

WARNER PACIFIC COLLEGE

# Mid-Cycle Report

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3/2/2015

A report prepared for the Northwest Commission on Colleges and Universities

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## **Part I: Mission Fulfillment**

As described in the college's Year One Report 2013 (Exhibit A), Warner Pacific College has been actively engaged in assessment projects for more than fifteen years. The evolution of the accreditation process used by the Northwest Commission on Colleges and Universities has sharpened the focus of such assessment on mission fulfillment, enabling Warner Pacific to clearly articulate each of the components of its educational process. Just as the standards and processes of the NWCCU have become more precise over time, so too have the college's assessment activities and impulses.

One of the most recent steps in that ongoing development started in the summer of 2013 when the Warner Pacific College Board of Trustees mandated a review of all institutional programs and activities as a means of assessing mission fulfillment. All academic and co-curricular programs as well as administrative functions were to be examined. To perform this review, the president formed the Program Review Coordinating Team (PRCT) made up of several faculty, staff and administrators. In addition, the PRCT formed the Administrative Review Task Force (ARTF) to address the administrative infrastructure and processes. The ARTF developed recommendations that were enacted upon over the past year, resulting in a restructuring of the staff and administrative functions, as well as an on-going effort to modify and improve selected support functions/activities.

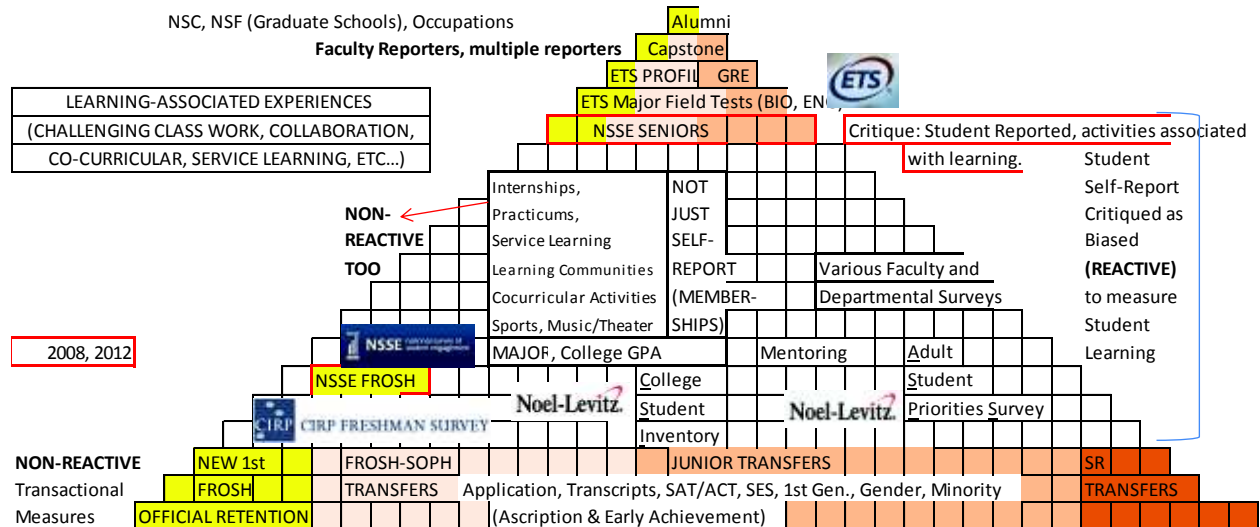
The PRCT used a consultant to assist in the collection and analysis of extensive data and solicited input from all fulltime faculty regarding the implications of the quantitative analysis. After an intensive review lasting over a year, the PRCT recommended 48 actions to increase the effectiveness and sustainability of the institution's programs and activities in light of its mission. Each recommendation carried a rationale that tied the concern to institutional goals and many included specific desired outcomes and a timeline. These recommendations were presented to the Board of Trustees and then forwarded to the Academic Council Two (AC2) Committee for action. The AC2 Committee consists of members of the Academic Council, as well as selected individuals within the institution who have a specific expertise needed by the committee or who occupy key organizational positions. The AC2 Committee is responsible for implementing the PRCT recommendations. The full report is available as Exhibit B: "PRCT Project Priorities."

Leadership within the institution, the Center for Teaching and Learning (CTL), the Institutional Effectiveness Committee, the Core Studies Committee, as well as other members of faculty and staff have taken these recommendations and have aligned several related to academic programs with recognized national standards for student learning outcomes (SLOs).

One of the key assessment tools used to determine and assess the alignment between student experience with institutional mission with mission fulfillment is the Pyramid Longitudinal Assessment illustrated below.

## Longitudinal Assessment (Student ID) of the Student Career

(Multi-Measure, Multi-Reporter, Multi-Method, Over Time)  
(We Measure Students. We Test Ourselves).



This representation, commonly referenced internally as the Pyramid model, takes seriously student self-report data, but also attempts to embed such data in other contextual data and triangulate it with other methodologies of measurement taken from other reporters over time. Thus, for example, at the base of the Pyramid, there is application data, financial aid data, and registrarial data. These provide measures of both ascribed statuses of gender, age, race and ethnicity, first generation status, socio-economic status, Zip Code, high school/previous colleges transcript information, and other colleges applied together with so-called achievement indicators of SAT/ACT tests, high school g.p.a., merit scholarships and, perhaps, measures of advanced standing. Whatever is learned about the student at midpoints, from survey data, WPC g.p.a., and more can be disaggregated by various groupings upon arrival by cohort. These data points may be predictive of retention/attrition and some of them might be used to explain and intervene with programmatic changes to moderate attrition rates. Though some of this data relies on student self-report, other methods provide more direct and verifiable information. Measures of membership and participation in courses, majors, co-curricular activities, and more are collected. Data from other reporters in these membership or affiliation settings, such as internship supervisors, are also gathered. Finally, at the level of outcomes, there are a variety of measures and reporters: students/alumni self-report assessing their educational experience and skill sets, g.p.a., capstone projects together with more than one faculty reporter, and so-called objective measures, like externally generated and normed tests. Together, this methodology provides opportunity to create a multifaceted set of measures of overall, major, and other group arrival, midpoint, and outcome assessment summative reports. These may be used for program modification, student support, and institutional assessment.

Much assessment of student outcomes attempts to make arguments about graduating

students from an institution, making assumptions about the connections to a common set of experiences through the base and middle of the Pyramid. Many students enter Warner Pacific as transfers, thus in the middle of the Pyramid. The institutional research functions to disaggregate the findings by differential entry points to the institution. For example, the yellow shading up the left side of the Pyramid represents the traditional first-time first-year students who intend to take four years to graduate from Warner Pacific. But, their experience, and perhaps their outcomes will be somewhat different from the much larger group(s) who arrive after college experience elsewhere. These can be assessed for differences in outcomes. Where these differences are reasonable and acceptable, that finding can be reported, and in other cases programmatic changes can be introduced based upon findings.

Of course, this Pyramid describes the data-gathering and analysis within the institution, while also creating opportunities for comparison among peers. Thus, where possible, especially on the most commonly collected economic, financial, enrollment and demographic measures, Warner Pacific College will be compared to both contemporary and aspirational peer schools, which were chosen for commonalities on mission, context, size, and financial considerations. Warner Pacific College has recently created such a grouping of schools and has begun to gather data for the purposes of comparison. This comparison process allows for external validation of performance and a reality-check upon unrealistic timelines for aspirational goals.

In some sense, a student's place in time determines the kinds of methodologies used in data collection and analysis. Initially (base), measures are more contextual or background measures. These are very important and should be continuously considered in presenting the later findings. In the middle, where measures document what is happening to the student, many measures are associational or those measures connected with student success and in some ways predictive of success; but they are not in themselves the outcome. The National Survey of Student Engagement (NSSE) can be faulted for being associational to the best practices for student success. Reporting NSSE findings are not used to congratulate ourselves on successful outcomes, but they point the way. In the same way, students joining various clubs, organizations, and finding memberships throughout the college are not the outcome, but they are associated with the outcome and facilitate it. Finally, certain things need measurement at the end and these are mostly direct, although some are student/alumni self-reported. These include satisfaction with the educational experience, objective measures or tests of skills and knowledge, and assessment of capstone projects. These final measures are expensive and time consuming. Though not all students are measured, it is important that the groups of students measured are representative of other graduates, programs, and the groups at the base of the Pyramid.

As the individual academic departments, the Assessment Committee and the Institutional Effectiveness Committee review and analyze the results of this data collection process, several issues bear upon their work. These include the realizations that

- a. Not all students are measured in all collections, though use of samples of students to be measured is methodologically defensible.
- b. The findings at the top of the Pyramid are to be contextualized / controlled by the measurements at the base and midlevel.
- c. When there is an established track record of finding memberships in various co- curricular activities and learning activities to be associated, not only in the literature and national data-sets (NSSE) with learning outcomes, but also at WPC, these intermediate measures will be given some gravitas.
- d. The Capstone experience (both within majors and in the Core Studies) is potentially a very potent assessment project. Additional considerations here include
  - 1) use of multiple faculty to guard against single rater bias, and
  - 2) the additional impact of the Capstone experience, which could be achieved through a comprehensive student pre-test early in the student's career within a given major or in the Core Studies. If such "pretests" are also considered as the context for the group graduating, the Capstone would constitute a post-test that could be used as another measure of program effectiveness and mission fulfillment. The clear articulation of SLOs (student learning outcomes) currently being implemented across the Core Studies program allows for the possibility of doing such  $T_1 \rightarrow T_2 \rightarrow T_3$  analysis on the effects of early courses and SLO achievement on later course SLOs and upon the Capstone.
- e. Practica, field settings and internships yield early, middle and late insights into the student learning experience and therefore provide opportunities for longitudinal study.

The institution's commitment to this extensive attempt to analyze mission fulfillment demonstrates that the Core Themes, as outlined in the Year One Report, are still valid expressions of the college's identity and purpose. There is no formal assessment for being a Christ-centered college, but through Warner Pacific's Core Studies and other course offerings, Core Theme One, "cultivating a Christ-centered learning community," and Core Theme Three, "fostering a liberal arts education," are apparent. Core Theme Two, "collaborating with and for our urban environment," and Core Theme Four, "investing in the formation and success of students from diverse backgrounds," will be discussed at length later in this report. The objectives for the Core Themes are regularly reviewed as data collection and analysis are seen as a continual process of assessment.

Core Theme Two, "collaborating with and for our urban environment" and one of the listed objectives, are of particular note. Objective one, "become distinctive among Christ-centered colleges for cross-cultural urban studies," is being amended in light of the reduction of the Urban Studies major to a minor as well as the departure of the professor charged with

running the Urban Studies major. The first Achievement Indicator, therefore, is no longer valid. The Acceptable Threshold for this indicator, Warner Pacific “being noted among its comparison group for its urban studies program,” is no longer valid either. However, the second Achievement Indicator for this objective, “measure number and percent of graduates taking ‘urban-themed’ courses from predefined list,” is still significant. Courses identified as “urban,” with phrases such as “in the city,” and those courses with civic-related outcomes are being used to determine if students are meeting the acceptable threshold of having “50% of first-time freshmen graduates (TRAD) and 20% of transfer students (TRAD) take at least one urban-themed course.” While Warner Pacific no longer has an Urban Studies major, the college will become distinctive for the diffuseness of urban-themed courses, through the Urban Studies minor, and for the variety and depth of “urban-themed” offerings.

In light of these changes, the institution is satisfied with the four Core Themes. Indicators surrounding the Core Themes of “urban” and “diverse” are going to be inclusive across the departments using a variety of measures related to civic engagement to measure the urban theme and global / cross-cultural measures for the diverse theme.

In an effort to gain greater sophistication in the articulation of its academic expectations, the Executive Director of the Center for Teaching and Learning and the Director of Institutional Effectiveness have carefully matched the college’s program outcomes in categories of “Convictions,” “Knowledge” and “Skills” with the Degree Qualifications Profile (DQP) and the Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics developed by the Association of American Colleges and Universities (see Exhibit C: “WPC Outcomes.DQP.VALUE”). Using this instrument, an analysis of the college’s curriculum for urban and diverse themes demonstrates that there are 217 instances where Warner Pacific College’s Student Learning Outcomes (SLOs) are aligned with DQP and VALUE rubrics when identified by department and course prefix. Additionally, as Damon Williams discussed in his book *Strategic Diversity Leadership*, the Association of American Colleges and Universities’ (AAC&U) Essential Learning Outcomes (ELOs) are significantly linked to diversity education (See Exhibit D: “ELOs Diversity”). Some potential leverage points from this document include campus cultural events, first-year experience courses, internships, service learning, student leadership development programs, and student organizations. Each of these is currently taking place on the campus. Furthermore, two of the ELOs, Global and Civic Learning, are closely aligned with DQP and Value Rubrics.

Another piece of evidence is found in Core Theme Three, objective one found on page 25 of Warner Pacific College’s Year One Self-Evaluation Report (March 2013). Objective one is “to organize the College’s Core Studies curriculum around the acquisition of skills, knowledge, and convictions.” The Core Studies Committee has taken up the task of mapping these SLOs by department. By measuring the results of this mapping project, DQP and VALUE rubrics are intentionally incorporated into the Core Studies curriculum (see Exhibit E: “Core Studies, Initial Framing of Project and Findings”).

In a recent training session for Mid-Cycle evaluators, a participant from the NWCCU distributed a draft rubric designed to help an institution evaluate its performance on assessment planning and progress. Representatives from Warner Pacific subsequently participated in a meeting of the Pacific Northwest Learning Consortium where this draft was discussed and modifications recommended. Warner Pacific has chosen to use this draft rubric, even though it has not been officially adopted by the NWCCU, because of the helpful clarifying language and scaffolding it provides (see Exhibit F, “Rubric for Evaluating Outcomes Assessment Plan and Progress”). Using this instrument, the college assessed the Warner Pacific academic programs as falling in the categories of “emerging” and “developed.” Through the mapping project, Warner Pacific College demonstrates it is approaching the “developed” category for the Alignment Criterion. Additionally, with the Core Studies Committee and the Institutional Effectiveness Committee using the recommendations of the PRCT, Warner Pacific College is approaching the “developed” category for the “Results are Used” Criterion.

## **Part II: Two Representative Examples of Mission Fulfillment**

### Introduction to Part II, Context

For Part Two this report identifies two representative examples of assessment of programs which operationalize WPC’s mission and Core Theme most associated with student learning, i.e. Fostering a Liberal Arts Education. Other themes will also be implicated. The two examples are 1) general education as assessed in the senior Core Studies requirement, HUM 410, a senior thesis project required of traditional students and in capstone courses in the Adult Degree Program and 2) the science funnel. Both examples will highlight a central model of research, collecting and analyzing longitudinal data on the same students over their careers at WPC.

### Example One: Core Studies

The Senior Humanities Seminar, known colloquially as HUM 410, is the culminating experience of most seniors graduating with majors in the traditional (as opposed to the Adult Degree Program) curriculum. This section of the report introduces the HUM 410 Outcome Assessment program within the context of Core Studies evaluation and revision. Nearly every traditional student must take HUM 410, an undergraduate thesis project focused around a paradox of the student’s choosing and demonstrating some level of mastery in the student’s major area of study and at least two other disciplines. A crucial function of the ongoing analysis and revision of HUM 410’s scoring rubric and rating process is the assessment of writing and data-informed revision of the Core Studies. Thus, this example of rubric use and revision serves to illustrate how addressing a specific set of important student learning outcomes (SLOs) enables the assessment of the teaching and learning of writing, and how this is taking place in a context of progress toward mission fulfillment. The Table below, taken from the college’s Year One



Report, displays the progression from Objective to Achievement Indicator to Acceptable Threshold associated with this example.

As noted earlier, the comprehensive program review conducted in 2013-14 created several recommendations. One of those directed the Core Studies Committee to review the Core Studies curriculum around SLOs and bring recommendations to the faculty and Executive Cabinet. In Spring 2014, faculty began a process of aligning all of student learning outcomes in the Core Studies program with national standards from the Lumina-funded project of the AAC&U, especially the Degree Qualifications Profile (DQP) and VALUE rubrics. All 19 of the

Core Theme 3: Fostering a Liberal Arts Education		
Objective	Achievement Indicator	Acceptable Threshold
Objective 1: Organize the College's Core Studies curriculum around the acquisition of Skills, Knowledge, and Convictions	HUM 410 Capstone Paper (traditional students)	Rubric of 25 items measured by faculty readers on 1-4 scale of Core Studies skills, knowledge, convictions demonstrated in HUM 410 paper
		50% of HUM 410 students 40 pts. or higher
		80% of identified items have at least 10% student success
		All four Core Themes are touched upon (singly) at least 10% of the time

Warner Pacific College Core Studies Student Learning Outcomes (SLOs) identified in the catalog were mapped to over 100 specific DQP and VALUE rubric SLOs.

In Fall 2014, the Core Studies Committee did initial mapping of which departments (course prefixes) were planning on taking responsibility for all of the SLOs aligned to DQP and VALUE Rubrics. The purpose of the mapping was initially to look for the degree of completeness of the system of measuring student learning outcomes, and then to see the highs and lows among measures. In both ways, the committee would be able to make adjustments in Core Studies offerings and requirements. The first finding was that there were no Core Studies courses in which student proficiencies in technology were being taught or assessed, even though one of the SLOs clearly calls each student to demonstrate “the ability to translate current technology used in the major field of study, as well as function in modern society.” Currently, the Core Studies Committee is discussing an appropriate Core Studies course requirement where this outcome can be taught and assessed.

A second finding related to the frequency and distribution of SLOs among the academic departments. First of all, about half of all SLOs are included in courses being offered by the Humanities department and about one-fourth by the Religion and Christian Ministries department. Natural Science and Health and Social Science departments accounted for over ten

percent each, and Music did not account for any outcomes. Even on an outcome such as, “Ability to use tools that address social issues,” Humanities counted 2.5 times as many occasions for this SLO as Social Sciences. Religion and Christian Ministries counted this SLO as many times as Social Sciences. This is an example of ways the mapping project may lead to an adjustment in the Core Studies curriculum and where in the curriculum SLOs will be taught and assessed. This initial mapping and some suggestions coming from this analysis has been passed on to the faculty and Executive Cabinet.

The next step on the part of the Core Studies Committee will be to get clarity on which courses will be responsible for specific SLOs and which course assignments will be assessed, and then gather such assessments into a system of evaluation. In that vein, the faculty who teach HUM 410 gathered in Fall 2014 to look at specific alignment of DQP and VALUE rubrics with the current HUM 410 scoring rubric which has been used for several years. The process of alignment seemed fairly straight-forward and was agreed upon. A new rubric was not adopted yet, as that process needs to be done in conjunction with a specific semester and include training of raters. Students will need to be informed of the new DQP and VALUE rubrics language when it is to replace the current rubric. In the meantime, the alignment has been accomplished as a first step. The current rubric has eight scales, each scored at 10 or 20 points. The new rubric will have 15 indicators each scoring from one (1) to four (4), although a score of three (3) or four (4) would be normative for a capstone paper. It is possible that some indicators might be weighted at double value towards the grade in a final rubric. Some of the indicators are used redundantly and may need to just be weighted as two (2) or three (3) times counted.

Recently, the Director of Institutional Research analyzed Fall 2014 scores from the HUM 410 rubric. Unlike the previous rubric analyzed in 2009, this analysis was not done in the context of a strict norming exercise; thus a group of papers was not scored by three raters each. Some norming work could be done in the future when the rubric is switched out for the DQP/VR. (See Exhibit G, “DQP VR Aligned to HUM 410”). Instead, all the papers from the semester were scored by either one or two raters, according to the student’s choice in each case. Inter-item reliability tests were run using SPSS and found to be very satisfactory with a Chronbach’s Alpha of .88. None of the eight subscales could be deleted and result in any improvement. The average difference between the first and second raters on the papers was quite modest. In rare cases where the difference in the scores of any two raters exceeds 12%, the current practice is to ask raters if a compromise score is possible.

Further tests were run to see if earlier course grades in English and Humanities writing courses correlated significantly with scores on the rubric subscales for HUM 410 and if whole course grades also correlated each other or with HUM 410. The main surprise was the fact that grades in HUM 310, the Humanities course that students typically take in the year preceding their enrollment in HUM 410, did not correlate with HUM 410. Faculty consensus was that any evaluation and revision of HUM 310 is a large project, and will not be done immediately. This led the faculty to consider how they are going to work on EN 101 and EN 200 to norm syllabi,

assignments, and assessment in an effort to improve the predictive value of these earlier writing courses on HUM 410. The same exercise will eventually be done for HUM 310. The DQP and VALUE rubrics will be a part of this re-visitation of these courses, syllabi, and assignments. See Exhibit H: “Analytics HUM 410 Raters Fall 2014.”

