme One:**

While we already have some formal learning outcomes in place, we need to move forward in formulating, publishing, measuring, analyzing, and acting on more data in this area. This work will be done mainly through the Program Review process. (See Inventory of E E Indicators in Data Exhibits.) We also need to determine what data is already being gathered about our learning community (by such instruments as our senior survey, our Noel-Levitz Student Satisfaction survey, and our advisement survey) and develop more indicators as necessary. We will systematically explore alternatives to current assessments of our student community, such as the NSSE or the CLA, and put in place those that will yield the best information. Analysis of this data will help us decide what to do to attain our desired outcomes.

**We expect these outcomes for Theme One:**

1. A process of Program Reviews to ensure evidence-based decision making will be in place for all campus departments.
2. Faculty will develop student learning outcomes based on high expectations at all levels, from broad institutional goals through general education, program, and course goals.
3. These outcomes will be carefully assessed and changes made to improve learning based on the evaluation of evidence.
4. More active teaching strategies will be used to improve student learning.
5. Academic advisement and mentoring by faculty will be supported and improved.
6. Graduation rates at PUC will be better understood, and steps taken to improve them.

## THEME TWO: Stewardship

THE QUESTIONS TO BE ANSWERED BY DISCUSSIONS of stewardship should get to the heart of issues involving capacity and sustainability for Pacific Union College. Our principal capacity issue stems from the central paradox of our campus: we currently own nearly 2,000 acres of extremely valuable land in the hills above the Napa valley, yet we have a small endowment and remain tuition-driven, facing fat years and lean, often tightening our belts, deferring important maintenance, and generally making do with less than optimal funds. Indeed, twice in the past five years unexpected expenses and lower enrollments have necessitated budget cuts that have brought us close to damaging our ability to provide a quality residential education. In 2001, painful efficiencies and freezes were mandated, and with a drop in enrollment of more than one hundred students in fall 2006, the campus readjusted the budget by nearly \$1 million. So, while we revel in the hills and valleys of the “back forty” and the semi-rural character of our small town, we realize that we do not need all our land in order to fulfill our mission. And wealthy donors and foundations do not seem to wish to make large gifts to an institution sitting on such a rich but undeveloped natural endowment.

Past efforts to sell land, however, have been problematic in many ways. Seventh-day Adventism has important historic roots in the nineteenth-century temperance movement. Many alumni, employees, community members, and students do not wish PUC to sell or lease land to someone who will cultivate wine grapes. Yet the most obvious way to create the most value for our biggest asset (and thus, presumably, practice good stewardship) is to sell or lease it to just such a person or entity. But attempts over past decades to find other uses for the land, such as a golf course or retirement home, have raised other stewardship issues: how is the college enhanced by any of these proposed uses? What about pesticides? Traffic?

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To complicate things further, Angwin has for years essentially been a “company town.” The college owns nearly all the commercial property, including the market, which sells no meat, alcohol, or cigarettes and is closed on Saturday (the “Sabbath” for Seventh-day Adventists); the credit union; and even the U.S. Post Office. (Angwin is one of only a few places in the U.S. where mail is delivered on Sunday rather than on Saturday.) The growing number of non-Adventists in town often feel marginalized and unwelcome. (“FREE ANGWIN” bumper stickers are occasionally sighted.) The costs of running a market, a gas station, a water and sewer system, and so forth, often drain money from the central college mission.

Finally, in June of 2006, the Board of Trustees voted to sign a contract with Triad Communities, a development company committed to sustainability. According to this agreement, Triad will work with PUC to create an eco-village with a small commercial town center, organic agriculture, local transit, and open space on approximately 680 acres of PUC’s land. The purpose of this agreement is to bring our endowment to a level that more closely resembles the average for baccalaureate colleges: \$92,000 per student. For PUC this means approximately \$120 million. (Our current endowment is closer to \$20 million.) However, the specter of development that would increase Angwin’s population is unwelcome to some residents, who have formed a protest group and begun passing out new bumper stickers: NO ECO-PILLAGE.

This is the dramatic background for Theme Two.

**We will research and discuss these questions for Theme Two:**

1. What is an ideal enrollment for our campus? How can we attain and maintain this optimum number of students?
2. How can we more clearly align assessment and strategic planning with five-year budgeting?