In summary, recent assessment of the HUM 410 rubric and process has been undertaken within a context of writing assessment and Core Studies assessment and revision. The context includes a Board of Trustees-mandated assessment and re-visitation of the Core Studies around SLOs. That has led to the adoption of the DQP and VALUE rubrics as representing the college’s 19 Core Studies SLOs related to Convictions, Knowledge, and Skills found in the catalog. Alignment of DQP/VR to WPC SLOs has been done and a process of choosing specifically where these outcomes will be demonstrated has begun. This in turn has led to suggestions about how to revise the Core Studies requirements and curriculum. Among the alignments of assessment with DQP/VR has been the revision in the rubric for HUM 410. That assessment process has been shown to be adequate, but will be improved by training, scoring to the new rubric, assessing inter-rater reliability, and aligning earlier English and Humanities classes to the intended HUM 410 outcomes.

Because the curriculum of the Adult Degree Program (ADP) does not include the HUM 410 senior thesis, capstone projects associated with Human Development, Business Administration, and Health Care Administration majors have been identified as the locus of assessment of student learning outcomes related to Core Studies, in keeping with the table taken from the Year One Report. This table will also be used in reference to the biology example later in this report.

Core Theme 3: Fostering a Liberal Arts Education		
Objective	Achievement Indicator	Acceptable Threshold
Objective 2: Develop, evaluate, and implement existing majors and new degree opportunities to align with Core convictions, knowledge, and skills and departmental outcomes	Capstone courses in the major support student self-evaluation in reference to departmental outcomes	Surveys of seniors in capstone courses demonstrate personal growth and self-efficacy
	Departments assess student performance and departmental performance on knowledge, skills, and convictions and/or departmental outcomes	Most departments do annual assessment projects of student outcomes, which are evaluated by the Institutional Effectiveness Committee and become the basis for changes in curriculum and practices in the major

Inasmuch as a large majority of ADP students at the baccalaureate level transfer as many as 82 credits into the program, assessment of the direct impact of the Core Studies course taken at Warner Pacific is difficult. Capstone courses, by their nature, are summative assessments of learning within given majors. Therefore, this part of the accreditation report will include feedback from department chairs on how the capstone assignments reflect certain Knowledge, Skills and Convictions, whether the current rubrics reflect these Core Studies outcomes, and if not, how that will be addressed going forward. Guiding this examination is the expectation expressed in Objective 2, Indicators 1 and 3 of the Core Theme “Fostering a Liberal Arts Education.

Department chairs for Business and Social Science, under which the ADP majors are housed, reviewed the Core Studies learning outcomes for Convictions, Knowledge, and Skills in relation to the capstone courses for the Business Administration, Health Care Administration, and Human Development majors in the ADP. Both chairs indicated that the Convictions regarding ethical worldviews, self-knowledge, and valuing diversity were key to success in the capstone courses. Five of the seven Knowledge outcomes were also identified, such as understandings of the nature and value of liberal arts, historical contexts across the curriculum, cultural and global interdependency, ethical, environmental, social, and cross-cultural influences, and the importance of science and technology in contemporary society. Additionally, six of the Skills outcomes were also identified as being important to success in the major capstones, including critical thinking, tools addressing social issues, the generation and execution of a plan, effective and civil verbal discourse, effective written communication, and the acquisition and structure of information.

That being said, the rubrics for grading assignments in the capstone courses explicitly assess few to none of these learning outcomes directly, other than areas of critical thinking and evaluation, and effective written and oral communication (through the papers and presentations required). Both chairs reported that from this review of their course rubrics, they will work with the respective department faculty to revise the rubrics in order to more directly connect the evaluation of assignments to the overall Core Studies learning outcomes. Additionally, this spring, the faculty chairs will undertake discussion, with the Assistant Vice President for the ADP and the Director of General Education for the ADP, on whether the major capstone courses are the appropriate place to evaluate ADP graduates on Core Studies outcomes, and if so, how best to accomplish that assessment.

#### Example Two: Biology

Assessment of the Biological Science major has been ongoing for many years. In academic year 2013-14 the Department of Natural Sciences and Health and the Office of Institutional Effectiveness began to build a “funnel” or “pyramid” structure with which to

provide context for the annual program assessment data. In the past, the department used data from graduating seniors including Major Field Test exam scores to objectively assess knowledge in the biological sciences; affective data regarding programmatic elements (courses, instructors, etc.); and assignments for assessing science process, literature review and data analysis skills. Although assessment of the major was possible using these data, only anecdotal evidence was available to provide context for the data obtained. Such context includes basic college preparation, as indicated by SAT or ACT scores, and likelihood of college success as indicated by CIRP data. The Office of Institutional Effectiveness has begun to collect and collate data, going back about five years, in order to link incoming student data with student outcomes.

The science funnel (See Exhibit I: “Science Funnel”) project starts by counting 30 to 50 applicants a year who matriculate with a science-related interest noted on their application. It proceeds to follow students who take their first biology sequence classes, before they are counted formally as science or Biological Science majors. About half arrive as first-time freshmen and about half as transfers. A consistently large group of students matriculate with the intention of pursuing a Biological Science major (increasingly, in recent years, intending to pursue pre-med, pre-dental and other health-related fields of study). The department tracks the freshmen students by looking at their career and major interests on the CIRP Freshman Survey, where 18% report interest in a science career and 25% interest in a science major. Thus, a project like the science funnel illustrates the intimate connection between Core Theme mission fulfillment in liberal arts and sustainability. This report illustrates the tie between sustainability and mission fulfillment by analyzing the recruitment, selection, introduction, and solidification and eventual graduation of a set of potential science majors. Early course-taking behavior is then related to retention, academic success, and measurement of outcomes at graduation in the senior class; and yes, students who successfully complete the initial sequence in science retain and graduate at rates higher than those who do not take that sequence.

Using student ID numbers, the department and the Office of Institutional Effectiveness built a database which tracks students in various tiers. The first (lowest) tier is all students who express an interest in science majors during the recruiting process. The second tier is all students who declare a Biological Science major (either explicitly or implicitly, by taking both BIO 101 and BIO 102 their freshman year). The third tier is all students who progress partway through the Biological Science major, as indicated by enrollment in sophomore-level biology courses. The fourth tier is all students who take BIO 490 Senior Seminar in Biology, the course in which program assessment is done. The fifth, highest, tier consists of all Biological Science graduates. Querying the database permits tracking not only of graduation rates, but retention rates between each set of adjacent tiers, and to the grouping of these students in many different ways: using minority/majority status, gender, athlete/non-athlete identity, commuter/residential, well-prepared/under-prepared, for example. Over time, as the database grows, it will be possible to predict more accurately which matriculating students, and even which applicants, are most likely

to persist and graduate in the Biological Science major or from Warner Pacific College in another major.

The data obtained from this assessment project have already been used in two important ways. First, the department submitted a grant proposal to the National Science Foundation last summer for Scholarships in Science, Technology, Engineering and Mathematics. This is a funding mechanism which provides scholarship money for STEM students, and also some smaller funds for enhancements to co-curricular programs, including tutoring and First-Year Learning Communities. Though the proposal was not funded, the research used in preparation of the proposal proved very valuable to the department's sense of the students it serves. The second way these data have been used is to make changes to the Biological Science major. Analysis of the Major Field Test data showed that the students score at approximately the 40<sup>th</sup> percentile overall, and for each of the subsections (see details below). In the past, anecdotal evidence suggested that this was because Warner Pacific's student population was less prepared for college than other students. What the new "pyramid" analysis method showed was that, although students are underprepared, as defined by the College Board (creators and administrators of the SAT exam), they are only slightly less well prepared than the national average college-bound high school senior. For the WPC student body in the 2013-2014 academic year, the middle 50% of Math + Reading SAT scores were 970-1110; the comparable U.S. national mean score for all students taking these exams is 1010. Average input with less than average output means that the department needs to do a better job educating students. Therefore, the Department of Natural Sciences and Health has recently submitted a proposal to the Curriculum Committee to increase the rigor of the major by increasing the number of upper division credits required, and by requiring students to take courses from three categories. This will increase the breadth and depth of their biology education.

Because of the usefulness of the pyramid approach to data analysis, still in its infancy, the plan is that this model will be used as a prototype on which other programs can base their assessment procedures.

Specific assessment plans and data related to the Biological Science major follow.

### **Alignment of Biological Science Major with Mission and Core Themes**

The Biological Science major primarily fulfills the liberal arts Core Theme (see table above). Sciences have always been one of the key components of the liberal arts. In courses for majors and for those fulfilling Core Studies requirements, science classes help students to gain skills in hypothesizing, gathering data necessary for critical evaluation (analysis) of a hypothesis, and building logical arguments around things relating to the natural world.

The department also takes seriously the other three Core Themes of the college – those of Christ-centeredness, serving a diverse student body, and being devoted to the city of Portland. Students' and faculty members' faiths are explored in ways that fit naturally in a science



curriculum, as opposed to “teaching science through a Christian lens.” Another Core Theme at WPC, “investing in the formation and success of students from diverse backgrounds,” is modeled in the sciences as well. This past year the college’s chemistry professor, who grew up a Mexican citizen, noted as he attended the Murdock science conference that WPC was the only college represented with American minority student presenters. Those who have done mock interviews of Biological Science graduates to prepare them for graduate school interviews, have noted that the class is well represented with minority students intending careers in health and medicine. This kind of longitudinal research, tracking student characteristics from applicant to the outcomes at graduation, is exemplified in the science funnel project. The diversity of the total student body is obvious – approximately 55% of incoming students in 2014-15 identified as having minority status and 40% of all traditional students are minority students. In the Biological Sciences major as a whole, and in the senior class specifically, this diversity is apparent. Of 150 seniors in fall 2014, 34 (23%) are identified as minority students, while in the Natural Science & Health Department 10 of 25 (40%) seniors are minority students! The major clearly serves diverse students well. The department addresses the “collaborating with and for our urban environment” Core Theme through its Urban Ecology course that is taught for non-science majors. It teaches students to appreciate that cities require a much larger natural footprint than can be found inside the urban growth boundary. These lessons trickle into other courses as well, where appropriate

### **Major Outcomes, as currently listed in the 2014-2015 catalog**

Upon successful completion of the major in Biological Science, graduates will be able to:

- 1) Demonstrate a comprehension of the fundamental concepts, theories and models necessary to the understanding of the biological sciences.
- 2) Demonstrate the ability to integrate the disciplines within the sciences and mathematics in order to critically approach and evaluate theories, analyze data, and solve problems.
- 3) Understand and apply scientific methodologies through the formulation of hypotheses, use of current research technologies and statistical applications, and the evaluation and presentation of results.
- 4) Effectively communicate their approach to data analysis and problem solving in both written and oral form.
- 5) Demonstrate a comprehension of the historical context and development of the biological sciences over the years.
- 6) Explore science, faith and their integral relationship with the ethical, moral and spiritual issues of our society.

### **How each Major Outcome is Assessed, and Recent Data, if available:**

The department assesses Outcome 1 using the Major Field Test from Educational Testing Service. The following data are presented as mean  $\pm$  SEM percentile ranking (range), and are from the 2010/11 year through the 2013/14 year (n=41):

Overall:  $38 \pm 16.3$  (5-77)

Cell Subsection:  $32 \pm 16.1$  (5-86)

Molecular/Genetics Subsection:  $35 \pm 17.7$  (5-83)

Organismal Subsection:  $41 \pm 19.1$  (2-84)

Population/Evolution Subsection:  $41 \pm 20.1$  (1-91)

Outcome 2 does not yet have a particular assessment project designed for it. Future plans to assess this outcome rely on using semester-long projects already assigned in classes including BIO 420 Mammalian Physiology and BIO 360 Ecology in which students collect, analyze, and report data. For longitudinal analysis, student grades on these assignments could be gleaned from past gradebooks. For example, in 2011, 24/25 students earned a passing grade on the capstone project in BIO 420; in 2013, this proportion was 16/16. Going forward, the department plans to use assessment rubrics similar to those used for Outcome 3 in order to be able to assess various sections and skills individually (especially important for statistical analysis).

Outcome 3 is assessed using a “Science Process” assessment project in the Senior Seminar course each year, and with a Critical Literature Review assignment. For the Science Process project, students form a hypothesis and design an experiment to test their hypothesis, including data analysis methods. Each section (Hypothesis/Rationale, Data Required to Address Hypothesis, and Methods) as well as the overall paper are compared to a rubric to determine whether the work does not meet, meets, exceeds, or far exceeds expectations. The critical literature review assignment assesses how well students are able to extract information from primary research articles. Data for both of these are tracked annually. Assessment work the past two years has fallen off track due to extra projects for other institutional service, but the artifacts have been collected and the department plans to process them in spring semester 2015. Data for previous years show that 92.7% of students meet, exceed or far exceed expectations on the literature review assignment. For the Science Process Project, the three sections are reported separately: 75.6%, 71.1% and 57.8% of students meet, exceed or far exceed expectations for hypothesis, data, and methods sections, respectively. Because this is one of the weaker areas, the department has made changes to incorporate more experimental design and hypothesis evaluation into coursework at all levels. Results of assessment will be informative as to whether these changes have helped students meet expectations.

Outcome 4 is typically assessed only on high-achieving students who do research with faculty or as part of the Murdock Collaborative Undergraduate Research Program. These students present their data during spring semester. Faculty members from outside the department are invited to provide an assessment of the quality of communication. Students evaluated in this manner nearly always rank as “superior” or “excellent,” but this is due to selection bias. The



department needs to begin to assess communication skills in the future for all students; for written communication, this can be done using the same documents already collected during BIO 490 for assessment of other outcomes.

Outcome 5 is not currently assessed; the department plans to remove it as a separate outcome in the future, and include it with Outcome 1 (see below).

Assessment of Outcome 6 asks only whether students are given the opportunity to explore integration of faith and science; the department does not assess students' positions. Each year's senior seminar includes discussion of a bioethical topic and students write an *amicus* brief-style document relating their position on the topic; this position should reflect both their biological training and their worldview or spiritual beliefs. The department also asks senior Biological Science majors two relevant questions in an affective assessment of the major. The first question asks whether current social and ethical issues were integrated into course content. Approximately 92% agree or strongly agree with this statement. A second question asks whether the student felt free to develop his/her own position on issues of biological concern. More than 97% agree or strongly agree with this statement.

### **Plans to Update Major Outcomes in Next Catalog**

The department plans to make two significant changes to its Major Outcomes. The first is that the current Outcome 5 will be folded into the current Outcome 1. Thus, the historical series of events and discoveries, leading to the current paradigm of the Biological Sciences, will be assessed alongside the knowledge of the current paradigm, theories, etc.

The second significant change will be to add a new Outcome 5, designed to assess technical laboratory skills students should have upon graduating with a B.S. in Biological Science. This will be assessed primarily using the lab practical exam at the end of BIO 250 Genetics, which is typically taken either sophomore or junior year (the course is currently offered every other year). The plan is to report the proportion of students who meet expectations regarding basic laboratory skills. In 2012, all 30 out of 30 students demonstrated proficiency in basic laboratory skills including microscopy, pipetting, wet mount slide preparation, etc. In 2014, by the end of the semester, all 20 students could prepare wet mounts and use a compound microscope (including oil immersion) correctly. Pipetting skills were more variable: 5/20 were proficient; 12/20 are mostly proficient; three could not even select the correct pipette for the task at hand. The department plans to incorporate an assessment later in the program to ensure that all students have pipetting proficiency prior to graduation.

### **PART III - EVALUATIVE OVERVIEW**

Assessing the college's progress to this point reveals areas of very positive activity and areas where the institution needs to do more to sustainably fulfill its mission. See Exhibit J "Assessing Readiness for YR 7 from YR1 CORE Themes, Goals, Thresholds."

Areas of progress include living out Core Theme Two, "Collaborating with and for our Urban Environment." Data collection systems are in place to measure many of the established Achievement Indicators for Core Theme Two, and the data around the stated objectives confirms the effectiveness of these activities (see Exhibit K: "Articulation 1 summary URBAN DIVERSE"). Focus on Core Theme Four, "Investing in the Formation and Success of Students from Diverse Backgrounds," is the area of most progress, with some Achievement Indicators moving past an evolving state to a developed state.

The college has had the most success in changing the demographic landscape of its student body. This year with nearly 55% of new students coming from American Minorities, 40% of the traditional campus is comprised of minority students, and with large percentages of both first generation students and PELL-eligible students, Warner Pacific is mirroring larger demographic trends in society. This is directly related to Objective 1: to "Identify, recruit and retain students and employees who reflect the diversity of society." These measures place the college on track to meet its achievement indicators and thresholds. Hiring of minority staff has increased and some progress has been made in hiring minority faculty.

Faculty have also made progress in mapping and assigning student learning outcomes related to diversity to various departments offering courses in the Core Studies. By the Year Seven Report, Objective 2: to "Develop and implement student learning outcomes that foster knowledge, skills and dispositions related to diversity issues" will have substantial report data. In Fall 2014 the college collected for a third consecutive year freshman data from the CIRP Freshman Survey (UCLA). Consistent participation in the National Survey of Student Engagement (NSSE) has enabled the college to monitor some diversity indicators using national comparisons. This Spring, a third round of the NSSE is being administered as a crucial part of the longitudinal data collection system (pyramid). A preliminary database for gathering Student Learning Outcomes has been constructed and used in mapping the Core Studies Program. Having administered the NSSE in 2008, 2012, and again in 2015, the college can now create a longitudinal narrative of progress in this area.

The 2012 data showed some encouraging signs in terms of questions about diversity learning and students' ability to re-examine their viewpoints. On measures of examining or changing one's VIEW, a proxy for diverse learning, WPC students scored significantly higher than Christian Comparison schools on 5/6 items. At both the first-year and senior levels, WPC students scored significantly higher than the comparison group of Christian colleges on including diverse perspectives. Perhaps emblematic of the rapidity of the demographic changes on

campus, first year students in 2012 scored more highly than seniors and significantly higher than Christian college comparisons, on the item, “Had serious conversations with students of a different race or ethnicity than your own.” (See exhibit L: “NSSE12 Mean and Frequency Reports”) The college is also on track to measure part of Objective 3: “to Develop and implement curricular and co-curricular programs that empower students to take on multi-cultural leadership roles in a diverse world.” There has been some success in encouraging students to take minority-themed courses, one of the measures, but the college has yet to articulate the goal of identifying co-curricular service and internship sites and tracking students who participate in service at such sites.

The Program Review Coordinating Team (PRCT), as identified in Part I, has comprehensively reviewed the academic and operational aspects of the institution and has set forward the activities that are now being acted upon to live out the mission and create systems for sustainability. The recommendations of the PRCT align very well with the Strategic Plan of the college. The PRCT work has involved nearly half of the college’s employees in an activity associated with the evaluation or recommendations so far, and the recommendations of the PRCT have been approved. Key activities initiated by the PRCT include the establishment of clear academic standards, which has led to the development of Student Learning Outcomes, and the rebuilding of the Institutional Effectiveness Committee. This committee, charged with implementing best practices for evaluation and monitoring of operations, helps provide the long term mechanisms to ensure sustainability.

Admittedly, the college needs to focus on several areas for improvement to ensure good progress toward year seven goals. Data collection systems are not yet in place for all Achievement Indicators. Achievement Indicators need to be monitored and results fed back to the planning and budgeting process, the Student Learning Outcomes need to be implemented across all programs and routine monitoring of program and department viability and sustainability needs to be implemented.

As already identified, data collection systems are not yet in place for all Achievement Indicators. For example, the Indicator "Graduates identify with being urban citizens," requires a data collection system for graduating seniors. For the Indicator "Capstone courses in the major support student self-evaluation in reference to departmental outcomes" a system for graduating seniors to report this personal growth and self-efficacy needs to be created. The Student Learning Outcomes will continue to strengthen academic departments as the results feed back into course development and modification. Core Themes One and Three Indicators are well supported by the Student Learning Outcome measurements.

At a higher level in the organization, the college needs to create more direct and routine reporting of the outcomes of the Achievement Indicators to the Executive Cabinet and the budgeting process. The Core Themes are well supported at the executive level, but as with collecting more data, the results must be fed back into institutional planning in an established

way to ensure priority and resources are available to continue to learn and improve based upon the data. The Institutional Effectiveness Committee (IEC) has been given the charge by the PRCT to create such a feedback system, to set it up in a way that ensures that Achievement Indicators are reported to the Executive Cabinet, as well as ensuring that decisions going forward about new program creation, existing program continuation, and department efficiencies are data driven. Ensuring the financial viability of programs and departments is part of the evaluation.

In addition, the IEC is now finalizing evaluation criteria for academic and administrative department reviews. The reviews will occur on a regular schedule, created by the IEC. The next task for the IEC is to create a system for reporting review results to the Executive Cabinet, which will advise the cabinet of the mission alignment, quality, efficiency, and viability of the department. The report will include possible actions to take, based upon the results of the review. This information will also be used to advise the budgeting process, which is led by the Executive Cabinet. Along with the results of the departmental reviews, the IEC is tasked with follow up on new programs and departments, measuring the department's performance against the indicators that were used to justify the creation of the new program and department. The IEC will also report on the results of the Achievement Indicators to the Executive Cabinet, to advise where institutional resources need to be added or moved to ensure continued progress toward the acceptable thresholds.

The small size of the institution and lack of a significant endowment or funding stream independent of tuition means the institution must be financially strategic in its investments and ongoing operations to be able to have the resources to fulfill its mission. This is recognized and supported by all levels of the institution.

Working toward Year Seven in the NWCCU cycle, the college's focus will be on implementation of the remaining data collection systems, implementing the PRCT recommendations, putting the Student Learning Outcomes in place, and creating the institutional planning feedback system.

Furthermore, the college understands the need for enrollment growth as a key driver in the sustainability and viability of the institution going forward. While the overall traditional enrollment has plateaued at about 550 students, new strategic efforts and initiatives have been developed and implemented to support the goals outlined in the Strategic Plan. New student enrollment in fall 2014 was a new record for the institution. Also of note is the fact that the entering classes the last two years have enrolled a majority of non-Caucasian students, 52% and 55% respectively and the college serves a population that is roughly 60% PELL eligible and 60% first generation to attend college. Marketing and recruiting efforts continue to focus on these target populations. An investment the college embarked on for fall 2014 was the launch of the "Freedom to Flourish" initiative, a loan repayment assistance program which will provide a financial safety net for students and families who borrow and may need support in making

payments when the student graduates. The college will be tracking data related to matriculation, retention and graduation of this cohort to evaluate the impact of this initiative.

Another significant population for Warner Pacific and a key to the enrollment growth plan is the community college transfer student. With about 40% of new students each year comprised of transfers, Warner Pacific has built good rapport with local community colleges. However, the institution believes there is greater opportunity for enhanced partnerships and increased enrollment from this area, especially with national and statewide conversations related to making community college free for students. Instead of seeing this as a threat, Warner Pacific sees an opportunity to build upon a proven record of success in graduating students who transfer from community colleges. To that end, renewed partnership agreements are being developed related to dual admission and co-enrollment programs with community colleges in the region.

Finally, the college's Adult Degree Program continues to play a substantial role in the mission and vision of the institution. While the enrollment in these programs has declined in recent years, the college continues to work to adapt and respond to a changing marketplace. With the addition of new programs, new delivery formats, new locations and a new recruitment partner, Warner Pacific seeks to regain its competitive position with this student demographic.

Warner Pacific is confident, therefore, that the plan is laid out and several areas are making good progress in assessing achievement of acceptable threshold levels. The work completed by the PRCT, implemented by AC2, is a key part of identifying areas for improvement and creation of systems to make the work of assessment, feedback, and adjustment, a part of the normal way of operating the college. Care must be taken to continue to support the activities of those working on AC2 projects, providing the time and resources necessary to complete those tasks. Additional data collection systems will be created within the next year to ensure sufficient time is available to collect data and provide feedback for assessment. Establishing a formal process for assessment information to flow to the Executive Cabinet for inclusion in the planning and implementation process is an important outcome from the IEC, critical to ensure mission fulfillment as well as a significant tool to use in ensuring long-term institutional sustainability.

## **Conclusion**

With this Mid-Cycle Report, Warner Pacific confirms that it is in compliance with applicable standards, continues to fulfill and pursue its mission, and has implemented multiple assessment procedures and policies in order to assure continuous improvement. We thank the Commission and its evaluators for the opportunity to reflect upon two specific areas that demonstrate the vitality of our assessment processes. We have learned much and look forward to offering more detail in person when Drs. Kellerer and DeLashmutt visit the campus at the end of April.



# **Warner Pacific College**

**YEAR ONE**

**SELF-EVALUATION REPORT**

**Response to Recommendations and Standard One:  
Mission and Core Themes, and Expectations**

**Prepared for the Northwest Commission  
on Colleges and Universities**

**March 2013**

**Warner Pacific is a Christ-centered, urban, liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world.**



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## Introduction

As Warner Pacific College celebrates its 75<sup>th</sup> anniversary, the institution has the opportunity not only to review its past, but also to anticipate the opportunities of the coming decades. This Year-One Report elucidates the College's mission and core themes in the context of both the accomplishments and the challenges that have marked the institution over the course of its history, but most particularly in light of the adoption of the revised Standards of the Northwest Commission on Colleges and Universities.

Having completed its first Year One Report in March of 2011, followed by a Comprehensive Self-Evaluation Report and visit by an Evaluation Committee in April 2012, Warner Pacific is quite familiar with the rigorous expectations of the five Standards. Though the transition to the new standards and the compressed timeline under which the College labored was a significant challenge, that experience has produced a much greater awareness of the necessity for careful presentations of its identity, values, goals, and accomplishments. These elements are represented in the following descriptions of the College's Mission, Core Themes, Indicators of Achievement and Thresholds of Progress.

This Year-One Report is the product of a broadly inclusive process, beginning with the ten-member Accreditation Committee and extending to virtually every corner of the College. The Committee began its work shortly after receiving the draft Peer Evaluation Report with Recommendations in May 2012. Each member of the Committee read the Report carefully and began to think about necessary revisions of Standard One in response to the Recommendations. In August 2012, the Committee formalized assignments for drafting of the specific sections of the Year-One (2013) Report. Committee members then interviewed representatives of the College community with pertinent knowledge especially of the Core Themes and solicited input from others regarding the accuracy of descriptions, definitions, and objectives. The Director of Institutional Effectiveness played a crucial role in assuring alignment of objectives, indicators and thresholds within the discussion of Core Themes, as well as the availability of verifiable data. As the Committee continued to refine the drafts it included opportunities for feedback from faculty, staff, administration and trustees. The result is a document that has been created by the community, rather than by one individual or even by a committee.

As indicated by the Commendations and other comments in the Commission's Peer Evaluation Report in 2012, Warner Pacific College takes its mission very seriously. Though the following pages will describe the re-formulation of the mission statement and clarification of its core themes culminating in Board of Trustee approval in May 2012, the essence of the institution's devotion to being a Christ-centered College that embraces its urban identity in order to provide a liberal arts education to students from diverse backgrounds has not altered in the least. This is, admittedly, an ambitious mission. On the other hand, it is a mission that local, state and national foundations, organizations and institutions have recognized as worthy of note

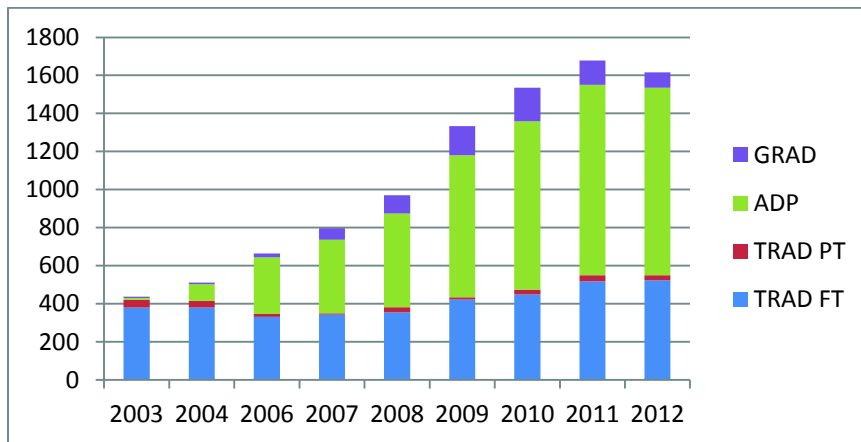
and support through grants and inclusion on lists of quality institutions of higher education. Warner Pacific's growing reputation for innovative engagement of today's educational and social challenges testifies to the vitality and impact of its mission. The description of all of those initiatives is beyond the purview of this Report, though some the following pages will offer a sense of the scope of how the College organizes its efforts toward mission fulfillment.

## Institutional Context

Originally founded as Pacific Bible College in 1937, Warner Pacific College operates as an agency of the Church of God (Anderson, Indiana). Moving from Spokane, Washington to Portland, Oregon in 1940, the College remained committed to training young people for lives of service, particularly in various manifestations of ministry. In 1959 the College trustees voted to change the name of the institution to its current designation in recognition of the increasingly intentional broader focus on liberal arts and professional education. Regional accreditation followed in 1961. The most recent reaffirmation of good standing with the Northwest Commission on Colleges and Universities came in consequence of the Comprehensive Peer Evaluation and visit in April 2012.

Since its founding, Warner Pacific has always been a “Church of God college,” initially drawing students, faculty, staff and administrators from the sponsoring church body. In similar fashion with the other three institutions of higher education supported by the Church of God (Anderson University in Indiana, Warner University in Florida and Mid-America Christian University in Oklahoma), Warner Pacific seeks to contribute to the church by educating its students for lives of service. Today the College seeks to provide people of all faiths and persuasions from Portland, the State of Oregon, other parts of the nation and the world an education that will enable them to transform their own lives, as well as enhance their communities and the world. Since 1959, the College has expanded from its foundation as a Bible college with modest enrollments to a comprehensive liberal arts college with a total enrollment of over 1,600, including baccalaureate and master degrees through the traditional program and Adult Degree Program (ADP). The College has also expanded from its traditional residential campus in southeast Portland to include four additional campus locations in the Portland/Vancouver area. Enrollment growth, particularly in the last five years, has been without precedent in the history of the college.

**Warner Pacific College: 10 Year Enrollment 2003-2012**



Warner Pacific College offers five Associate degrees and over twenty-five majors through Bachelor of Arts, Bachelor of Science, Bachelor of Business Administration, Bachelor of Accounting, and Bachelor of Health Care Administration programs. Two master degree programs in Education, and one each in Management and Organization Leadership, Accounting and Religion round out the College's curriculum. Undergraduate degrees require the completion of a minimum of 42 semester credits in Core Studies, including the areas of communications, humanities, religion, mathematics, fine arts, and physical and social sciences. Students participate in a full range of co-curricular activities including student government, clubs, multicultural events, and intercollegiate athletics for men and women in NAIA, Division II.

The College maintains membership in a wide range of organizations and associations. These include the Council for Christian Colleges and Universities, the Council of Independent Colleges, the Oregon Alliance of Independent Colleges and Universities, the National Association of Independent Colleges and Universities, and the Tuition Exchange. Membership also includes national associations of college professionals such as those in admissions, financial aid, teacher education, libraries, business offices, and registrars. Warner Pacific College is an equal opportunity employer seeking faculty and staff who have a personal commitment to Jesus Christ and to the educational mission of the College. In harmony with the principles of the Christian faith and the College's mission, students are admitted without regard to age, race, color, national origin, religion, or gender.

## Preface

### Brief Update on Institutional Changes since Last Report

Warner Pacific College submitted a Comprehensive Self-Evaluation Report in March and hosted an Evaluation Committee on campus in April 2012. In August the Commission informed the College of the reaffirmation of its accreditation and requested responses to six Recommendations. The College submitted evidence to the Commission of response to Recommendation 3, having to do with a formal statement regarding Academic Freedom, in October 2012. In November the College received notice from the NWCCU that its response to Recommendation 3 had been received. Responses to other Recommendations appear briefly below and more extensively throughout this Report.

In June 2012 the College hired a new Vice President for Enrollment and Marketing. This position resulted from a strategic decision to elevate this function to the cabinet level in an effort to place the institution on a trajectory of substantial growth in student enrollment.

In its October 2012 meeting, the College's Board of Trustees approved a \$15.5 million capital funds campaign. The key focus of the campaign will be to provide resources to build a new academic classroom and office building on the campus. The College also plans to expand significantly an existing building to provide more dining space for students and additional classroom and office space.

Recent grants from the M.J. Murdock Charitable Trust and an anonymous donor will enable the College to devote more than one million dollars over the next three years to the development of a Teaching and Learning Center. In addition to support for faculty in research and development of strategies for effective classroom experiences, the gifts will enhance the creation of learning communities for all traditional undergraduate freshmen and the bolstering of the Adult Degree Program's emphasis upon cohort based learning methodologies. These gifts allowed the College to hire an Executive Director of Teaching and Learning, a Director of Learning Communities and a Director of Adult Teaching and Learning prior to the beginning of the 2012-13 academic year.

As a result of the serious engagement in the process of creating the Comprehensive Self-Evaluation, the College subsequently undertook revisions of its Mission and Core Themes. These processes and products are detailed below. Also, in April 2012 the Board of Trustees approved a new Strategic Plan for the College that coincides exactly with the seven-year review cycle established by the Commission. This is an intentional move to align institutional planning in all aspects with the revised Standards now in place.

## Responses to Recommendations from Year Seven Evaluation Report (2012)

**Recommendation 1:** The evaluation committee recommends that Warner Pacific College ensure that its core theme objectives are clearly defined and assessed with verifiable data; that its achievement indicators for each objective are based on demonstrable results rather than activities; that its thresholds of progress toward mission fulfillment are clearly defined; and that core theme objectives, achievement indicators, and thresholds are well-aligned (Standards 1.B.2, 4.A.1, 4.A.4, and 4.B.1).

The evaluators will notice an extensive discussion in response to this Recommendation in the body of Chapter One of this Report, specifically in reference to the “articulation of an acceptable threshold, extent, or degree of mission fulfillment.” In brief, the Accreditation Committee of the College undertook the complete reworking of Chapter One in light of this Recommendation. In as much as the Mission and Core Themes of the College have slightly changed in the intervening year since the Year Seven Report, teams from the Committee reworked the descriptions, objectives, indicators and thresholds for each of the Core Themes. They were particularly sensitive to the development of clear definitions, alignment of supporting elements with the Core Themes, and identification of the collection and analysis of verifiable data in support. In addition, the Director of Institutional Effectiveness worked closely with each team to ensure that current or planned data collection is sufficient for the demonstration of mission fulfillment. The text of the College’s presentation of Standard 1.A below affirms the institution’s commitment to addressing the Northwest Commission’s Recommendation.

**Recommendation 2:** The committee recommends that Warner Pacific College follow the procedures currently described in the Board Policies Manual (section 4.6) for an annual performance review of the President (Standard 2.A.7).

In part, the Board Policy Manual (section 4.6) states: “The Executive Committee shall formally evaluate the President annually based on achievement of organizational goals and any other specific goals the Board and President have agreed upon in advance. After meeting with the President and providing a written evaluation, the Executive Committee will report on its review to the Board, including recommendations on the President’s compensation upon which the Executive Committee or the Board may then take action. A final copy of the evaluation will be filed with the President’s personnel file.”

In accordance with this policy, the officers of the board of trustees completed an evaluation of the president for the 2011-12 academic year (2012 Fiscal Year). The Executive Committee membership was changed at the end of the fiscal year that was the focus of this evaluation, to include three committee chairs in addition to the officers of the board. In future years, the full complement of the reconstituted Executive Committee will be evaluating the president’s performance.

Based on the 2011-12 evaluation, the president received an overall score of 4.66 on a 5.0 scale. Five areas of employee competency and three areas of supervisor competency were the focus of this evaluation. A summary comment by the evaluators indicated, “Dr. Cook routinely demonstrates strong leadership skills as she navigates the many responsibilities and responds to the many and varying constituencies. She demonstrates exemplary commitment by her strong work ethic, staying informed regarding the changing environment and aggressive outreach to various stakeholders.”

The evaluators reported to the full board regarding the president’s evaluation at its February 8, 2013 meeting. This evaluation will be considered as the Executive Committee determines the President’s compensation.

Goals for the next two academic/fiscal years were identified and will be reviewed during the subsequent evaluations. A final copy of the 2011-12 evaluation has been filed with the Office of Human Resources in the President’s personnel file.

**Recommendation 3:** The committee recommends that Warner Pacific College publish a policy, approved by its governing board, regarding academic freedom and responsibility (Standard 2.A.27).

As mentioned above, the College submitted its faculty, administration and Board approved statement to the Northwest Commission in October 2012, as required. In November, Dr. Elman wrote the following to President Cook:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that at its November 16, 2012, meeting, the Executive Committee acting on behalf of the Board of Commissioners accepted the College’s Fall 2012 Ad Hoc Self-Evaluation Report which addressed Recommendation 3 of the Spring 2012 Comprehensive Peer-Evaluation Report.

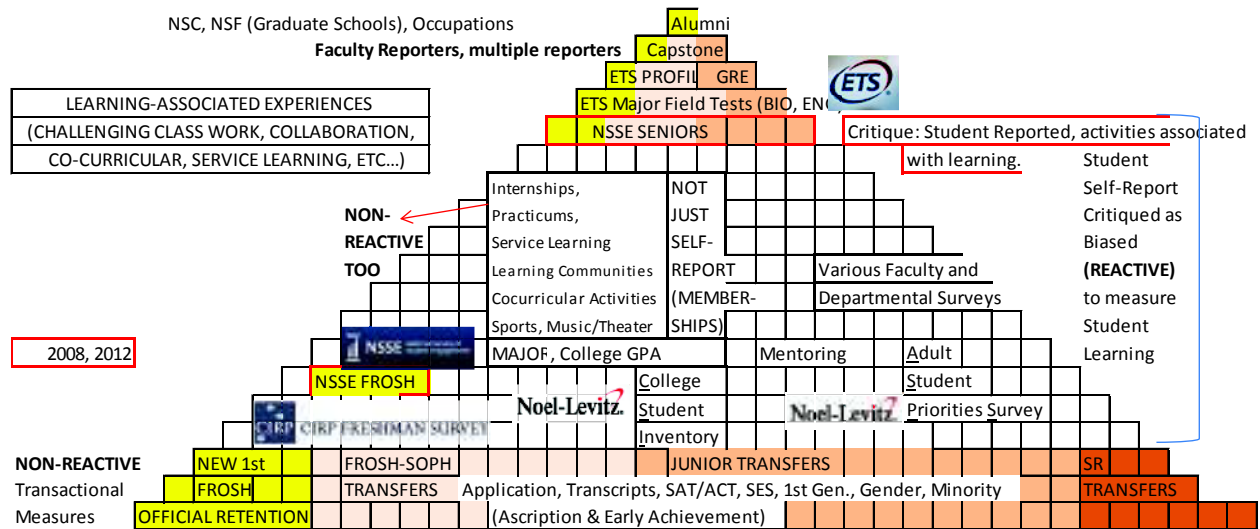
**Recommendation 4:** The committee recommends that Warner Pacific College continue to develop and implement outcomes assessment plans, ensure those plans incorporate data on student learning (traditional and ADP), and provide clear documentation of how WPC uses data on student learning in a comprehensive and systematic way to improve the quality of its academic programs (Standards 2.C.1, 4.A.3 and 4.B.2).

Because so much of student learning outcomes assessment is tied to mission fulfillment, response to this Recommendation also occurs extensively in the discussion of Standard 1.A below. Visually, the following table illustrates the College’s model of data collection for cohorts of students over time. The following several pages, however, recognize how crucial this issue is and therefore attempt a comprehensive response at length by explicating the various aspects and implications of this illustration.



## Longitudinal Assessment (Student ID) of the Student Career

(Multi-Measure, Multi-Reporter, Multi-Method, Over Time)  
(We Measure Students. We Test Ourselves).

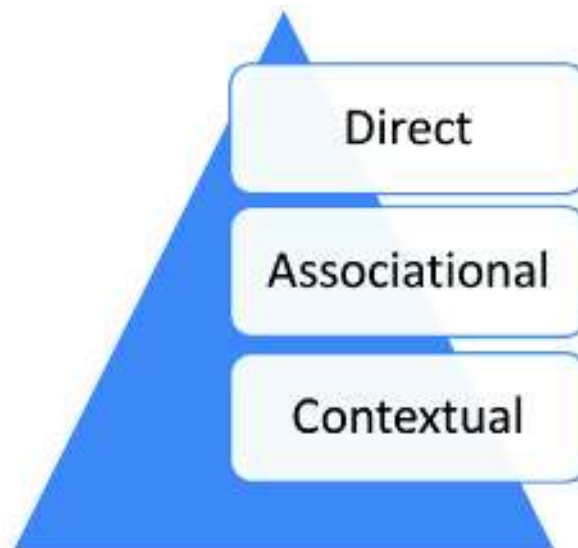


This representation, commonly referenced internally as the Pyramid model, takes seriously student self-report data, but also attempts to embed such data in other contextual data and triangulate it with other methodologies of measurement taken from other reporters over time. Thus, for example, at the base of the Pyramid, there is application data, financial aid data, and registrarial data. These provide measures of both ascribed statuses of gender, age, race and ethnicity, first generation college student, socio-economic status, Zip Code, high school/previous colleges transcript information, and other colleges applied to; together with so-called achievement indicators of SAT/ACT tests, high school g.p.a., merit scholarships and, perhaps, measures of advanced standing. Whatever is learned about the student at midpoints, from survey data, WPC g.p.a., and more can be disaggregated by various groupings upon arrival by cohort. These data points may be predictive of retention/attrition and some of them might be used to explain and intervene with programmatic changes to moderate attrition rates. Though some of this data relies on student self-report, other methods provide more direct and verifiable information. Measures of membership and participation in courses, majors, co-curricular activities, and more are collected. Data from other reporters in these membership or affiliation settings, such as internship supervisors, are also gathered. Finally, at the level of outcomes, there are a variety of measures and reporters: students/alumni self-report assessing their educational experience and skill sets, g.p.a., Capstone Projects together with more than one faculty reporter, and so-called objective measures, like externally generated and normed tests. Together, this methodology provides opportunity to create a multifaceted set of measures of overall, major, and other group arrival, midpoint, and outcome assessment summative reports. These may be used for program modification, student support, and institutional assessment.