3. If the land contract currently being negotiated produces the projected endowment, how should the money produced by that endowment be spent, based on our vision and mission?
4. How can we recruit students and faculty who more closely resemble the demographic profile of our constituency?
5. How can our salary structure be improved to facilitate recruitment and retention of quality faculty and staff?

**We will use these methodologies for Theme Two:** Working with Administrative Council and a new Director of Institutional Research, the Stewardship Taskforce (see the section on the approach to the Capacity and Preparatory Review, below) will identify, collect, and interpret data against relevant benchmarks to address the researchable questions. We will research and understand our demographic profile and that of our constituency in order to establish and commit ourselves to policies that will improve recruitment and retention of minority faculty, staff, and students. Questions about optimum wages will be studied in the context of similar institutions in our area.

**We expect these outcomes for Theme Two:**

1. We will create an open and systematic process to ensure the sustainability of both our financial and natural resources.
2. We will identify an optimum student enrollment and create strategies for attaining that enrollment.
3. We will significantly increase our endowment.
4. We will implement procedures to ensure that on-going strategic planning directly informs the business plan and budget process.
5. We will identify and implement intentional strategies to increase the number of students and employees from under-represented groups.

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## THEME THREE: A Culture of Service

PUC HAS LONG HAD A COMMITMENT TO SERVICE; we now want to establish that commitment as a primary characteristic of a PUC education. A culture of service refers not simply to “Service Learning” as such, but to an intentional mindfulness of the pain and injustice in the world, along with a disposition to relieve that pain and fight that injustice. We want to give our students opportunities both to serve now, and to prepare for a life of service. Because the world our students are preparing to serve is increasingly varied, and the faith community we are so closely affiliated with is a world-wide movement, this theme directly focuses on diversity as well.

Themes Three and Four work together to express the “walk” as well as the “talk” of our mission as a Seventh-day Adventist Christian college. The Hebrew prophet Micah sums up our aim for ourselves and our students: “And what doth the Lord require of Thee, but to do justly, and to love mercy, and to walk humbly with thy God?” (Micah 6:8). Thus Theme Three calls for active service in the world, while Theme Four calls us to think carefully and talk honestly together about the philosophical basis for this work.

### We will research and discuss these questions for Theme Three:

1. To what extent are PUC students serving our local and global neighbors, both within and outside the curriculum?
2. To what extent are we educating our students for a life committed to justice and compassion?
3. To what extent are we preparing students to serve thoughtfully in a diverse world?

### We will use these methodologies for Theme Three:

While we already have anecdotal data, we will now begin to gather data more intentionally. First, we must evaluate the data that is already being gathered by such instruments as the UCLA Spirituality Survey, our senior survey, and the ETS Alumni Survey, as well as information from Campus Ministry records and Program Reviews. Then we will develop more indicators as necessary.

We may want to start using the NSSE or the CLA. We will add a question to the Program Review protocol that asks departments what they are doing to prepare students to serve in a diverse world. Analysis of this data will help us decide what to do to attain our desired outcomes.

### We expect these outcomes for Theme Three:

1. Departments will develop student learning outcomes to enhance and broaden the culture of service on campus.
2. Increasing numbers of students will report involvement in service activities while at PUC.
3. Increasing numbers of graduating seniors and alumni will report that they understand their career goals in terms of service and vocation.
4. Departments will develop student learning outcomes focused on diversity education.

## THEME FOUR: Conversations about Faith, Learning, and Adventist Identity

PUC STRIVES TO BE A SAFE BUT NOT OVERPROTECTIVE community where academic freedom and Christian commitment are complementary, not oxymoronic. We know that young people need space and time to learn to think critically about their beliefs, in order to find a commitment that is genuinely their own, and not simply “the faith of our fathers.” We believe the best environment for spiritual growth is one where students feel free to honestly explore, question, and disagree, moving away from dualistic or relativist thinking toward mature commitment. Only then can their faith have integrity, consistency, and balance. A college campus can provide opportunities for rich and vigorous conversations, where comfortable assumptions may be challenged, doubts aired, fears as well as hopes expressed, and faith nurtured—in a loving, supportive environment. While these conversations will naturally center on the Adventist tradition that is the basis of our community, we also highly value the participation of those from other faith traditions. The conversations we envision will center around questions

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like these: What does it mean to be a Seventh-day Adventist Christian in the twenty-first century? How do our faith commitments make our lives richer and more meaningful? How can those of other faiths contribute to our understanding of our commitments as Christians?