Much assessment of student outcomes attempts to make arguments about graduating students from an institution, making assumptions about the connections to a common set of experiences through the base and middle of the Pyramid. Many students enter Warner Pacific as transfers, thus in the middle of the Pyramid. The institutional research functions to disaggregate the findings by differential entry points to the institution. For example, the yellow shading up the left side of the Pyramid represents the traditional first-time first-year students who intend to take four years to graduate from Warner Pacific. But, their experience, and perhaps their outcomes will be somewhat different from the much larger group(s) who arrive after college experience elsewhere. These can be assessed for differences in outcomes. Where these differences are reasonable and acceptable, that finding can be reported, and in other cases programmatic changes can be introduced based upon findings.

Of course, this Pyramid describes the data-gathering and analysis within the institution, while also creating opportunities for comparison among peers. Thus, where possible, especially on the most commonly collected economic, financial, enrollment and demographic measures, Warner Pacific College will be compared to both contemporary and aspirational peer schools, which were chosen for commonalities on mission, context, size, and financial considerations. Warner Pacific College has recently created such a grouping of schools and has begun to gather data for the purposes of comparison. This comparison process allows for external validation of performance and a reality-check upon unrealistic timelines for aspirational goals

The figure below illustrates the various levels of data measurement, in terms of intensity, that a typical student would experience at Warner Pacific.



In some sense, a student's place in time determines the kinds of methodologies used in data collection and analysis. Initially (base), measures are more contextual or background measures. These are very important and should be continuously considered in presenting the later findings. In the middle, where measures document what is happening to the student, many

measures are associational or those measures connected with student success and in some ways predictive of success; but they are not in themselves the outcome. The National Survey of Student Engagement (NSSE) can be faulted for being associational to the best practices for student success. Reporting NSSE findings are not used to congratulate ourselves on successful outcomes, but they point the way. In the same way, students joining various clubs, organizations, and finding memberships throughout the College are not the outcome, but they are associated with the outcome and facilitate it. Finally, certain things need measurement at the end and these are mostly direct, although some are student/alumni self-reported. These include satisfaction with the educational experience, objective measures or tests of skills and knowledge, and assessment of capstone projects. These final measures are expensive and time consuming. Though not all students are measured, it is important that the groups of students measured are representative of other graduates, programs, and the groups at the base of the Pyramid.

As the individual academic departments, the Assessment Committee and the Institutional Effectiveness Committee review and analyze the results of this data collection process, several issues bear upon their work. These include the realizations that

- a. Not all students are measured in all collections, though use of selections of students to be measured is methodologically defensible.
- b. The findings at the top of the Pyramid are to be contextualized / controlled by the measurements at the base and midlevel.
- c. When there is an established track record of finding memberships in various co-curricular activities and learning activities to be associated, not only in the literature and national data-sets (NSSE) with learning outcomes, but also at WPC, these intermediate measures will be given some gravitas.
- d. The Capstone experience (both within majors and in the Core Curriculum) is potentially a very potent assessment project. Additional considerations here include
  - 1) use of multiple faculty to guard against single rater bias, and
  - 2) the additional impact of the Capstone experience, which could be achieved through a comprehensive student pre-test early in the student's career within a given major or in the Core Curriculum. If such "pretests" are also considered as the context for the group graduating, the Capstone would constitute a post-test that could be used as another measure of program effectiveness and mission fulfillment.
- e. Practica, field settings, internships, yield early, middle and late insights into the student learning experience and therefore provide opportunities for longitudinal study.

Creation of the “Indicators of Achievement” and “Thresholds of Progress” for each of the Objectives within the Core Themes has been shaped by the understanding of this Pyramid model of assessment. The Accreditation Committee has heeded the Recommendation from the Evaluation Team to present plans to collect, analyze and document verifiable data on student learning outcomes and to use this information to ensure continuous improvement and mission fulfillment.

**Recommendation 5:** The committee recommends that Warner Pacific College undergird its planning for library and information resources by collecting and assessing more comprehensive data regarding the use of resources and services by all students (traditional and ADP) (Standards 2.E.2 and 2.E.4).

The library, in concert with institutional expectations and under the auspices of institutional research, has been very diligent about assessment for the past ten years. The library has collected data in the past allowing comparisons with peer institutions on per-student spending and per-student staffing. Such data have informed decisions that were made over that time period. Based on a reading of the full text of the Year Seven Evaluation report, it appears that this Recommendation is most concerned about access by the College’s adult students to its information resources. In an effort to understand the current use patterns, the library staff has made necessary changes to insure that on several fronts (in-library circulation and two online venues) analysis of library usage can be disaggregated between traditional and ADP students. Two months of data have been collected to determine whether this system will allow such reporting. The library staff will also work with institutional research personnel in designing surveys for both students and the adjunct faculty from both the traditional program and the ADP to document use of library resources for course projects.

In addition, longitudinal library statistics are used in collection development and in making decisions about replacing lost or missing resources. Collection of such statistics is problematic given the other demands on the current staff. Finally, according to the “2010 Top Ten Trends in Academic Libraries,” the WPC library is on track with nine of the ten indicators, lacking only in the development of institutional repositories.

**Recommendation 6:** The committee recommends that Warner Pacific College expand its Emergency Response Procedures to include contingency planning for continuity and recovery of operations (Standard 3/A/5).

In response to this Recommendation, the Vice President for Operations and the Director of Campus Safety and others corrected the Warner Pacific College Emergency Response Procedures to reflect current practice by including description of a Recovery Procedure. The latest version of the Emergency Response Procedures is included as Appendix A with the Recovery Procedure found starting on page 23. The Recovery Procedure includes the roles and

responsibilities of the designated members of the Critical Incident Response Team as part of the Recovery process, identifies the target recovery times for specific key systems and capabilities, and outlines the steps that may need to be taken to restore operations, depending upon the nature and severity of the event.

## Chapter One: Mission, Core Themes and Expectations

### Executive Summary of Pertinent Eligibility Requirements:

**Eligibility Requirement 2:** Warner Pacific College is licensed by the states of Oregon and Washington as an institution of higher education and to award degrees.

**Eligibility Requirement 3:** In the midst of preparing its Year Seven Evaluation Report, many leaders at the College realized that it was time to revisit the institution's Mission and Core Themes. Accordingly, a year-long process engaged the Board of Trustees, administrators, faculty, staff and students in discussions. The resulting revised Mission statement adjusts the order of descriptors (placing "Christ-Centered" before "Urban," for example), broadens the identification of the College ("Christ-Centered" rather than "Christian") and clarifies the intent of student preparation ("to engage actively in a constantly changing world"). Similarly, though the essence of the Core Themes remains largely unchanged, the new expression incorporates verb structures that emphasize the active nature of the themes. Finally, after much conversation, the consensus among participants was to reduce the number of Core Themes from five to four while folding the objectives from the eliminated theme into the remaining themes. The Board of Trustees approved the Mission statement and the Core Themes at its April 2012 meeting.

### Standard 1.A, Mission:

**Mission Statement:** Warner Pacific is a Christ-Centered, urban, liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them to engage actively in a constantly changing world.

**Interpretation of Mission Fulfillment:** Much has been made of the limitations of typical institutional research based upon cross-sectional student self-report measures. Ironically, this is despite the fact that most of what is known about adolescents and young adults in general, as well as college-age development and student success, is largely built upon such measures. The criticisms are well placed and they hit the mark. Care must be taken, however, not to throw the baby out with the bath water. Warner Pacific College takes the most trenchant criticisms to heart, while recognizing that student self-report measures will remain the center of an effective research model. The main criticisms of student research are central to social science research that attempts to explain changes in human attitudes and behavior through time.

Social science research is often criticized for trying to explain changes over time, using single point, cross-sectional research. For example, analysis of a survey given to freshman and senior students may point to differences in outcomes as measures of the impact of the college experience. Unfortunately, while a good argument can be made why such differences in scores are a reflection of the value-added by a particular college experience, since the same freshman are not measured three years later as seniors, it is unclear if their experiences were changed by

this particular college. This methodological bias is related to measurement over time. It can only be sorted out by longitudinal panel data, measuring the same cohort of students over time at multiple points in time (before, during, and after), and showing changes in individual students. However, even the methodological improvement of longitudinal research does not solve all the problems of student self-report measurement, most notably self-report bias. The solution to method-bias of self-report is to introduce multiple reporters. So, for example, student self-report may be supplemented with faculty reports and field-supervisor reports of the same students, tracked by student and faculty identification numbers in a longitudinal database.

At least two other potential forms of bias are related to both the cross-sectional (single time) and the self-report bias (single reporter). The “reactivity bias” suggests that the very act of observation (or asking) influences the outcome. A proven method of overcoming reactivity bias is introducing measures that are different from the main measure in source and methodology. In the case of Warner Pacific, the main method of research through student self-report is supplemented by institutionally gathered records at the time of registration (primarily high school transcripts and objective tests such as the SAT or ACT). Other demographic data, such as socio-economic status (SES), first-generation status, and family income, and self-reported race and ethnicity, become useful institutionally gathered measures. This is even more important where the mission of the institution is to serve diverse student populations, as is the case with Warner Pacific College.

Finally, the “representational” bias is one which confronts all social science, but is acute in research projects involving relatively small private colleges. Sometimes referred to as the “tyranny of small numbers,” this bias stems in part from the fact the small size of the student population can lead to the exaggeration of experiences of a relatively small group of students. To mitigate this problem, a number of sources of information are routinely collected over time using oversampling techniques to assure that, given attrition, a net may be cast for student data, in hopes of having substantial groups for answering specific questions.

In summary, the approach to mission fulfillment using research on student learning outcomes relies upon multiple instruments and measures, collected in multiple settings, using multiple methods and relying upon multiple reporters.

### **Articulation of Acceptable Threshold, Extent, or Degree of Mission Fulfillment**

Warner Pacific College has crafted very specific steps in an effort to meet the Recommendations of the Year Seven Evaluation Report and to demonstrate mission fulfillment. The following assumptions related to threshold setting suggest the dynamic nature of assessment with an eye toward continuous improvement. As the College collects data over time, analysis of that data will invariably influence the re-crafting of thresholds, indicators, objectives, and even the assumptions listed below. Nonetheless, these are the points from which the College operates currently:

- 1) Realistic goal-setting. Goals are based on historic data, when available, and reasonable extension of those results.
- 2) Consolidation before increase. Institutional improvement can occasionally be characterized as occurring opportunistically or in “fits and starts,” even as “two steps forward, one step back.” Accordingly, in the short term, setting goals must posit a realistic jump that is consolidated before another jump. Thus, initial goals in a given area may be to create stability (such as in enrollment, retention, financial aid, finance) that will serve as a solid foundation for future improvement.
- 3) Defensible methodology and modest findings. The more variegated methodology, the less extravagant the findings. Expect great variation in most student outcomes and model for that. Control for inputs as one way to contextualize different outcomes.
- 4) Summarize findings that affirm variations in outcomes. By disaggregating for different groups, such findings become the basis for targeting programmatic changes disaggregated over differences in groups entering the institution.

Though several institutional committees, departments and individuals have responsibility for monitoring performance indicators related to mission fulfillment, the Institutional Effectiveness Committee is charged specifically with reviewing and reporting on overall assessment planning, data collection, measurement, reporting and feedback to the appropriate faculty committees and executives of the College. The Executive Cabinet receives annual reports from this Committee and individual vice presidents review pertinent research within their spheres of responsibility. This analysis forms the basis for additional planning to achieve continuous improvement and mission fulfillment.



## **Standard 1.B, Core Themes**

Parallel with the development of the Mission statement, as described above, a sub-set of the Strategic Planning Committee organized discussion within the College community about revised language for the Core Themes.

Four Core Themes define the distinctiveness in the College's approach to mission fulfillment. The Christ-Centered theme distinguishes Warner Pacific from other private colleges and even from those considered denominational or sectarian schools. The Urban theme is overarching because it is 1) a specific context, 2) which the institution explicitly embraces, and 3) which, together with the other themes, provides some measure of mission uniqueness. Urban space is generally considered to have three components-- large size, density, and heterogeneity. The latter could be considered, roughly speaking, to be diversity. For Warner Pacific, embracing diversity also means embracing an element of the Urban core theme. Together, the three elements of urbanity change the ways people live, work, study, worship, and think. As a Christ-centered community, the College will be in and for the city. As a community of learners, the institution fosters the methods, disciplines, and dispositions of the liberal arts. By its commitment to a broad-based general education program, as well as through infusion in its majors, the College promotes an interdisciplinary approach to student learning outcomes that is both classical in orientation and practical in application. But the liberal arts curriculum does not stand on its own merits. The liberal arts infuse and are infused by Christ-centered and urban perspectives, that by their nature, are diverse.

# **Core Theme 1: Cultivating a Christ-Centered Learning Community**

## **Descriptive Title and Definition of the Theme**

Founded by the Church of God (Anderson, IN), and grounded in the Wesleyan/holiness tradition, Warner Pacific College has been expressly Christian from its inception. In the Mission statement as well as expressions of its Vision and Values, Warner Pacific affirms its commitment to follow Christ's model of love for and service to others.

In conjunction with the development of a new Strategic Plan, and in light of the demands of the Year Seven Self Evaluation process, the development of revised statements of the College's Mission, Vision and Values created the opportunity to re-position and re-think the first Core Theme.

The new Mission Statement includes a small but significant modification in the Core Theme: a change from "Christian" to "Christ-Centered" as one descriptor of Warner Pacific's learning community. This change demonstrates an intentional movement from a religion-driven approach to a more active commitment to "be Christ" to those around us. Christ demonstrates what it means to love one another (Luke 10:25-37); how to truly serve others (Matthew 25:35-45); and the importance of reaching out with his message of truth (Matthew 28:19-20). It is this model that Warner Pacific strives to emulate.

As language for this Core Theme circulated among faculty and staff, the Accreditation Committee recognized the potential for confusion around the use of the term "learning community." First, this term applies to a new initiative to create "learning communities" that are combinations of three courses that traditional students enrolled in as cohorts during the freshmen year. Second, students within given majors often create support and study groups that practice community. Third, Adult Degree Program students are formed into cohorts and learning teams that embrace many of the characteristics of what might be thought of as "learning communities." The use of the term in reference to this Core Theme, however, reflects the broadest understanding of what it means for a college to be committed to the communal nature of the life of the mind. This is a particularly compelling understanding when placed in context with Christ-centeredness. The aspiration is that the College would be a gathering of people centering their lives on the life and teachings of Christ, within a community of believers, learners and doers.

*Objective 1: Infuse academic programs with opportunities for faith exploration and development*

*Objective 2: Demonstrate a commitment to serving others*

Core Theme 1: Cultivating a Christ-Centered Learning Community		
Objective	Achievement Indicator	Acceptable Threshold
Objective 1: Infuse academic programs with opportunities for faith exploration and development	Core studies coursework challenges students to reflect on their personal understanding of biblical text and their spiritual perspectives	60% of students positively answer questions related to targeted core studies courses about being challenged to understand biblical texts and their spiritual perspectives
	Faculty members integrate issues of faith into the courses they teach	40% of course syllabi include outcomes that engage faith issues
		75% of student course evaluations reflect that faculty engaged Christian perspectives with course content
	Faculty engage students in conversations related to faith and learning	50% of traditional graduating seniors (SSI data) identify having had in-depth dialogue on spiritual issues with a faculty member
	Traditional students are exposed to biblical lessons, theological teaching and faith journey perspectives through chapel services	75% of traditional students attend at least ten chapel services during each semester

**Rationale for Assessment:**

The College’s commitment to Christ-centeredness is overtly addressed through required Core Studies coursework common to both the traditional and ADP baccalaureate programs: REL 320, Spirituality, Character and Service or CM 220, Spiritual Formation and HUM 310, Faith Living and Learning. These encourage students to reflect on character formation through story, dialogue and experience. HUM 310 challenges students to reflect on their personal understanding of the biblical text and their spiritual perspectives as a means to understand how they choose to live their lives. Though the courses have diverse course outcomes, each emphasizes strong critical thinking skills, reflection, and the application of conviction to practice.

Traditional students are further challenged to explore through twice-weekly chapel services what it means to be Christ-centered. The ADP staff, in cooperation with the Department of Campus Ministries, email weekly devotional readings to ADP instructors; these are specifically selected for their applicability toward adult learners. In the email, instructors are encouraged to share the readings with their classes in whatever mode seems appropriate to them.

Core Theme 1: Cultivating a Christ-Centered Learning Community		
Objective	Achievement Indicator	Acceptable Threshold
Objective 2: Demonstrate a commitment to serving others	Students and employees of WPC engage in acts of service to the community	80% of traditional students and employees at the Mt. Tabor campus participate in Common Day of Service
		50% of staff utilize approved "mission leave" hours or participate in other service opportunities outside the college during the academic year
		70% of traditional students complete their community service learning experiences each semester
		50% of ADP students identify involvement in at least ten hours of community service annually
	College employees provide exemplary service to constituents	70% of staff score a minimum of "3" (Solid Performance) on their annual performance evaluations on the "Service Focus" question. Annual narratives for fulltime teaching faculty indicate that 70% identify professional or community service activities.

## **Rationale for Assessment:**

The Student Affairs staff provides many opportunities for community members to reach out to others throughout the academic year. This is perhaps best epitomized by the Common Day of Service held each September. Daytime classes are cancelled, and traditional students join with faculty, staff and administrators to be “Christ’s hands” in the neighborhood surrounding the campus and beyond. The ADP Leadership Team also invites ADP students and staff members to participate in various community service projects (e.g. food and clothing drives), with donation opportunities available at each ADP teaching site. One class, REL 320A, specifically requires involvement in and reflection on a service learning activity.

Co-curricular activities of the College reinforce the commitment to be Christ-centered, whether they be in service through internships, practica or community outreach, artistic performances that reflect the beauty of God’s creativity, athletic competition that balances the grace and strength of bodies made in God’s image with the integrity of fair play, and the joy of building relationships with those from an array of traditions and cultural backgrounds.

All Warner Pacific employees submit a Statement of Christian Faith as part of their application process. Rather than expecting a particular denominational affiliation, the College encourages employees to build on the common foundation shared in Jesus Christ while celebrating many different ways of expressing their faith. Opportunities available for employees to invest in their own faith journeys include chapel services, student mentoring through the Academic Success Center, participation in mission trips and other local outreaches, and sponsorship of special interest clubs and organizations on campus.

## **Core Theme 2: Collaborating With and for Our Urban Environment**

### **Descriptive Title and Definition of the Theme**

Clearly, the geographic location of Warner Pacific College provides a special opportunity to embrace, engage, and study the urban environment of a major metropolitan area in the Pacific Northwest. Political, economic and social agendas of the urban setting are ripe venues for academic study. Cities are not only engines of progress and cultural enrichment, but also foci for problems, such as congestion, pollution, sprawl and poverty. These opportunities and challenges inform Warner Pacific’s intention to be “in the city, for the city.”

“In the city” suggests an affirmation of an urban location and all that such a location means for the College. It is an affirmation of the various characteristics of urban living which have been identified by urbanologists: density, heterogeneity, cosmopolitan population, increased sensitization, synergy, arts and culture.

“For the City” suggests an element of service to the city. Warner Pacific College functions as a change-agent in the city of Portland. The College contributes to the transformation of a variety of urban environments and mores through the lives of dedicated students, staff, faculty, alumni and friends working together to solve the problems and leverage the benefits of the city to the advantage of society. “For the College” means preparing students to be leaders in business, education, social services, politics, religion, the arts, science, and all manner of related vocations. This core theme calls students, faculty and administrators to apply talents, not for personal gratification, but for the improvement of life in the city. Put more simply, over time the institution aims to contribute to the improvement of the urban environment by adding to the population of Portland, thoughtful, forward-looking, innovative, and civic-minded leaders. Warner Pacific College intends to be a leader in educating adults who are prepared to contribute to their urban context.

The primary and most measurable impetus for transformation supplied by Warner Pacific is through the service of EDUCATION. The institution measures its footprint and effect on the basis of a unique kind of educational venture.

*Objective 1: Become distinctive among Christ-centered colleges for cross-curricular urban studies*

*Objective 2: Prepare students for the challenges of urban living*

*Objective 3: Create programs that effectively reach out to specific populations of the city as a means for improving the urban environment*

Core Theme 2: Collaborating with and for our Urban Environment		
Objective	Achievement Indicator	Acceptable Threshold
Objective 1: Become distinctive among Christ-centered colleges for cross-curricular urban studies	Peer comparison group	Warner Pacific is noted among its comparison group for its urban studies program
	Measure number and percent of graduates taking "urban-themed" course from predefined list	50% of first-time freshmen graduates (TRAD) and 20% of transfer graduates (TRAD) have taken at least one urban-themed course
	A significant Urban Studies major/minor	7% of traditional graduates have either an Urban Studies major or minor

**Rationale for Assessment:**

Warner Pacific College projects its focus on urban education through the lens of a strong core of liberal arts studies in which every student is introduced to urban and diverse themes and encouraged to study such themes further throughout his or her curriculum. The goal is for students not to take their urban environment for granted nor to see it as an impediment, but to thrive and prosper in this setting. Through study and involvement in a small, residential, institution where students will know and support each other, and where faculty can be approached, and where students mirror the population of Portland, students will become effective in negotiating their lives in an urban environment. Moreover, the faculty will explore the possibility of an introductory course in the core requirements for all students, in which students are simultaneously introduced to both diversity and the city in pragmatic field visits, focused readings, discussions, and reflections.

Core Theme 2: Collaborating with and for our Urban Environment		
Objective	Achievement Indicator	Acceptable Threshold
Objective 2: Prepare students for the challenges of urban living	Graduates identify with being urban citizens	50% of previously urban students and 75% of rural/less urban students show statistically significant movement in identification with urban living upon senior year post-tests
	Graduates locate in Portland and other urban areas	50% of traditional previously Portland students become Portland alumni one year after graduation. 30% of traditional previously rural/less urban students become urban alumni. 70% of ADP students locate in the greater Portland metro statistical area.

**Rationale for Assessment:**

Students coming to Warner Pacific College are assessed for experience and attitudes about urban living. The research design for this objective predicts that, through the influence of urban-identified courses, urban service and internship assignments, co-curricular activities and close relationships with other students from the Portland metropolitan area, 1) students change in

significantly measurable ways; 2) a large portion of graduates stay and find meaningful roles in the greater Portland area; and 3) both previously less-urban students and those from Portland acquire given skills that encourage them to embrace their urban locations.

Core Theme 2: Collaborating with and for our Urban Environment		
Objective	Achievement Indicator	Acceptable Threshold
Objective 3: Create programs that effectively reach out to specific populations of the city as a means for improving the urban environment	Student Service and Internship hours	50% of graduates have contributed significant community service and internship to the Portland Metropolitan area
	Graduates contribute significantly to Portland's college-graduate population, especially from private colleges	WPC compares favorably in number and percentage of graduates against public & private college graduations in the area
		WPC's graduates measurably increase the percent of four year college graduates in greater Portland zip codes, especially in percent of minority graduates
WPC's urban location creates significant arts and lectures with measurable public attendance and benefit	10% of attendees at campus-located public events are from the larger community	

**Rationale for Assessment:**

The city of Portland is seen as a locus of community involvement while students live here and pursue their education. As such, the city is seen as a place where students do service and research and where students enjoy cultures (food and friendship) and entertainment (arts) made possible by the city. Moreover, where students participate in artistic expression as a part of their education, Warner Pacific College is providing venues for public attendance, which increases the arts offerings of Portland. Over time, it will be possible to show that Warner Pacific College graduates actually contribute to the increase (and maintenance) in the number and percentage of college graduates in various neighborhoods throughout the metropolitan area. The College recognizes that the primary means by which an educational institution transforms the urban environment is through education, by producing graduates who are prepared for the challenges of urban living and well educated to make a difference there. Thus, the research design measures



Warner Pacific's "graduation footprint," that is, the number and percent of graduates as a proportion of all four year graduates first in Portland, second from private colleges, and third from Christian colleges. WPC aims to transform the urban environment by contributing a critical mass of well-educated urban citizens.

### **Core Theme 3: Fostering a Liberal Arts Education**

#### **Descriptive Title and Definition of the Theme**

Although Warner Pacific began in 1937 as a Bible college, its founding president and dean implemented an increasingly broader curriculum. A.F. Gray and Otto F. Linn, respectively, recognized the power of a liberal education to free men and women from the prejudices of the day and to prepare them for the vicissitudes of life. Consequently, long before the College changed its name and applied for regional accreditation, the foundations for today's liberal arts commitments were firmly in place.

Warner Pacific identifies closely with a study conducted by the American Association of Colleges and Universities ("College Learning for the New Global Century," AACU, 2007). Based on extensive surveys of educators and employers, the AACU described the critical role of American colleges in meeting the world's "very high expectations for knowledge and skill." These areas of skill and knowledge include technology, economic development, environmental concerns, urban growth, scientific and medical innovation, global interdependence, cross-cultural encounters, "waves of dislocating change," and the expected volatility in the public and private lives of citizens. Warner Pacific graduates are expected to gain from the college those skills, knowledge, positive behaviors, and attitudes needed to equip them for success in future education, life-long learning, employment, citizenship, community involvement, and family life.

The achievement of the four objectives that follow rests heavily upon the Core Curriculum and the Student Affairs Department of the College. The faculty-created Core Studies Learning Outcomes enumerate expectations of the "general education" component of undergraduate curricula. They also guide the design and selection of courses, instructional methods, and experiences that contribute to a liberal arts education. Through an extensive crafting process lasting several years, the faculty developed the three-fold articulation of knowledge, skills, and convictions as the framework for evaluation of the effectiveness of the Core Curriculum.

In October, 2011, the faculty formed a Core Studies Committee (CSC) to further review the core curriculum, the core objectives, study alternative models of general education, examine data collected on the core studies outcomes, and oversee future assessments of core courses and the core studies program. The committee conducted its study during 2011-12 and sent recommendations to the faculty at the end of April 2012. Faculty voted to accept the list of

knowledge, skills, and convictions as a “living document” to be published in the 2012-13 catalog. During the 2012-13 academic year, the CSC has worked to establish criteria for any new class proposed as a core course. The committee is analyzing current core courses to develop these criteria. For example, the committee conducted a survey at the beginning of Fall semester, 2012, which asked faculty teaching core courses to estimate the time spent in direct/specific instruction as well as the time spent on indirect/associated instruction on the Skills section of Student Outcomes for Core Curriculum. The committee is planning for a review of all core courses, starting with lower division classes.

*Objective 1: Organize the College’s Core Studies curriculum around the acquisition of Skills, Knowledge, and Convictions*

*Objective 2: Develop, evaluate, and implement existing majors and new degree opportunities to align with Core convictions, knowledge, and skills and departmental outcomes*

*Objective 3: Enhance student self-discovery and self-efficacy by curricular and co-curricular initiatives*

*Objective 4: Encourage responsible uses of knowledge through student engagement in co-curricular leadership, off-campus, and service learning activities*

Core Theme 3: Fostering a Liberal Arts Education		
Objective	Achievement Indicator	Acceptable Threshold
Objective 1: Organize the College’s Core Studies curriculum around the acquisition of Skills, Knowledge, and Convictions	ETS Proficiency Profile	WPC graduates compare well with national averages
		WPC ADP and TRAD students score at similar levels
	NSSE 2015 SP: National Survey of Student Engagement: FIRST YEAR	WPC students outperform national peers (all institutions) on measures of Supportive Environment
		WPC students outperform national peers (all institutions) on measures of Collaborative Learning
		WPC students outperform national peers (all institutions) on measures of Learning Strategies

	NSSE 2015 SP: National Survey of Student Engagement: SENIORS	WPC students outperform national peers (all institutions) on measures of Quantitative Reasoning (ADP & TRAD)
		WPC students outperform national peers (all institutions) on measures of Reflective and Integrative Learning (ADP & TRAD)
	HUM-410 Capstone Paper (traditional students)	Rubric of 25 items measured by faculty readers on 1-4 scale of core skills, knowledge, convictions demonstrated in HUM-410 paper
		50% of HUM-410 students 40 pts. or higher
		80% of identified items have at least 10% student success
		All four Core Themes are touched upon (singly) at least 10% of the time

**Rationale for Assessment:**

Through national assessments and tests, such as the ETS *Proficiency Profile* and the *National Survey of Student Engagement*, the College develops a comprehensive profile of student performance. A cycle of assessments conducted in the Freshman Year Experience (FYE) course and the upper division “capstone” course, Humanities 410, evaluate student learning in core studies. Collection of this data is done on a three year rotation schedule so that measures of freshmen versus seniors (or first-course versus final course in Adult Degree Programs) may assess change and growth of student attitudes, skills, and behavior in teams and cooperative projects. New items on the 2013 *NSSE* will enhance this evaluation, particularly additions on Supportive Environment, Teaching Practices, Reflective and Integrative Learning, Learning Strategies, and Quantitative Reasoning. A twenty-five item rubric of skills, knowledge, and convictions has yet to be developed; once complete, it could be used for Hum 310 projects and Hum 410 senior theses.

Core Theme 3: Fostering a Liberal Arts Education		
Objective	Achievement Indicator	Acceptable Threshold
Objective 2: Develop, evaluate, and implement existing majors and new degree opportunities to align with Core convictions, knowledge, and skills and departmental outcomes	Capstone courses in the major support student self-evaluation in reference to departmental outcomes	Surveys of seniors in capstone courses demonstrate personal growth and self-efficacy
	New core coursework and new degree opportunities demonstrate how these new offerings relate to knowledge, skills, and convictions and/or departmental outcomes	Pre/post testing in new core coursework or introductory courses for new majors demonstrate significant gains in skills, knowledge, and convictions
	Majors and Departments assess student performance and departmental performance on knowledge, skills, and convictions and/or departmental outcomes	Most majors and departments do yearly assessment projects of student outcomes, which are evaluated by the Institutional Effectiveness Committee and become the basis for changes in curriculum and practices in the major

**Rationale for Assessment:**

Faculty regularly conduct systematic review of all academic programs. Data collected through the annual assessment of majors is analyzed for potential areas of improvement. Capstone courses in the major, such as BIO 490, BUS 450/450A, CM 400, COMM 450, EN 495, HCA 450/450A, HIS 485, MUS 499, PSY 430A, SW 480, URB 495 and portfolios collected by some departments are additional opportunities for evaluation, and could be connected with other data collected during the students’ career at the College.

Within departments, designated faculty members representing each major submit assessment outcome plans yearly in the Spring and assess outcomes on student learning in the Fall. Some of the departments use standardized instruments, such as those offered by the Educational Testing Service (ETS). Most use rubrics created by the department. The Institutional Effectiveness Committee meets to review these plans and outcomes. The outcomes are used by departments in determining curricular and teaching changes for the major.

These efforts at data collection also support the viability of potential additions to the academic program. The Academic Council, comprised of academic department chairs, the Assistant Vice President for the Adult Degree Program, the Registrar, the Director of the Library

and the Director of Teacher Education, is responsible for implementing the New Program Development Protocol. The Core Studies committee of the faculty conducts reviews of the general education program. Academic departments are encouraged to consider new programs, especially in light of the institution's emerging urban identity. In October 2011, President Cook launched a special incentive through a Request for Proposals to support feasibility studies related to new programs. The Executive Cabinet evaluated twenty such proposals and awarded funds to eight, while encouraging four others to submit their ideas through the regular budgeting process.

Core Theme 3: Fostering a Liberal Arts Education		
Objective	Achievement Indicator	Acceptable Threshold
Objective 3: Enhance student self-discovery and self-efficacy by curricular and co-curricular initiatives	FYLC course will be a significant social location for student socialization and identification with the institution and its liberal arts educational goals.	First Year Learning Community pre/post-test of bonding with institution (belonging), liberal learning goals (CIRP), and satisfaction with institution. 50% of FYLC completers will show significant improvement on such "identifications," including improved retention and graduation rates.
	Co-curricular activities such as athletics, music, and drama, encourages self-discovery and improved self-efficacy	Evaluate student athletes (scholarshipped) compared to non-athletes on retention / graduation / GPA measures of efficacy. Expect parity. Survey both for sense of efficacy.
		Evaluate Music / Theater (scholarshipped) students compared to non-participants on retention / graduation / GPA measures of efficacy. Expect parity. Survey participants / non-participants for sense of efficacy.
		Evaluate student participation in service events vs. non-participants and sense of personal growth, self-discovery, efficacy; using post service surveys.

**Rationale for Assessment:**

This objective is focused on how students gain positive bonding and identification with the institution and the educational goals embedded within the institution, leading to greater student self-efficacy and academic performance. The first-year learning community (FYLC) initiative is a place where students are invited to explore relationships with a small group of peers and a small number of faculty in a safe environment that combines cross-disciplinary study and outside classroom investigations. A significant expectation at the end of that course sequence is enhanced bonding with faculty, staff, and peer students as well as greater identification with liberal arts learning goals and improved student retention rates. The CIRP Freshman Survey provides the pre-test mechanism, and an internal repeat of key measures at the end of the first semester provides the post test.

Various other co-curricular activities, such as athletic participation, music and theater participation, and participation in service events will be monitored for their effect on student self-efficacy. Measures of self-efficacy from student questionnaires will be presumed to have a positive correlation with progress to graduation and academic performance. Differences with non-participating students will be compared, and students participating in such co-curricular activities will be expected to succeed at rates at least as good as non-participants. For example, athletes as a group would need to perform as well as non-athletes on average, for this threshold to be met. Students in various co-curricular activities will also be compared.

Core Theme 3: Fostering a Liberal Arts Education		
Objective	Achievement Indicator	Acceptable Threshold
Objective 4: Encourage responsible uses of knowledge through student engagement in co-curricular leadership, off-campus, and service learning activities	Courses identified as service-learning courses will allow opportunities to bridge discipline-related knowledge and practical involvement in the community	60% of students in service-learning identified courses will report learning enhancement by involvement in service related to the subject matter in the class
		60% of students in service-learning identified courses will be evaluated by their faculty as showing a significant connection between their service and their understanding of its relationship to something learned in the class from the course discipline

	<p>Internships / practica and service-learning at upper levels will transition to leadership, some autonomous decision-making, and individual initiative</p>	<p>Surveys of students participating in internships/ practica/service learning in the first or second year will demonstrate at least 10% experienced enhanced leadership, autonomy, and individual initiative</p> <p>Surveys of students participating in and supervisors of internships/ practica/service learning at the first-second year will reveal that 50% experienced enhanced leadership, autonomy, and individual initiative</p>
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**Rationale for Assessment:**

For service learning courses, data will be collected from students in course post-tests and from faculty in questionnaires. Results will be collated with CIRP scores for those students who completed FYE in their first year at the college. For internships and practica, supervisor report and student self-report will eventually be linked with student surveys taken at the time of graduation. Students with these experiences will be compared to students without this kind of participation on measures of learning enhancement, leadership, autonomy, and individual initiative.

**Core Theme 4: Investing in the Formation and Success of Students from Diverse Backgrounds**

**Descriptive Title and Definition of the Theme**

The term “diverse background” indicates that the demographic of the student population at the College is distinctive in terms of race, ethnicity, country-of-origin, gender, age, religious preferences, life experiences, worldviews, spoken languages, disabilities, and economic background. In acknowledging these aspects of the institution’s human diversity, the intent is that every member of the Warner Pacific community experiences a sense of being valued and respected, and is offered opportunities to participate in and impact the way in which the College lives into its mission. It is important to note that Warner Pacific College has and will continue to encourage a breadth of religious preferences among its faculty, staff, and student body.

According to the College’s Bylaws “all faculty and staff accepting employment with the College shall agree to teach and/or serve in harmony with the doctrines of the Bible as understood and generally held by the Church of God Reformation Movement, whose offices are in Anderson, Indiana.” In personal practice faculty and staff represent a wide range of denominational affiliations and theological viewpoints that provides a model of diversity in the many expressions of faith and religious preference for the students.

*Objective 1: Identify, recruit and retain students and employees who reflect the diversity of society*

*Objective 2: Develop and implement student learning outcomes that foster knowledge, skills and dispositions related to diversity issues*

*Objective 3: Develop and implement curricular and co-curricular programs that empower students to take on multicultural leadership roles in a diverse world*

Core Theme 4: Investing in the Formation and Success of Students from Diverse Backgrounds		
Objective	Achievement Indicator	Acceptable Threshold
Objective 1: Identify, recruit and retain students and employees who reflect the diversity of society	Recruit and retain Race/Ethnic student population that reflects the diversity of Portland	The student-body of the TRAD UG program is as diverse as the city of Portland
		The student-body of the ADP is as diverse as the Metro MSA (Metropolitan Statistical Area)
		Minority students graduate at same rate as majority students, controlling for PELL status
	Recruit and retain students from diverse SES	The student-body of the TRAD UG program is as economically diverse as the city of Portland (compare Warner PELL rate to PDX 125% of poverty level)
The student-body of the ADP is as economically diverse as the Metro MSA (Metropolitan Statistical Area) (compare Warner PELL rate to PDX 125% of poverty level)		



	Recruit and retain Adult Students 24+ yrs	Either 80% of Junior-level ADP student transfers to WPC graduate within 3 years or ADP entering JR "cohorts" graduate at same rate as entering JR transfers to TRAD program in same 3-year timeframe
	Recruit and retain diverse Staff/Faculty who support this objective through interaction with students	Recent hires will exceed the ethnic diversity of Portland Analysis of rolling five year trends reflects progress in recruiting and retaining diverse faculty and staff

**Rationale for Assessment:**

The rationale for this set of assessment indicators starts with tethering the assessment of the diversity core theme with the urban core theme by expecting that rates of student and staff diversity would reflect diversity rates of the city of Portland and its metropolitan surround. Thus, the tag-line, “in the city and for the city,” provides the context for strategic planning and measurement around the most obvious measure of diversity as well—that of racial and ethnic minority status. For context, the population of Portland is composed of 76% white, 6.3% black, 1% American Indian and Alaskan Native, 7% Asian, 9.4% Hispanic, 0.5% Hawaiian or other Pacific Islander, and 4.7% two or more races.

The Office of Diversity, in conjunction with multiple staff and faculty, has begun to develop (and articulate) a framework for diversity that serves as a tool to help the College more clearly define, organize, and assess its diversity efforts. Based on the results of a Diversity Audit, conducted in January 2012 and presented to the Executive Cabinet in May 2012, the Chief Diversity Officer developed a Diversity Diagram and Diversity Table that represent a culmination of the Diversity Audit findings and recommendations. During the data analysis portion of the Diversity Audit, certain themes began to emerge and, as a result, categories were established. As such, the findings and recommendations from the Diversity Audit were organized according to the established categories, which served to undergird the Diversity Diagram and Diversity Table. The established categories were: Vision; Infrastructure; Training and Development; Students; Faculty; Curriculum; and Campus Climate. These categories were very significant and became an important catalyst in developing the WPC Diversity Table. In addition to the Diversity Audit findings that anchor the newly developed Diagram and Table, research and best practices related to Offices of Diversity were also contributing factors. The Diversity Table is presented in this report to provide a visual to the strategic response that Warner Pacific College has made to clearly define and assess our objectives that are articulated within Core Theme 4.

## Framework for Diversity

Multicultural Education	Multicultural Programs	Equitable Campus Climate	Community Collaborations	Social Justice & Activism
<p>Examples:</p> <ul style="list-style-type: none"> <li>• Diversity Lecture Series</li> <li>• Lunch and Learn Series</li> <li>• Professional Development opportunities</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Student Multicultural Organizations</li> <li>• Student Diversity Council</li> <li>• Act Six Scholarship Program</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Diversity Committee</li> <li>• Office of Diversity &amp; Community Life Reports</li> <li>• Policies &amp; Protocols for handling complaints</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Partnerships within the City</li> <li>• Collaborative Programs, Initiatives, and Events</li> </ul>	<p>Examples:</p> <ul style="list-style-type: none"> <li>• Service Learning Track</li> <li>• Multicultural Student Organizations</li> </ul>

The above Diversity Table is not intended to replace the work that has already gone into establishing the applicable objectives for Core Theme 4; rather, the Table is offered as an addition to help systematize WPC’s efforts in the area of diversity. Additionally, based on the results of the Diversity Audit, the Chief Diversity Officer is commissioning an Institutional Diversity Committee that will work across all departments in helping to establish institutional priorities, goals, objectives, timelines, and assessments related to diversity.

Moreover, internal goals set the expectation that ADP and traditional programs mirror their slightly different contexts: the ADP’s metropolitan footprint (including the suburbs) and the traditional campus’s central urban context. The goal is that minority students match majority students on average for academic performance outcomes, controlling for social class, which is a diversity category known for being highly related to academic outcomes. If and when racial and ethnic minorities are found to perform at lower than majority students on average, controlling for social class, initiatives will be attempted to better address minority student impediments to academic success.

Measurement of retention and graduation will be expanded from the tracking of first-time freshman students through six years of college. Many WPC students in both the traditional program and almost all ADP students begin as transfers, usually at the junior level. WPC will develop a methodology for comparing junior to graduation retention and graduation rates for transfer students across a variety of measures, so that use of retention and graduation rates as outcomes will not be based on a very small slice of students who enroll. Findings from these studies will be used to assess effectiveness at graduating diverse populations which the College claims to serve.

Core Theme 4: Investing in the Formation and Success of Students from Diverse Backgrounds		
Objective	Achievement Indicator	Acceptable Threshold
Objective 2: Develop and implement student learning outcomes that foster knowledge, skills and dispositions related to diversity issues	Measures of diversity interaction within CIRP, NSSE, the Diverse Learning Environment Survey and in-house surveys	75% of traditional first time freshmen will show significant movement by senior year
		40% of JR transfers (TRAD & ADP) will show significant movement by graduation
	Measures of diversity awareness, appreciation and empathy; CIRP, NSSE, in-house surveys	75% of traditional first-time freshmen will show significant movement by SR year
		40% of JR transfers (TRAD & ADP) will show significant movement by graduation

**Rationale for Assessment:**

Warner Pacific College’s initiatives to create a diverse campus learning community will mean that, in practice, students will create cross-racial and cross-cultural friendships and collegial relationships that will help them understand the history and experience of diverse populations. Thus, on measures of diversity awareness and appreciation, traditional students who spend four years in largely residential settings affording opportunities for co-curricular and curricular interaction over diverse groups, long-term students and residential students will on average show more change than later transfers who spend less time in such interactions.