In terms of capacity and infrastructure, we will need to evaluate systematically how well our physical spaces are conducive to campus conversations (e.g. group study areas in the library, the layout of the Dining Commons and residence halls). We will also need to evaluate how well relevant campus functions are organized for this goal (e.g. our required religious attendance policy, Campus Ministries, residence hall policies). An important part of this theme is preparing students for a lifetime of such conversations by helping them become thoughtful, active members of local church communities, and we will need to develop and ensure adequate capacity to help connect graduating and transferring students with specific and appropriate faith communities.

**We will research and discuss these questions for Theme Four:**

1. To what extent are such conversations occurring on our campus?
2. How can our buildings and living spaces be arranged to encourage such conversations?
3. To what extent do we prepare our students to participate effectively in conversations on these topics by giving them a strong liberal arts background and good critical thinking skills?
4. To what extent do we educate our graduates to become thoughtful, active members both

of local church communities and of a diverse global church?

**We will use these methodologies for Theme Four:**

As with Theme Three, while we already have anecdotal data, we will now begin to gather data more intentionally. First, we must determine what data is already being gathered by such instruments as the UCLA Spirituality Survey, the Measure of Academic Proficiency, and the ETS Alumni Survey. We will develop more indicators as necessary. We may want to start using the NSSE or the CLA. We will add a question to the Program Review protocol that asks departments what they are doing to teach critical thinking skills. Analysis of this data will help us decide what to do to attain our desired outcomes.

**We expect these outcomes for Theme Four:**

1. Academic and non-academic departments alike will find ways to initiate and encourage intentional conversations among students, faculty, staff, and administration about the connections between our faith and liberal learning, and about what it means to be a Seventh-day Adventist in our diverse, global church.
2. We will intentionally teach and assess critical thinking skills across the curriculum, especially in the context of these conversations.
3. Campus Colloquy and residence hall-based religious services will intentionally integrate issues of faith, learning, and Adventist identity into their programming.
4. We will develop and implement a program that encourages our graduates to find church communities they may join and serve.

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## **APPROACH TO THE CAPACITY AND PREPARATORY REVIEW**

OUR CAPACITY AND PREPARATORY REVIEW (CPR) WILL BE GUIDED BY OUR FOUR THEMES, AND BY THE criteria for review (CFR) under the accreditation standards that our internal, campus-wide process identified as most in need of attention. The CFRs selected for special attention, the campus entity responsible, the plan for addressing them, the indicators that will be used to identify success, and the essay in which the CFR will be addressed can all be found in Appendix Q, “Plan for Addressing High Priority CFRs in Integrative Essays.”

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We are committed to creating a Director of Institutional Research position, starting in July of 2007, which we have long recognized as important, and now realize is necessary if we are to support the genuine culture of evidence envisioned in this proposal. The DIR will play an important role in both the CPR, and the Educational Effectiveness Review (EER).

We will create two new bodies to address CPR issues. The college President will chair a Learning Community Taskforce (LCT) to focus on capacity and preparatory issues raised by Theme One (Learning Community). The LCT will establish a sustainable campus-wide commitment to thoughtful assessment, and the President will ensure that this culture begins with the Board of Trustees and cascades down through his office to all areas of campus. Most important, the LCT will put in place a permanent mechanism for carefully reviewing and acting on the evidence that is collected in the Program Reviews. It is here that assessment and planning, and thus Themes One and Two, overlap.

The capacity and preparatory issues associated with Theme Two (Stewardship) will be explored by a Stewardship Taskforce (ST) chaired by the Vice-president for Financial Administration. The ST will focus on planning, and on financial, physical, technical, and human infrastructure. One important emphasis will be coordination and integration of planning to ensure and document the health and stability of our financial and physical infrastructures.

We will prepare five integrative essays to document our work and commitment to WASC standards in the CPR, one for each theme, and one

devoted to the issue of diversity:

*CPR Essays:*

1. Theme One: A Learning Community
2. Theme Two: Stewardship
3. Theme Three: A Culture of Service
4. Theme Four: Conversations about Faith, Learning, and Adventist Identity
5. Diversity

While each of the themes involves issues related to diversity that will be addressed as they are relevant, in our judgment a separate integrative essay is necessary to fully and adequately review our status and progress in this area. In many ways one of PUC's strengths is diversity (e.g. our rich tradition of a significant number of Asian/Pacific Island students), but in other ways it is one of our most glaring weaknesses (e.g. under-representation of African-Americans and Hispanics among our students, and of all ethnic minorities among our faculty and staff). We have some informal and patchy understandings of the reasons for the problems in this area, but we now realize that we must make formal, systematic understanding and improvement a priority. We also recognize the need to understand better how we are caring for our lesbian, gay, bisexual and transgendered students. We may need to provide special support for non-traditional and village students. Finally, we need to extend our concern for minorities to students from non-Adventist backgrounds.