Core Theme 4: Investing in the Formation and Success of Students from Diverse Backgrounds		
Objective	Achievement Indicator	Acceptable Threshold
Objective 3: Develop and implement curricular and co-curricular programs that empower students to take on multicultural leadership roles in a diverse world	Measure number and percent of graduates taking "diversity-themed" course from predefined list	20% of first-time freshmen graduates (TRAD) and 20% of transfer graduates (TRAD) have taken a minority-themed course

	<p>Identify co-curricular service and internship sites and identify students who participate, where there is a significant service to a multicultural clientele</p>	<p>40% of minority and 30% of majority students who begin as first-time freshmen will have such experiences before graduating. More than half of these will identify positive cross-cultural experiences from these service experiences.</p> <p>70% of internship field supervisors and organizational leaders from diverse service sites report that students contribute significantly to their organization and are doing so in an appropriate manner</p>
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**Rationale for Assessment:**

The purpose of increasing campus diversity is not simply to increase the numbers of diverse students, but to create a diverse learning community, whereby all students will be better prepared to function as leaders in an increasingly diverse society and world. The College expects to find that students are more skilled after their coursework and internships in functioning cross-culturally and across boundaries that divide our society. This background will be supplemented by residential and co-curricular opportunities, internships, and service opportunities that can measurably increase students’ awareness and competencies in serving others in diverse settings.

## Conclusion

In summary, the institution has taken the Recommendations of the Year Seven Peer Evaluation Report quite seriously. The approach to Core Themes has been modified substantially. The sum total of this report presents a comprehensive explanation of the means of mission fulfillment. Reading the core theme presentation allows a comparison of the theme, objectives, indicators, and thresholds to see widespread articulation, validity of measures, and work to overcome biases from measurement. While student self-report and student report on institutional practices are still important, they are grounded within other external and more objective measures. The table below offers a global response to the Commission’s standards that require an institution to demonstrate that mission fulfillment is based on objective and verifiable data that, in turn measures student learning outcomes, as well as reports monitoring activities as inputs.

As indicated earlier in this report, Warner Pacific’s “Pyramid model” was created in an attempt to deal with the fact that no college assessment plan can avoid a great deal of measurement based at least in part on student surveys, some of which are self-reporting, and that many of the measurements an institution takes are also of activities in pursuit of a goal of appropriate outcomes. Some combination of student self-report measures and counting activities will be done in conjunction with measures from other reporters, externally verifiable data, and direct measures of student performance.

Measurement Type		Crude Summary of Measurement Type and Measurement Object	Measurement Object	
Subject-ive	Object-ive		Input	Out-come
17	39	<b>Totals</b>	11	44
5	5	<b>Core Theme 1: Cultivating a Christ-Centered Learning Community</b>	4	6
3	2	Objective 1: Infuse academic programs with opportunities for faith exploration and development	4	1
2	3	Objective 2: Demonstrate a commitment to serving others	0	5
2	8	<b>Core Theme 2: Collaborating with and for our Urban Environment</b>	2	7
0	3	Objective 1: Become distinctive among Christ-centered colleges for cross-curricular urban studies	2	1
1	1	Objective 2: Prepare students for the challenges of urban living	0	2
1	4	Objective 3: Create programs that effectively reach out to specific populations of the city as a means for improving the urban environment	0	4

10	12	<b>Core Theme 3: Fostering a Liberal arts Education</b>		5	17
5	6		Objective 1: Organize the College’s Core Studies curriculum around the acquisition of Skills, Knowledge, and Convictions	5	6
1	2		Objective 2: Develop, evaluate, and implement existing majors and new degree opportunities to align with Core convictions, knowledge, and skills and departmental outcomes	0	3
1	3		Objective 3: Enhance student self-discovery and self-efficacy by curricular and co-curricular initiatives	0	4
3	1		Objective 4: Encourage responsible uses of knowledge through student engagement in co-curricular leadership, off-campus, and service learning activities	0	4
0	14	<b>Core Theme 4: Investing in the Formation and Success of Students from Diverse Backgrounds</b>		0	14
0	8		Objective 1: Identify, recruit and retain students and employees who reflect the diversity of society	0	8
0	3		Objective 2: Develop and implement student learning outcomes that foster knowledge, skills and dispositions related to diversity issues	0	3
0	3		Objective 3: Develop and implement curricular and co-curricular programs that empower students to take on multicultural leadership roles in a diverse world	0	3

The table makes a judgment about each of fifty-five measures that will be used to demonstrate results of meeting measurement thresholds appropriate to the objectives related to Warner Pacific College’s four Core Themes. In each case, a judgment was made whether the measure qualified more as a subjective or objective measure, and whether that which was being measured was more or less an input or an outcome. Generally, a measure was considered more subjective if it was student-self-report. If, for example, a student was asked how much he/she had changed on a measure, this was considered subjective. If, however, a student was asked about a quality he/she possessed at time one and time two, the difference was not considered subjective. Still, an attempt was made to rely less on such measures. Most of the items considered objective relied upon outside experts (faculty) or external agents. The judgment as to whether an item was an input or an output was usually whether the item counted an activity or measured some change. An activity was generally counted as an input. The exception to this was service events, which were an end goal for students as well as a method for teaching students how to serve. They were counted as outputs in part because the goal was met (even in an intermediary way) and someone was served, which was also a goal.

Overall, of fifty-five measures, 71% (39) of all measures were judged more objective than subjective, and 80% (44) were judged more outcomes than inputs. Of twelve major

objectives representing four themes, none were measured only with subjective measures and none were measured only with input measures.

In the brief time since receiving the Year Seven Evaluation Report and Recommendations from the Northwest Commission, Warner Pacific College faculty and staff have revisited the institution's four Core Themes, asking in new ways how these are to be defined and how they work together. The Recommendations, especially those focused on articulation among core themes, objectives, indicators, and measures, have provided a lens through which to revisit these Core Themes. A comprehensive strategy of longitudinal student research has been created to take seriously the importance of measuring outcomes and not simply inputs or activities. Data gathering within the "Pyramid model" has already begun, at the base, and measurement products at the apex are currently being critiqued and reviewed with an eye to improvement. This report allows careful examination of the new direction being taken by Warner Pacific College in learning outcomes assessment. As a result, reviewers can more clearly examine all four Core Themes and the degree of articulation, between levels, and the face validity of the measures currently in place. Internally, WPC is more clearly focused upon the goals and evidence to be gathered around institutional performance.

As Warner Pacific College moves towards its Centennial celebration, its mission is focused upon service in education to the metropolitan Portland area in all its diversity through a Christ-centered and liberal arts program. The College's Year One Report illustrates institutional awareness and accountability in ways that are realistically framed and will be recognizable to students, alumni, and external observers for years to come.

**Appendix A**  
**Emergency Response Plan**

[see attached]

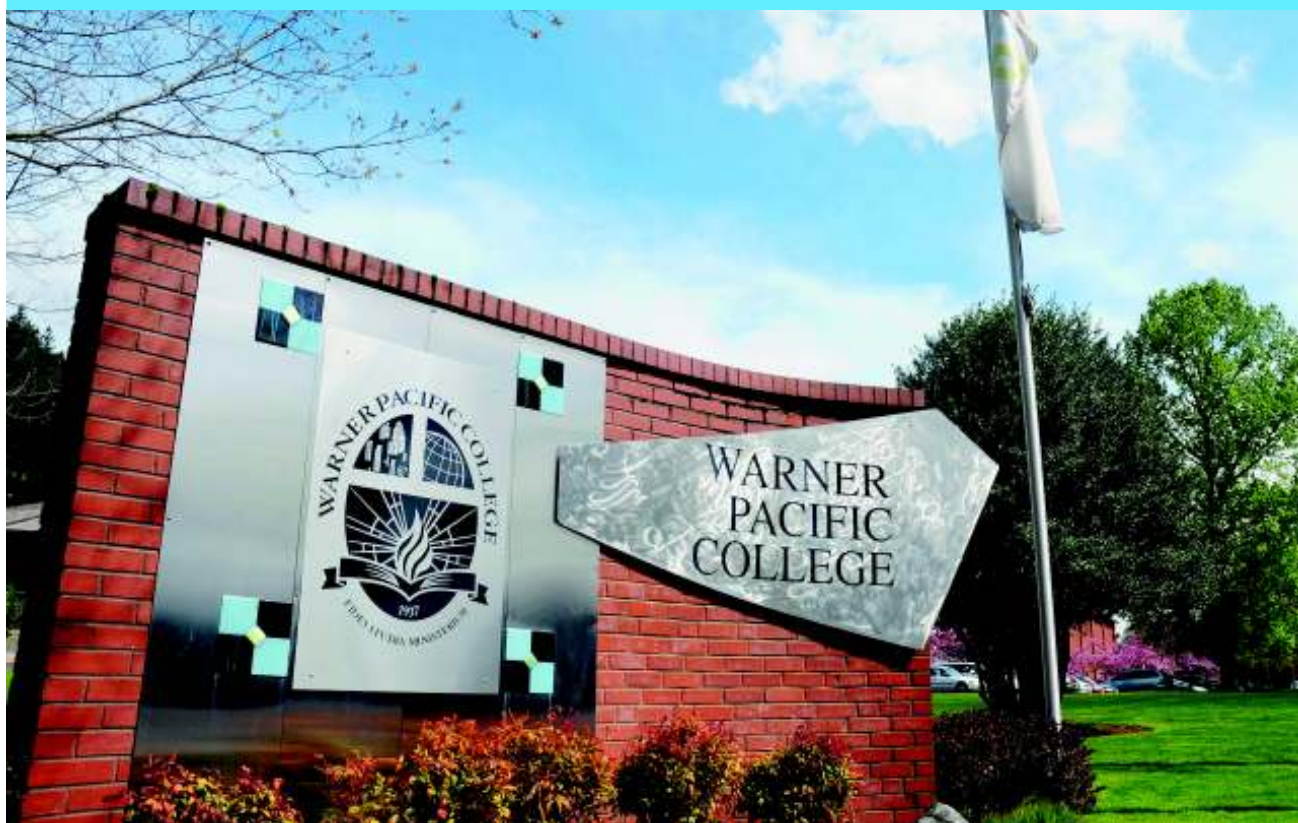






WARNER PACIFIC COLLEGE

# Emergency Response Procedures



February 2013

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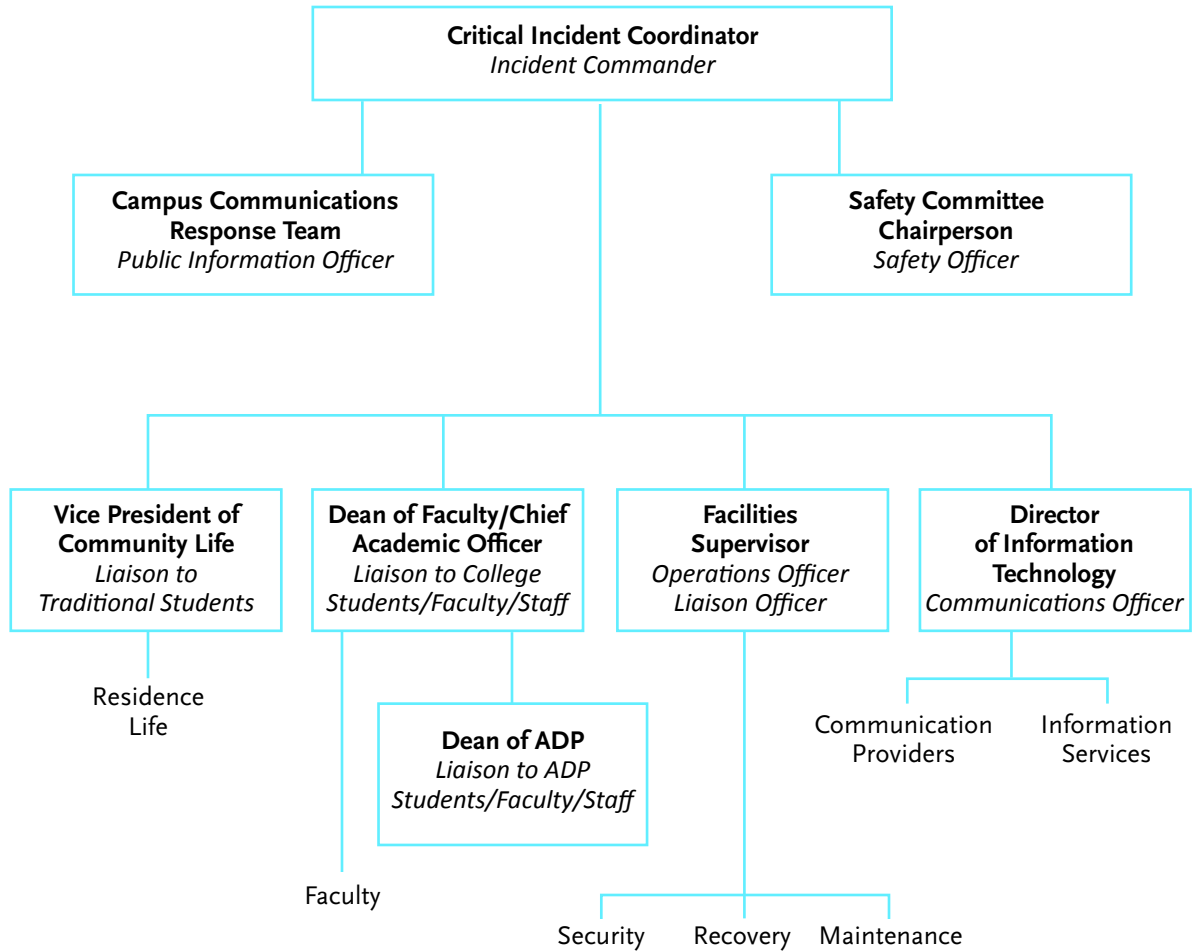
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## CRITICAL INCIDENT RESPONSE TEAM CONTACT LIST

POSITION	NAME	OFFICE
<b>Critical Incident Coordinator</b>	<b>Primary: Steve Stenberg</b>	<b>503-517-1238</b>
	Secondary: Nathan Dunbar	503-517-1206
<b>Facilities Supervisor</b>	<b>Primary: Rick Quesenberry</b>	<b>503-517-1217</b>
	Secondary: John Krout	503-517-1218
<b>Dean of the Faculty/Chief Academic Officer</b>	<b>Primary: Cole Dawson</b>	<b>503-517-1221</b>
	Secondary: Roger Martin	503-517-1035
<b>ADP</b>	<b>Primary: Chris Turner</b>	<b>503-517-1320</b>
	Secondary: Megan Enos	503-517-1319
<b>VP of Community Life</b>	<b>Primary: Daymond Glenn</b>	<b>503-517-1056</b>
	Secondary: Jared Valentine	503-517-1008
<b>Director of Information Technology</b>	<b>Primary: Linda Rudawitz</b>	<b>503-517-1397</b>
	Secondary: Jim Dorris	503-517-1396
<b>Campus Communications Response Team Leader</b>	<b>Primary: Dale Seipp</b>	<b>503-517-1024</b>
	Secondary: Shirell Hennessy	503-517-1123
<b>Safety Committee Chairperson</b>	<b>Primary: Paul Hartman</b>	<b>503-517-1219</b>
	Secondary: Donna Johnson	503-517-1001



# CRITICAL INCIDENT RESPONSE TEAM ORGANIZATION



The Critical Incident Coordinator will keep the College President informed of decisions made and actions taken

*(Italics denote terms commonly used for those functions in the Federal Incident Command Structure.)*



# RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

## FIRE

- structural
- grounds
- vehicular

## Response Procedures

### 1. If you discover a fire:

- a. Extinguish only if you can do so safely and quickly, and **call Campus Safety (503) 250-1730**.
- b. If unable to extinguish fire in a building:
  - Confine the fire by closing the doors
  - Pull the fire alarm
  - **Call 9-1-1**
  - **Call Campus Safety – (503) 250-1730**
  - Alert other occupants of the building

### 2. For occupants of the building:

- Close doors to your immediate area.
- Feel the door from top to bottom. If it is hot, do not proceed; go back.
- If the door is cool, crouch low and open the door slowly. If met by smoke do not inhale, if at all possible, and use the nearest exit.
- If nearest exit is blocked by flame or smoke, go back and try another route.
- Assist others as necessary.
- **Once outside the building**, begin a head count of known persons who occupy the building.
- Keep individuals from reentering the building by physically restraining them if needed.
- Assign individuals the task of meeting and directing the Fire Department to your location. Keep all fire lanes clear of people and other obstacles.
- Assist any injured individuals.

### 3. Vehicular fires

- Vehicular fires are *very dangerous* due to extreme toxic smoke and explosive potential. STAY CLEAR and **call 9-1-1** and Campus Safety **(503) 250-1730**.
- Restrain individuals from entering a burning vehicle to rescue personal belongings.

### 4. Activate Campus CIRT by contacting a primary team member

- Conduct a head count of all building occupants: those accounted for, those unaccounted for, and those who may have been transported to a medical facility.



## RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

- Identify individuals transported to a medical facility. Determine to which facility they were sent and the extent of their injuries.
- Notify the campus insurance carrier.
- Be prepared to work with the fire investigator.
- If the building involved was a residence hall, begin relocation of occupants to other housing.
- Establish the Communications Network to respond to inquiries concerning the incident (emergency information phone line/phone banks).

### MEDICAL EMERGENCY

- individual medical
- multiple injury
- mass casualty event

### Response Procedures

#### 1. Individual medical emergency

- **Never move the victim unless the victim's present location is placing her/him at further risk!**
- Assess the immediate needs of the victim. Check for breathing, consciousness, bleeding, head and neck injury.
- If the assessment indicates potential seriousness, **call 9-1-1**. The dispatcher will need to know your location (address) and the condition of the victim.
- Call **Campus Safety – (503) 250-1730**. Inform Campus Safety whether immediate first aid is required. Campus Safety will then determine whether 9-1-1 has been notified and will also notify the Campus Nurse. Campus Safety can secure necessary materials and can tell you the location of the nearest first aid supplies.
- If immediate first aid intervention is required, the 9-1-1 dispatcher will talk you through what needs to be done.
- If possible, send someone to meet the responding emergency units.
- If the emergency occurs in a classroom, clear furniture from the immediate area in which the emergency personnel will be working.
- Attempt to uncover essential information about the victim: name, age (birth date), address, medical problems, medications being taken. Give this information to the responding emergency units.
- Find out from the emergency unit to which medical facility the victim will be transported.

#### 2. Multiple injury incident

- Follow the procedures listed for an individual medical emergency. 9-1-1 will want to know *the number of victims and the nature of their injuries*.



# RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

## 3. Mass casualty event

- Follow the procedures listed above with the following exceptions:
  - a. Attempt to determine the nature of the injuries and the seriousness of each.
  - b. Attempt to determine which individuals are most seriously injured.
  - c. Direct responding emergency units first to the seriously injured and then to the remainder of the victims. Serious injuries include lack of breathing, severe bleeding, loss of limb(s), loss of consciousness and/or head, neck, and spinal injury. Those who have experienced blows to the head and are conscious could lose consciousness later. (What you are doing is called a triage.)

## 4. Campus Safety will activate Campus CIRT by contacting primary team member.

## BOMB THREAT

- phone call to campus
- suspicious unidentified object
- mailed threat to campus

## Response Procedures

It shall be the policy of WPC that upon receipt of a bomb threat, the building involved will be evacuated and a search commenced.

### 1. Telephone threat

- All personnel (particularly those who receive the threat) are advised to stay calm in the event that the caller wishes to avoid injuries or deaths. If told that the structure is occupied and cannot be evacuated in time, the caller may be willing to give more information on the device, such as type and location.
- Keep the caller on the line as long as possible. Ask her/him to repeat the message. Record the conversation if possible. If the caller does not indicate the location of the bomb or the time of possible detonation, ask for that information.
- Pay particular attention to background noises such as motors running, music playing and any other sounds which may provide clues as to the location of the caller.
- Listen closely to the voice of the caller: male, female, calm, agitated, accented, etc. Do you recognize the voice?
- Note the caller ID for the incoming call on your phone display, if the number is available.
- Be prepared to be interviewed by investigating law enforcement agencies.
- **Call 9-1-1.**
- **Call Campus Safety (503) 250-1730.**
- Evacuate the area if necessary. Evacuation needs to be done quickly and orderly.





## RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

### 2. Suspicious unidentified object

If a suspected device is located **DO NOT** attempt to move it.

- Note the location so it can be found and dealt with by responding emergency units.
- **DO NOT USE CELLULAR PHONES OR HAND HELD RADIO DEVICES IN THE VICINITY OF THE BUILDING IN QUESTION.**
- Activate Campus CIRT by contacting a primary team member.

### 3. Mail bomb threat

- When a written threat is received, save all materials including the envelope or container.
- Do not handle the material; secure the material for investigators.
- **Call Campus Safety immediately (503) 250-1730.** Campus Safety will notify the appropriate agency.
- Activate Campus CIRT by contacting a primary team member.

## BIOLOGICAL OR CHEMICAL THREAT

- hazardous materials spill/incident
- threat of an act to harm the campus

## Response Procedures

### 1. A hazardous materials incident (a release of hazardous materials inside a building or into the environment):

- **Dial 9-1-1 if deemed necessary.**
- Evacuate building or location and assemble at a safe distance, up wind of any spill.
- Account for all individuals in the area where incident occurred.
- **Call Campus Safety (503) 250-1730.**
- If possible, be prepared to inform the responding agencies of what the material(s) are, the amount of material(s), and the specific hazard(s).
- Activate Campus CIRT by contacting a primary team member.

### 2. Threat of an act to harm the campus using hazardous materials (biological, chemical, radioactive):

- In the event a **telephoned threat** or a **piece of mail** carries suspected material that is not easily identified: **Follow response procedures for a bomb threat.**
- **DO NOT** disturb, handle, touch, or show suspected material to anyone other than Campus Safety.

## POLICE ACTIVITY ON CAMPUS

- active shooter
- hostage taking



## RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

- pursuit or apprehension of a suspect
- campus disturbance (civil or disruption)
- weapons possession by someone on campus
- crimes of violence
  - a. sexual assault or intent
  - b. physical assault
  - c. vehicular break-in or theft

### Response Procedures

#### 1. Active shooter

- If an active shooter is outside your building:
  - a. Proceed to a room that can be locked or barricaded.
  - b. Close and lock or barricade all windows and doors and turn off all lights.
  - c. Keep out of sight and get behind an object that will stop bullet penetration.
  - d. **Call 9-1-1.** Persons reporting the situation should, if possible, be able to:
    - Identify the **location** of the incident.
    - Identify the **number of shooters**.
    - Identify the **shooter** if possible.
    - Identify **your location**.
- If an active shooter is in the same building:
  - a. If you can do so safely, flee the area. Make sure you have an escape route and plan in mind. Notify anyone you may encounter to exit the building immediately.
  - b. If flight is impossible, close and lock or barricade all windows and doors and turn off all lights.
  - c. Keep out of sight and get behind an object that will stop bullet penetration.
  - d. **Call 9-1-1.**
- If an active shooter enters your classroom or office:
  - a. If possible, call 9-1-1. Give the dispatcher your name, the location of the incident, the number of shooters, identification of shooter, number of persons who may be involved and your location.
  - b. If you cannot speak, leave the line open so the dispatcher can listen to what is taking place.
  - c. Attempting to overpower the shooter should be the last resort.
  - d. If the shooter leaves the area, close and lock or barricade all windows and doors or proceed to a safer location.
- If you are in an outside area and encounter an active shooter:
  - a. Move away from the shooter or sounds of gunshots.



## RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

- b. Find cover such as brick walls, vehicles or other objects that will stop bullet penetration.
- c. Try to warn others to take immediate cover.
- d. **Call 9-1-1.**

### 2. Hostage taking (one or more individuals being held against their will on campus property)

- **Call Campus Safety immediately (503) 250-1730.**
- Persons reporting the situation should, if possible, be able to:
  - a. Identify the *location* of incident.
  - b. Identify the *number of people* being held against their will.
  - c. Identify the *number of assailants*.
  - d. Note whether *weapons* are involved. If so, what kind?
  - e. Have any *demands* been made or *communication* taken place with the individuals involved in the situation?
- Call **9-1-1**. Upon arrival, the police will take command of all aspects of the situation. Campus Safety and Campus CIRT will make themselves available to the police for any information they may need.
- Immediately evacuate all personnel from the immediate area and await direction from emergency personnel.

### 3. Pursuit or apprehension of a suspect on campus

If police are in pursuit of a suspect through campus or apprehend a suspect on campus:

- a. **Do not interfere.** Do not attempt to assist the police unless specifically requested by an officer. Your attempt at assistance could result in a hostage situation or interfering with the police carrying out their arrest.
- b. **Do not initiate a pursuit of your own.** Get descriptions of suspect, vehicle, license plate number, direction of escape, crime suspected of committing. Call **9-1-1** and **Campus Safety (503) 250-1730.**

### 4. Campus disturbance, civil disruption, or civil protest which has the potential to affect the safety and health of the campus

- If the nature of the disturbance disrupts normal operations of the College,
- If there is obstruction of access to buildings or other College facilities,
- If there is a threat of physical harm to persons or property of the College,
- Or if there is unauthorized entry into or occupation of any College room, building, improper use of any College property, equipment, or facility, please do the following: **Call Campus Safety (503) 250-1730.**

### 4. Weapons possession by someone on campus

- Carrying of any type of weapon on campus is strictly prohibited.
- If you encounter someone on campus who is carrying a weapon (firearm, knife of 4 inch or longer blade), call **Campus Safety immediately (503) 250-1730.**



## RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

- **DO NOT confront** the individual carrying the weapon even if you know her/him. Leave the decision to confront to Campus Safety or the police.
- In the event that the individual appears to threaten anyone with the weapon, **call 9-1-1 immediately** and then call Campus Safety.

### 5. Crimes of violence: all campus employees and students have a “duty to warn” others of potential danger

#### a. Sexual assault or intent

- In the event of a sexual assault or rape of anyone on campus, **call 9-1-1**.
- If the victim has sustained wounds that need immediate medical attention (e.g. wounds from weapon assault, broken bones), render the assistance that you are able to render.
- **Call Campus Safety (503) 250-1730**.
- Contact the Campus Nurse at ext. 1001 or a P.A.
- Find someone of the same gender to assist you in calming the victim.
- Call the Director of Student Life at ext. 1008 or the Dean of ADP at ext. 1320, depending upon campus/program of study.
- Call the Campus Counseling Center at ext. 1119.
- The decision as to when to contact the victim’s family (if the victim is an on-campus student) will be determined by the victim, attending medical staff, and the Assistant Dean of Student Affairs or the Dean of the Adult Degree Program, depending upon campus/program of study.
- Activate CIRT by contacting a primary team member.
- Comfort the victim but be cautious of making overt physical contact with the victim. In all likelihood, the victim will be traumatized and not feel safe if someone tries to hold or touch her/him.
- Attempt to give the victim a sense of safety and security. S/he may be overwhelmed with a sense of dread thinking the assailant will return.
- If the encounter has the suggestion of sexual harassment and occurs on College property or during a college activity on or off campus, report the incident to:
  - Bev Fitts, Director of Human Resources, ext. 1031
  - Cole Dawson, VP for Academic Affairs and Dean of the Faculty, ext. 1221
  - Jared Valentine, Director of Student Life ext. 1008 or Chris Turner, Dean of ADP ext. 1320, depending upon campus

#### b. Physical assault

- Any physical assault should be reported to **Campus Safety immediately (503) 250-1730**.
- If a physical injury has occurred, call **9-1-1**.



## RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

- Attend to any injuries of the victim and render comfort and security.
- Activate CIRT by contacting a primary team member for further actions and follow-up as deemed necessary.

### c. Vehicular, residential or office break-in and/or theft

- Report all break-ins and theft of property to **Campus Safety immediately (503) 250-1730.**
- Begin an inventory of what appears to be missing.
- Campus Safety may request police assistance in the ensuing investigation.

### 6. Campus Safety will activate Campus CIRT by contacting a primary team member

## DEATH OF A STUDENT, STAFF, FACULTY OR VISITOR TO CAMPUS

- natural death
- accidental death
- suicide

### Response Procedures

#### 1. Natural death (of a student, staff or faculty member, or visitor to campus)

- In the event that an individual collapses in the presence of others:
  - a. **Call 9-1-1 immediately.** Know the location from which you are making the call!
  - b. The 9-1-1 operator will ask questions about the victim's condition.
  - c. If life-saving procedures are suggested (e.g. CPR), the operator will assist those rendering aid.
  - d. Have someone else **notify Campus Safety (503) 250-1730.**
  - e. **Send someone out to direct responding emergency units** to the location of the victim.
  - f. **Notify the Director of Student Life or Dean of ADP (depending on campus) and activate CIRT by contacting a primary team member.**
  - g. If the victim is alive, the ambulance company will transport her/him to the nearest trauma center.
  - h. In the event the victim is deceased, the police will be called by Fire and Rescue, along with the Multnomah County Medical Examiner's Office.
  - i. Fire and Rescue or the police will request the presence of Trauma Intervention Personnel (TIP) on the scene to assist with any family survivors, witnesses, and individuals who provided assistance to the victim at the scene. They will also assist the campus CIRT with any of its tasks if requested.

## RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

- j. The authorities will want the victim's full name, date of birth, home address, telephone number, Social Security number and the name(s) of any next of kin. This information can be obtained from the Office of Human Resources, at ext. 1031 (for faculty/staff members) or from the Registrar, at ext. 1012 (for students).
- k. The Medical Examiner's Office may transport the victim back to its facilities until the family can make funeral home arrangements and pick the victim up from the Medical Examiner.
- l. The Medical Examiner will notify the family of the death. If the college intends to notify the family, an effort should be made to coordinate the notification with the Multnomah County Medical Examiner, who can be reached at 503-657-6831.

### 2. Accidental death

- In the event of an accident which causes injury to the victim, call **9-1-1**. Know the location of the victim.
- The 9-1-1 operator will request information about the victim's condition and may recommend further actions on your part. **DO NOT** move the victim unless s/he is in danger of further injury in her/his present location.
- **Notify Campus Safety (503) 250-1730.**
- Activate CIRT by contacting a primary team member.
- Send someone to meet and direct emergency response units to the victim.
- If the accident causes the death of the victim, stay clear of the accident scene itself.
- Fire and Rescue, the police, TIP, the Medical Examiner, and OSHA will respond to the scene and conduct an investigation into the circumstances of the accident and death.
- The Medical Examiner will need the same biographical information on the victim (as noted above in section 1.j).
- Again, death notification will be done by the Medical Examiner, as well as the College if CIRT desires to do so.

### 3. Suicide on Campus

- The person(s) finding the suicide victim will need to call **9-1-1** immediately.
- **Call Campus Safety (503) 250-1730.**
  - a. Secure the scene. If the suicide occurred inside a building, secure the room and prevent anyone from entering the room until the authorities arrive.
  - b. If the scene of the suicide is outside, do your best to keep people away from the scene.
  - c. Do not attempt to cut down the victim if s/he hanged her/himself, unless of course s/he is still alive.
  - d. Do not attempt to clean up anything in the room of the suicide.



## RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

- e. Notify the Director of Student Life or the Dean of ADP, depending upon campus.
- f. **Activate CIRT by contacting a primary team member.**
- g. The responding authorities (Fire and Rescue, police, Medical Examiner) will conduct an investigation into the death to determine if it is indeed a suicide.
- h. The Trauma Intervention Team will be requested by Fire and Rescue or the police to respond to the scene to assist anyone needing immediate non-medical intervention.
- i. The College may also call TIP directly at 503-940-7997.

### NATURAL EVENTS

- severe weather
- geological events

### Response Procedures

#### 1. Severe weather

- During severe weather events (high winds, ice, electrical storms, hail), encourage people to seek shelter inside a building.
- Be aware of the threat of falling trees and tree limbs. Block sidewalks and other pedestrian routes which pass under or near dangerous trees and power lines.
- In the event of property damage, call the **Facilities Supervisor at ext. 1217**.
- In the event of personal injury to anyone on campus, call **9-1-1**.
- If the campus is not safe for passage from one building to another, notify the **Facilities Supervisor** who will notify the **Dean of the Faculty** with regard to the holding of classes and other scheduled events.

#### 2. Geological events (earthquakes, landslides, effects of volcanic eruptions)

- The magnitude of any geological event in the Portland area will determine your response.
  - a. As quickly as possible, determine the most significant damage and threat to life.
  - b. If there are injured people and a building collapses, call **9-1-1**. If this is a city wide emergency, the College may be on its own for some time before response units can be of assistance. Therefore the following procedures should be carried out:

#### Follow all the procedures outlined for Medical Emergencies and Mass Casualty Events.

1. Keep people from entering collapsed buildings.
2. Secure a safe place for the evacuation of all injured people. This should be a place that emergency vehicles can easily access when they do arrive.



## RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

3. Have survivors organize into teams which will be given specific tasks:
  - Movement of the injured;
  - Care for the injured;
  - Identification of the injured;
  - Interviewing the injured in order to identify their medical histories, prescriptions currently being taken, and any allergies;
  - Role call to account for persons known or suspected of being on campus;
  - Security around damaged buildings;
  - Protective shelter from the elements for the injured and survivors; and
  - Teams to listen for any indication of people trapped in collapsed structures and to mark the location for trained rescue personnel.
4. **Notify the Critical Incident Coordinator.**
  - **Activate CIRT by contacting a primary team member**

### POTENTIAL FOR WIDESPREAD ILLNESS ON CAMPUS

#### Response Procedures

1. In the event of an illness outbreak that seems to have affected several people on campus with the potential of affecting more individuals:
  - Seek appropriate medical service from Portland Adventist Hospital or a local physician.
  - Call the Campus Nurse at ext. 1001.
  - Call the Director of Student Life at ext. 1008.
  - Activate CIRT by contacting a primary team member.
2. In the event that it is determined there is an infectious outbreak on campus, the following procedures apply:
  - The Campus Nurse will be in contact with the attending physician(s) treating campus personnel to determine the potential or extent of concern.
  - If appropriate and so directed by attending medical personnel, isolate the primary residence of the affected parties.
  - Notify the Multnomah County Health Department's Communicable Disease and Occupational Health Office at 503-988-3406. This is a 24 hour automated service with punch button options to follow.
  - Activate CIRT by contacting a primary team member.

### CAMPUS RESPONSE TO A CITY-WIDE DISASTER

#### Response Procedures

The College and its personnel could be called upon in a city wide disaster to assist the city in its response.

- The College may be in a position to render temporary shelter to local residents from the surrounding neighborhood.





## RESPONSE PROTOCOL FOR A CAMPUS EMERGENCY

- The College could be asked to provide its green space and parking lots for staging areas for various response activities.
- The College's student body and available faculty and staff could be asked to assist at medical centers, nursing homes, and other care facilities that require staffing and support.

### CAMPUS EVACUATION

#### Response Procedures

Any situation calling for the evacuation of a building, area of campus, or the entire campus:

##### Immediate Evacuations

Those responding to the event need to determine if evacuation of the scene should be carried out. If the potential for injury seems to exist, begin an evacuation.

- Activate the building's fire alarm.
- Call 9-1-1 and Campus Safety (503) 250-1730.**
- Shout a warning and proceed to each area that may house people if doing so is safe.
- Assist those who may be physically challenged.
- Direct people to a designated safe area.
- DO NOT** allow anyone except the Fire/Rescue personnel to reenter the building or area once it has been evacuated.
- Begin a head count.
- Activate CIRT by contacting a primary team member.

##### Second Stage of Evacuation

Move evacuees to the nearest safe shelter.

- This shelter can be any safe shelter available to house people.
- Support services need to be made available to the evacuees.
- Support services include food, water, warmth, clothing (if needed), and first aid assessment.
- Evacuees should inform persons in charge of their new location if they've spread across campus or have sought shelter off campus.
- All exits off campus should be manned so that those leaving campus by car, bus, foot, or other means must inform campus authorities of who is leaving, their intended destination, and their contact information.

##### Third Stage of an Evacuation

In the event of a long term evacuation relocation effort, CIRT will notify outside agencies and request assistance. Those agencies could include the Red Cross, Salvation Army Disaster Response, neighboring colleges, private schools, and area churches.



## CRITICAL INCIDENT RESPONSE TEAM (CIRT)

### WPC-CIRT MISSION

The Critical Incident Response Team (CIRT) under the direction of the Critical Incident Coordinator will determine the manner in which the College will respond to a critical incident on campus, or involving any college employee, student, visitor or physical property. The Critical Incident Response Team (CIRT) will utilize and follow the stated policies and procedures of the College's Emergency Response Plan in any response of the College to a critical incident.

### WPC-CIRT ORGANIZATION

Positions underlined in **bold type** are the *primary CIRT* with secondary backup positions and personnel in the event the primary CIRT member is not able to respond to the critical incident or backup presence is required by the CIRT member to form a team. Members of the CIRT are determined by their positions at the College. Members of the Campus Communications Response Team (CCRT) are determined by their positions at the College and their ability to write, copy, record the chronology of the incident response, and speak publicly if required. Please reference the complete list of CIRT contacts in Appendix 1. (Where both a home and cell number are listed, the preferred number is listed in darker font.)

POSITION	NAME	OFFICE
<b><u>Critical Incident Coordinator</u></b>	<b><u>Steve Stenberg</u></b>	<b><u>503-517-1238</u></b>
- Director of Accounting	Nathan Dunbar	503-517-1206
<u>Business Response Support Team</u>		
- Director of Accounting	Nathan Dunbar	503-517-1206
- Dir. of SFS & Financial Aid	Katrina Sartin Matano	503-517-1018
- Senior Accountant	Carol Landers	503-517-1116
- Disbursements Accountant	Sylvia La Voie	503-517-1205
<b><u>Facilities Supervisor</u></b>	<b><u>Rick Quesenberry</u></b>	<b><u>503-517 1217</u></b>
- Maintenance	John Krout	503-517-1218
<b><u>Dean of the Faculty/CAO</u></b>	<b><u>Cole Dawson</u></b>	<b><u>503-517-1221</u></b>
- Faculty Chair	Roger Martin	503-517-1035
<u>Dean of ADP</u>		
- Dir. of Academic Counseling	Chris Turner	503-517-1320
	Megan Enos	503-517-1319
<b><u>VP of Community Life</u></b>	<b><u>Daymond Glenn</u></b>	<b><u>503-517-1056</u></b>
- Director of Student Life	Jared Valentine	503-517-1008
<b><u>Dir. of Information Technology</u></b>	<b><u>Linda Rudawitz</u></b>	<b><u>503-517-1397</u></b>
- Systems Manager	Jim Dorris	503-517-1396
- Systems Manager	Aaron Hockett	503-517-1203

## CRITICAL INCIDENT RESPONSE TEAM (CIRT)

POSITION	NAME	OFFICE
<b>Campus Communications Response Team Leader</b>		
<b>VP for Enrollment &amp; Marketing</b>	<b>Dale Seipp</b>	<b>503-517-1024</b>
- Market. & Campus Relations Mgr.	Shirell Hennessy	503-517-1123
<b>Campus Communications Response Support Team</b>		
- Director of Student Life	Jared Valentine	503-517-1008
- Registrar	Victoria Cumings	503-517-1012
- Professor of Humanities	Pamela Plimpton	503-517-1225
- Professor of Humanities	Connie Phillips	503-517-1075
- Assoc. Prof. of Humanities	Heidi Owsley	503-517-1078
<b>Safety Committee Chairperson</b>		
<b>Paul Hartman</b>	<b>Paul Hartman</b>	<b>503-517-1219</b>
- Director of Health/Wellness Serv.	Donna Johnson	503-517-1001

### CIRT RESPONSIBILITIES

#### Critical Incident Coordinator (CIC)

- Coordinates the CIRT
  - Acts as a liaison to the College President
  - Activates Crisis Response communication procedures
  - Activates the CIRT and the Campus Communications Response Team
  - Reviews and approves all communications with various publications
  - Contacts Senior Leadership (cabinet members) for briefing
- Determines the manner in which college personnel and equipment will be utilized
- Gathers information pertaining to the critical incident
- Assesses the overall incident
- Assesses the need for additional resources, including external assistance
- Provides complete documentation of the full nature of the crisis and its handling by the College
- Liaison to all official jurisdictions that may be investigating the incident
- Liaison to the College's legal counsel

#### Business Response Support Team (BRST)

- As directed by the Critical Incident Coordinator, establishes communications with business contacts, including insurance carriers, financial institutions, and regulatory agencies
- Collects financial information and records as requested by the CIC
- Provides Human Resources information to members of the Primary Response Team, as directed by the CIC
- Provides student records information to members of the Primary Response Team, as directed by the CIC
- Develops financial analysis and reports, as requested by the CIC



## CRITICAL INCIDENT RESPONSE TEAM (CIRT)

### Facilities Supervisor

- Assists any jurisdictional investigator assigned to investigate an incident on campus
- Assesses and contains damage to any campus facility
- Establishes a Crisis Response Room
- Establishes a Media Services Room
- Contacts appropriate utilities companies; terminates utilities as needed
- Estimates timeline for repairs
- Assists claims adjuster in damage inspection
- Determines whether extra staffing is needed for facilities or to assist with security
- Supervises evacuation of campus facilities as necessary
- Supervises Campus Safety personnel to maintain calm on campus and to control access of unauthorized persons to the campus
- Assists emergency response agencies in communicating instructions to the campus community