The CPR essays will be supported by an electronic portfolio that will provide access to comprehensive or sample evidence (e.g. syllabi, program reviews, student work, campus policies, etc.).

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## APPROACH TO THE EDUCATIONAL EFFECTIVENESS REVIEW

OUR EER WILL BE GUIDED BY THREE OF OUR THEMES. WE BELIEVE THAT THEME TWO (STEWARDSHIP) IS most relevant to CPR issues, though we will be vigilant for ways in which we may in the future make stewardship a core educational emphasis, particularly in light of the potential eco-village that may be developed on college land over the next ten years. The EER will also be guided by the criteria for review (CFR) under the accreditation standards that our internal, campus-wide process identified as most in need of attention. The CFRs selected for special attention, the campus entity responsible, the plan for

addressing them, the indicators that will be used to identify success, and the essay in which the CFR will be addressed can all be found in Appendix Q, “Plan for Addressing High Priority CFRs in Integrative Essays.”

Most of the work will be done by means of the faculty governance structure and its standing committees. The four principal standing faculty committees that report to Academic Senate will play central roles. We will create one new body to address issues related to Themes One (Learning Community), Three (Culture of Service), and Four (Conversations about Faith, Learning & Adventist Identity). Chaired by the Academic Dean, the Educational Effectiveness Taskforce, often working through the governance structure, will coordinate and supervise implementation of student learning

outcomes, Program Reviews protocols, pedagogies, programs, and other initiatives related to our service and conversation themes.

We will prepare three integrative essays to document our work and commitment to WASC standards in the EER:

*EER Essays:*

1. Theme One: A Learning Community
2. Theme Three: A Culture of Service
3. Theme Four: Conversations about Faith, Learning, and Adventist Identity

The EER essays will be supported by an electronic portfolio that will provide access to comprehensive or sample evidence (e.g. syllabi, program reviews, student work, campus policies, etc.).

**WORKPLAN**

After acceptance of the Institutional Proposal the campus plans to implement the following:

**Capacity and Preparatory Review**

Action	Initiator	Date
Create and convene Learning Community Task Force	President	Fall 2007
Create and convene Stewardship Task Force	VP for Finance	Fall 2007
Oversee work of taskforces; coordinate capacity issues in Themes Three & Four	WASC-PC	Fall 2007
Draft Five essays (four themes and integrative essay on diversity)	writer	Fall 2008
Share drafts with stakeholders and revise	WASC-PC	Spring 2009
Complete Institutional Data Portfolio & post to website	WASC-PC	Spring 2009
Submit CPR to WASC	President	Fall 2009
WASC CPR team site visit	WASC	Fall 2009

**Educational Effective Review**

Action	Initiator	Date
Create and convene EE Task Force to research the questions and work toward the outcomes for Themes Three & Four.	Academic Dean	Fall 2007
Engage academic departments during their Departmental Reviews to review student-learning assessments and incorporate active learning pedagogies (Theme One)	Academic Dean	Fall 2007
Maintain and update Institutional Data Portfolio	WASC-PC	On-going
Draft essays for EE Review	writer	Spring 2010
Share drafts with stakeholders and revise	WASC-PC	Fall 2010
Submit EE Review	President	Spring 2011
Site visit for EE Review	WASC	Spring 2011

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## EFFECTIVENESS OF DATA GATHERING AND ANALYSIS SYSTEMS

PUC GATHERS A SIGNIFICANT AMOUNT OF DATA through a variety of surveys and evaluations, and generates many reports throughout the year. Although we are generally pleased with the amount of data we are gathering, our current approach to analysis is not a long-term solution. These reports and surveys are generated and analyzed by a large number of people working in different offices across campus. (See Institutional Research Annual Reports Calendar in Appendix R.)

The office of Student Services administers a number of annual surveys, including the Student Satisfaction Inventory and the Cooperative Institutional Research Program (CIRP) Freshman Survey, which allows the college to create a demographic profile of incoming first-year students. Student Services also assesses Campus Colloquy, New Student Orientation, and Residential Life. The Advancement Office analyzes annual giving trends and costs for fundraising. An alumni survey is given on a three-year cycle.

Because of our mission as a Seventh-day Adventist Christian institution, spirituality assessment is given a high priority. PUC was among the schools that cooperated with UCLA in the development of the Spirituality Survey by giving it to our seniors during the early phases. We now continue to give it annually to both incoming first-year students and graduating seniors. While spirituality is difficult to measure, we do know that significant numbers of our students give their time and resources to a variety of campus service projects (prison visitation, homeless ministries, time spent with at-risk children) and many give an entire year to service overseas in schools and orphanages.

The office of the Academic Dean oversees general education assessment by means of GNST 401 Senior Assessment Seminar (as described on page two of this document), in response to the

1999 recommendations to improve academic assessments. Data from this seminar are beginning to provide evidence about student learning that the Academic Standards and General Education Committee will be able to assess and act upon. Academic Administration also tracks enrollment data, through the records office, and sponsors an analysis each summer of such indicators as faculty loads, average class sizes, and student/faculty ratio. It also oversees course evaluations and conducts a yearly academic advising survey.

All academic departments have one or more comprehensive assessments for graduating seniors; some departments, such as Psychology and Social Work, Nursing, Education, and Business, use standardized tests; other departments, such as English and Visual Arts, rely on portfolio assessments; still others have senior thesis projects or recitals. (See Appendix S for a list of majors and the comprehensive assessments in use.) However, while many departments do not yet have clear student learning outcomes and clear evidence concerning educational effectiveness indicators, they have submitted goals for their majors in the course of the Program Reviews, the guidelines of which now call for clearly outlined Student Learning Outcomes. (See Inventory of Educational Effectiveness Indicators in the Data Exhibits, in Appendix T.)

The weaknesses in our data gathering system are clear. We do not have an Office of Institutional Research, though we are committed to funding such an office beginning in July, 2007. Such an office would not only consolidate the data already being gathered, but also be able to gather the data we do not currently have, such as job placements and graduate school acceptance rates. It would also break down data for disaggregated analysis, and aid the institution as it tries to predict future enrollments and plan recruitment strategies.



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## DATA EXHIBITS

THE DATA EXHIBITS CAN BE FOUND IN APPENDIX T. These can also be accessed, along with the text of this Proposal, appendices and supporting background information, on the PUC re-accreditation website at <http://reaccreditation.puc.edu/>.

## OFF-SITE PROGRAMS

PACIFIC UNION COLLEGE CURRENTLY HAS THE following off-site programs:

1. LVN to RN programs at Travis Air Force Base in Fairfield, CA, and in Hanford, CA, housed in the Nursing Department
2. Bachelor of Science in Nursing program in Fairfield, CA, housed in the Nursing Department.
3. Degree Completion Programs
  - a. Bachelor of Science in Management

- (offered at Travis Air Force Base in Fairfield, CA, and at various sites in Napa, Santa Rosa, and Clearlake), housed in the Business Administration Department
- b. Bachelor of Science in Early Childhood Education (offered at various sites in Napa, Santa Rosa, and Clearlake) housed in the Education Department

These programs are fully integrated into the Department Review process, and subject to the same faculty governance and academic oversight processes as the on-campus programs in these departments. They are considered part of these departments and evaluated as such for the purposes of the two WASC reviews.

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## STIPULATIONS

- Pacific Union College is using the review process to demonstrate its fulfillment of the two Core Commitments; it will engage in the process with seriousness and candor, the data presented are accurate, and the Institutional Proposal will fairly present the institution.
- Pacific Union College has published and made publicly available policies in force, as identified by the Commission in Appendix One of the WASC Handbook. Such policies will be available for review on request throughout the period of accreditation.
- Pacific Union College will abide by procedures adopted by the Commission to meet United States Department of Education procedural requirements as outlined in Section VI of the WASC Handbook.
- Pacific Union College will submit all regularly required data and any data specifically requested by the Commission during the period of accreditation.
- Pacific Union College has reviewed its off-campus degree programs to ensure that they have been approved as required by the WASC Substantive Change process.

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Richard Osborn  
President