### Dean of the Faculty/Chief Academic Officer

- In the event of an injury to or death of a member of the WPC community or visitor, serves as liaison to the police, Medical Examiner, hospital, family of the victim, and entire faculty
- Liaison to the Director of Information Services to assure that phone and e-mail communications are functioning
- Is available as a backup resource to take calls from the general public, the media, students, faculty, family of students, or campus employees
- Will arrange for any interruption in the campus class schedule and will determine whether a faculty meeting is to be called for the purpose of disseminating necessary information to classes
- Will ensure that instructors directly impacted by an event receive timely notification and emotional support if requested

### VP of Community Life

- In the event of an injury or death of a traditional student, serves as liaison to police, Medical Examiner, hospital, and family
- Coordinates with the Director of Campus Ministries to meet any pastoral counseling needs
- Provides health and counseling services and referrals to local health care provides for members of the College community in need of such services
- Is a visible presence on campus to help maintain calm and order
- Assists any members of the College community needing emergency housing or relocation services



## CRITICAL INCIDENT RESPONSE TEAM (CIRT)

- Works with the Safety Committee to develop an Emergency Response Training Program for members of the campus community
- Is available to take phone calls from students and their families as well as initiate phone calls when appropriate

### **Dean of ADP**

- In the event of an injury or death of an ADP student, serves as liaison to police, Medical Examiner, hospital, and family
- Provides health and counseling services and referrals to local health care providers for members of the ADP community in need of such services
- Is a visible presence on the affected ADP campus to help maintain calm and order
- Works with the Safety Committee to develop an Emergency Response Training Program for members of the ADP community
- Is available to take phone calls from ADP students and their families as well as initiate phone calls when appropriate

### **Director of Information Technology**

- Using available resources, establishes an Emergency Communications Network for use by the CIRT in its designated location for the duration of the incident

The network will include at least the following:

- a. Departmental phone trees (each department head will be instructed to notify its staff as directed by the Critical Incident Coordinator);
  - b. Campus e-mail;
  - c. Telephone access - landline, cellular, or both;
  - d. Phone banks that are available as needed; and
  - e. An emergency info phone line.
- Establishes and maintains the integrity of the campus computer network
  - Establishes a volunteer force of message runners for the duration of the incident

### **Campus Communications Response Team Leader**

- Spokesperson for the College (media outlets, various College constituencies)
- Lead of the communications team
- Liaison to legal counsel along with the Critical Incident Coordinator
- Makes official requests for third party support and assistance
- Determines time and content of any all-campus meetings
- Determines the appropriateness of securing a public relations firm to manage all outgoing information for the College related to the incident
- If called upon by the Critical Incident Coordinator, serves as the College's Public Information Officer or spokesperson for the College



## CRITICAL INCIDENT RESPONSE TEAM (CIRT)

### Campus Communications Response Support Team (CCRT)

The Campus Communications Response Support Team will function as an ancillary support team to the CIRT, reporting to the Campus Communications Response Team Leader. The membership of this team is determined on the basis of professional communication skills (**written, broadcast media, coordination of communication releases, gathering of sensitive campus records and documents, and the ability to document the response actions of the CIRT to the incident.**) To this end the Campus Communications Response Support Team will:

- As directed by the Campus Communications Response Team Leader, establish a media services location, which will serve as the location for media personnel to meet with appropriate College representatives for the dissemination of corresponding information, and which will serve as the headquarters for the Campus Communications Response Team for the duration of the incident.
- In consultation with the Critical Incident Coordinator, draft communication instruments which will be used with family members, the campus community, and for outside media releases to disseminate necessary information about the incident.
- Maintain overall responsibility for the handling of phone calls (staffing the phone bank on an ongoing basis during the incident).
- Provide written updates as directed by the Critical Incident Coordinator.
- Screen and log all calls from the media or any source and relay the report to the Critical Incident Coordinator.
- If necessary, organize a press conference.
- Gather information for a potential media release as directed by the Critical Incident Coordinator.

**Only information that has been cleared by the Critical Incident Coordinator or designee can be released to the general public.**

### Safety Committee Chairperson

- Supervises the Emergency Preparation section of the Emergency Response Plan and assures that all elements of such preparation are in place
- Works with the Critical Incident Coordinator to develop an Emergency Response Training Program for members of the CIRT and campus at large
- Works with the Facilities Supervisor to train Campus Safety personnel in the Emergency Response Plan
- Serves as the Campus Safety Officer during all campus incidents requiring CIRT activation
- Is available to take phone calls from students and their families and initiate phone calls when requested by the Critical Incident Coordinator
- Ensures that members of the Campus Communications Response Team keep a detailed record of all actions taken during the emergency response

## CRITICAL INCIDENT RESPONSE TEAM (CIRT)

### ACTIVATION OF THE CIRT

In the event of an incident involving a member of the College community or visitor to campus, the CIRT may be activated by any member of the CIRT or by any employee. This can be done by contacting Campus Safety or the employee's immediate supervisor. The Critical Incident Coordinator will convene the CIRT to discuss the appropriate response action to be taken.

### DECLARATION OF A CAMPUS STATE OF EMERGENCY

The only authority to declare a campus state of emergency rests with the President, or in the absence of the President, the Critical Incident Coordinator of the College. A declaration of a campus state of emergency would result in the following actions:

- Follow the appropriate procedures during the emergency,
- Safeguard persons and property in so far as it is possible,
- Formalize the activation of the CIRT to implement its respective policies and procedures in response to the incident, and
- Identify a safe place to establish the Incident Command Operations Center which will house the CIRT.

When a declaration of a campus state of emergency is made, only registered students, members of the administration, faculty and staff are authorized to be on campus.

- Emergency response personnel have the authority to limit access to the campus of anyone they have not directly requested to be on campus. Those who cannot provide proper identification and prove their legitimate business on campus will be asked to vacate the premises.
- Only those members of the administration, faculty and staff who are assigned CIRT responsibilities will be allowed to enter the designated emergency area, including the Incident Command Operations Center.
- Assessment of property damage will be completed as soon as the area is cleared by emergency response personnel. This assessment is to determine the level and extent of damage and any risk of injury the damage may present.

### DECLARATION OF A CAMPUS STATE OF EMERGENCY PRIORITY OBJECTIVES

#### Priority 1

- Medical aid:** evaluate medical services available and direct rescue forces regarding the location of the injured and treatment facilities for the injured.
- Fire suppression:** evaluate fires or fire hazards and use resources to control and evacuate.
- Search and rescue:** appoint search and rescue teams responsible for finding missing students, individuals trapped in structures, etc.
- Communications Network:** establish a communications network to serve the CIRT for the duration of the incident response.



## CRITICAL INCIDENT RESPONSE TEAM (CIRT)

- e. **Utilities survey:** evaluate conditions of utilities and shut down or restore appropriately.
- f. **Response to off-site incidents** such as athletic road trips, choir tours, Science Department outings, student life activities, and mission trips involving vehicular accidents and other incidents which could injure or kill students, faculty or staff.

### Priority 2

- a. **Facility survey:** evaluate facilities for occupancy suitability.
- b. **Shelter:** identify the extent of need for temporary housing and organize moves as needed.
- c. **Food and water:** identify extent of need; establish provider(s) and distribution system.
- d. **Sanitation system:** evaluate immediate need and identify resources that can be used.
- e. **Communications:** establish a means of communicating with various parts of the campus.
- f. **Psychological assistance:** implement procedures for caring for the emotionally distressed.

### Priority 3

- a. **Valuable materials survey:** identify, survey, and secure valuable materials on campus.
- b. **Records survey:** identify, survey, and secure all WPC records.
- c. **Academic survey:** survey academic departments and determine suitability for resumption of the academic program.



### CLEANUP, SALVAGE AND RECOVERY

Following an emergency, maintenance, risk management and other college personnel should act quickly to initiate cleanup and salvage operations as directed by the insurance providers.

Once the physical safety of community members has been assured and power has been restored, the restoration of communications and institutional records, usable facility space and access to finances will be top priorities as the college restores business operations.

Like the initial response, the recovery process will be directed by the *Critical Incident Coordinator* and the Critical Incident Response Team.

The *Facilities Supervisor* will coordinate the restoration of college facilities.

- initial evaluation of the structural integrity of college facilities
- coordinating expert evaluation of the structural integrity of college facilities
- performing physical repairs to college facilities
- coordinating contractor repairs of college facilities

The *Director of Information Technology* will coordinate the restoration of the information and communication networks.

- initial evaluation of the information and communication networks
- coordinating expert evaluation of the information and communication networks
- performing repairs to network equipment
- coordinating contractor repairs of network equipment

The *Campus Communications Response Team Leader* will coordinate all external communications throughout the recovery process.

- communication with media (TV, radio, newspaper, etc.)
- communication with parents
- communication with local associated churches and other college stakeholders

The *Vice President of Community Life* will coordinate all communication to students in the Traditional Program throughout the recovery process.

- updates on the recovery process
- timelines for return to normal business operations
- available resources for students residential and commuter students

The *Dean of the ADP* will coordinate all communications to the students in the Adult Degree Program throughout the recovery process.

- updates on the recovery process
- timelines for return to normal business operations
- available resources for ADP students

## RECOVERY PROCEDURES

The *Dean of the Faculty* will coordinate all communications to faculty and staff throughout the recovery process.

- updates on the recovery process
- timelines for return to normal business operations
- available resources for college employees

The *Director of Accounting* will coordinate the restoration of access to college finances.

- communication with the insurance company regarding business interruption coverage
- communication with the college's bank as necessary

### INFORMATION & COMMUNICATION SERVICES

- *Assess the safety and structure of the server room and Otto F. Linn Library.*  
The Department of Information Technology, along with the Department of Facilities Services will assess the server room and the Otto F. Linn Library to determine the safety and continued viability of operating in that location. Facilities Services will consult structural engineers and outside contractors as needed in the assessment work.
- *Assess the network servers and infrastructure.*  
The Department of Information Technology will assess the health of the network servers and data center infrastructure to determine the best course of action in moving toward the restoration electronic communication, instructional technology systems and institutional records.
- *Replace and/or relocate servers.*  
Information Technology will acquire replacements for damaged equipment and move equipment to a safer location if necessary.
- *Re-establish internet connections.*  
Information Technology will work with the internet communication vendors to restore connectivity between facilities and to the internet.
- *Repair network infrastructure.*  
Information Technology will assess the safety and continued viability of all ancillary network facilities including intermediate distribution closets (IDF's) and wireless access points. Information Technology will facilitate the repair of damaged portions of the network infrastructure.
- *Restore information and institutional records.*  
Once servers and at least minimal network infrastructure have been re-established, Information Technology will restore institutional records as necessary.
- *Assess telephone network and infrastructure.*  
Information Technology, along with the help of outside contractors, will assess the health of the telephone network.
- *Repair telephone network infrastructure.*  
Information Technology will facilitate the repair of damaged portions of the telephone network infrastructure.

### FACILITIES

- *Assess facilities at all campuses for safety and structural integrity.*  
The Department of Facilities Services has developed relationships with structural engineers and contractors and will coordinate the assessment of all academic and housing facilities at all campuses.
- *Secure alternate housing facilities.*  
If housing facilities have been damaged and are unusable, alternate housing facilities will be secured. Residents may be moved from unsafe to safe facilities on the Mount Tabor Campus. Temporary housing may also be secured in safe facilities not typically used for housing on the Mt. Tabor, Cascade or Centre 205 Campuses.
- *Ensure food service operation for residential students.*  
The kitchen in Egtvedt Hall will be assessed and utilized if usable. If it is not usable, other kitchens on the Mt. Tabor Campus will be utilized. Food supplies stored in the kitchen in Egtvedt Hall will be used as necessary until regular services are restored.
- *Secure alternate office space.*  
If academic buildings have been damaged and are unusable, alternate office space will be secured in safe facilities on the Mt. Tabor, Cascade or Centre 205 Campuses.
- *Secure alternate classroom facilities.*  
If there is inadequate usable classroom space at the Mt. Tabor Campus, classroom space will be secured at the Centre 205 and/or Cascade Campuses.

### FINANCE

- *Contact insurance company regarding business interruption coverage.*
- *Ensure ability to pay employees and contractors.*  
Before the network servers and infrastructure are assessed and restored, Business and Finance will access supplies for hand written checks from emergency storage. These may be needed for purchases related to repairing the network servers and infrastructure or other immediate expenses. Once the network servers, infrastructure and Datatel software are restored, Business and Finance will access standard supplies for cutting checks from emergency storage.

### COMMUNICATION

Many different methods might be used in order to communicate in a timely manner and as clearly and thoroughly as possible. All methods of communication require certain systems to be back in operation following the incident (information and telephone networks, cellular networks, postal service).

The e2Campus Emergency Notification System, which utilizes text messages and e-mail, can be used for short, simple messages regarding immediate threats to safety and security, office closures and class cancellations.

For messages that are longer and contain more information, but must still be communicated relatively quickly, email can be used. This could include updates on



## RECOVERY PROCEDURES

campus facility repairs and the recovery process, or important information regarding classes and target dates for resuming operations. The college's website can also be used as a link to messages like this.

For updates during a long term recovery process and for communication that does not require immediate delivery, standard mail might be used.

The local media may also be used to supplement texts, emails and telephone or as a substitution for temporarily nonfunctioning methods of communication.

Students, staff, faculty and the community will also be able to call the college by telephone and receive updates on the recovery process from designated staff members. In the event that the telephone network is not yet operational, the Director of Information Technology will coordinate the installation of temporary emergency phone lines until telephone network has been restored. Telephone numbers for information lines will be communicated by text, email, standard mail and/or local media.

Throughout the recovery process the Dean of the Faculty will coordinate communication with both faculty and staff, the Vice President of Community Life and the Dean of the ADP will coordinate communication with the students in their respective programs, and the Campus Communications Response Team Leader will coordinate all external communications. Each of these people will determine the best method to be used for each communication. All contact with media personnel will be approved by the Campus Communications Response Team Leader or any person he or she designates.

### CAMPUS SAFETY

From the time of the incident and throughout the recovery process, the Department of Campus Safety will work all hours to maintain the safety of the Warner Pacific community and the security of college property and facilities.

- Monitor facilities and grounds for developing or ongoing safety and security hazards (chemical exposure, downed power lines, aftershocks, structurally compromised facilities, etc.).
- Manage foot and vehicle traffic based on existing safety hazards.
- Maintain facility access control with support from maintenance personnel.
- Work with and support local police, fire and emergency services personnel as necessary.

### TARGET TIMEFRAMES FOR RESTORATION

#### Facilities

Initial evaluation of structural integrity	3 days
Establishment of temporary residential facilities	3 days
Coordinating expert evaluation if needed	7 days
Creation of temporary facilities for instruction	14 days
Creation of temporary administrative facilities	28 days
Overall repairs	Ongoing



## RECOVERY PROCEDURES

### Information Services

Establishment of preliminary initial communication systems	2 days
Establishment of communication networks for students, faculty/staff and other stakeholders	4 days
Initial evaluation of information and communication networks	2 days
Performing repairs or establishing off site network capability	5 days
Reestablishing permanent network and system capability	28 days

### Finance

Establish communication to insurance providers	1 day
Establish method for payment, manual if needed, to ensure payment is available for contractors, responders, other service providers	3 days
Restore business systems sufficient to ensure payroll and benefits continue	21 days

### Residence Life

Establish temporary housing in campus or off site facilities	1 day
Food service temporary systems if needed	2 days
Set up longer term temporary housing as needed	3 days

### Instruction, Traditional

Evaluation of instructional spaces for possible use	3 days
Assessment of spaces vs. instructional needs	5 days
Establishment of instructional spaces, on campus or off	10 days
Review of class scheduling and adjustments if needed to work with available instruction space	10 days
Install needed classroom technology to allow instruction	14 days

### Instruction, Adult Degree Program

Evaluation of instructional spaces for possible use	3 days
Assessment of spaces vs. instructional needs	5 days
Establishment of instructional spaces by campus	10 days
Review of class scheduling and adjustments if needed to work with available instruction space	10 days
Install needed classroom technology to allow instruction	14 days

### Co-curricular Activities

Assessment of capabilities of facilities	4 days
Coordination with conference regarding ongoing activities	5 days
Establishment of temporary locations where possible	14 days



### INITIAL INCIDENT REPORT CAMPUS COMMUNICATIONS RESPONSE TEAM

- Narrative (what happened)
- Time of incident
- Location of incident
- Estimate of casualties
- Extent of damage and loss
- Estimate of relocated persons
- Type and extent of assistance required and received
- Additional remarks pertinent to the incident

### AFTER ACTION REPORT

- The after action report is to be completed by all CIRT members and departments responding to the incident.
- The after action report is a necessary document as it relates to any responsible parties in relation to the incident. This report also serves other supporting agencies with substantiating documentation.
- The following are the primary items to be addressed in an After Action Report:

#### A. General

1. Description of the incident
2. Time your department received the initial call
3. Location of the incident
4. Date of the incident

#### B. Strengths

1. Number of personnel committed to the incident from your department
2. Hours spent (for insurance purposes)
3. Management
4. Clerical
5. Administrative
6. Other

#### C. Operations summary – include all significant events on a time-line basis:

1. Planning – preparation
2. Alerting
3. Operations
4. Post operations
5. Communications
6. Training of campus community on the Emergency Response Plan

### **D. Administration**

1. Information and educational activities
2. Special affairs
3. Internal – morale and discipline problems
4. Human cost(s)
5. Property cost(s)

### **E. Supplies and equipment**

1. Special supplies and equipment used
2. Needed supplies and equipment

### **F. Problems**

1. Personnel
2. Information – planning, etc.
3. Operations
4. Organization
5. Training
6. Supplies and equipment
7. Communications

### **G. Overall assessment of incident response (in your own words)**

### EMERGENCY PREPARATION

The materials, training, and system maintenance needed for dealing with emergencies are to be maintained by the chair of the Safety Committee.

#### Preparation for Managing a Disaster

Preparation for managing a disaster includes the following:

##### Training

All primary and secondary members of the CIRT, as well as security, must be formally trained on the Emergency Response Plan, with regular refresher training.

##### Supplies

Supplies must be identified and maintained to enable the College to manage an incident. These supplies should include:

- Potable water
- Non-perishable food
- Emergency lighting
- Face masks
- Rubber gloves
- Methods for providing heat
- First Aid supplies
- Temporary shelter

Several days worth of these supplies must be maintained.

##### Communications

Establishment of an Emergency Communications Network (departmental phone trees, campus e-mail, media announcements) including provisions to set up an off campus information response center to respond to questions and disseminate information, in conjunction with the Campus Communications Response Team.

##### System Maintenance

Ensure that routine testing of emergency lighting and building fire alarms are completed.



**COMPREHENSIVE REVIEW PROJECT PRIORITIES**  
**Program Review Coordinating Team**  
**July 23, 2014**

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**PRIORITY I**

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**1. *Develop a consistent, internal articulation of how and why the College's mission is being applied amidst demographic and other changes in higher education (2.4).***

**Liaison:** Lori Jass

**Action:** In conversation with respective divisions, cabinet should work to identify changes needed to align with mission.

**Action:** Every division should create its own strategic plan to bring work into mission alignment, including a revisited Academic Vision, and new program outcomes that align with institutional mission and outcomes.

- a. **Data/Rationale:** Qualitative input from staff and faculty revealed the following: a) ongoing uncertainty about how and why “urban” and “diverse” are being applied in particular ways; b) apart from both the vision/mission of the college and the reality of our students, the college’s infrastructure (curricular, support structures, etc.) and use of resources have not yet caught up to the mission.
- b. **Metric:**
- c. **Timeline:**
- d. **Financial Impact:**

**2. *Direct concerted energy and resources (regular communication and goal tracking) toward meaningful partnerships among marketing, enrollment, and academic programs/faculty (1.3).***

**Liaison:** Jennifer Cameron

**Action:** Review faculty activities and priorities to allow academic departments to market their majors and have more meaningful contact with prospective students.

- a. **Data/ Rationale:** ASR (Admitted Student Research) data shows that academic department involvement in their recruitment was not a significant factor in their decision to enroll or not enroll and demonstrates an opportunity for strategic involvement of faculty.
- b. **Metric:**
- c. **Timeline:**
- d. **Financial Impact:**

**3. *Reset course size minimums (3.8).***

**Liaison:** n/a

**Action:** Establish a minimum class size for lower division courses of 10 and a minimum class size for upper division courses of 6.

**Action:** Establish target larger lower division courses that can be larger, 40-60 students, such that the average course size exceeds 15 students.

**Action:** Revisit student caps on courses based on course outcomes, course level and other relevant factors.

- a. **Data/Rationale:** 71% of our classes are between 2-19 students (4<sup>th</sup> highest among peer institutions), and 0% of our classes are between 40-99 (we are unique among our peer institutions in this area). While our high level of contact with students and relational approach is a distinguishing feature of the college, it is not sustainable at current levels. Finding a few places for a high level of efficiency in class size allows room for more small classes elsewhere in the curriculum.
- b. **Metric:**
- c. **Timeline:** Institute for Fall 2014, review for Fall 2015 and forward
- d. **Financial Impact:**

**4. *Revise the structure and calculation of faculty workload to adequately account for differences in expectations that might include the following (though this is not an exhaustive list) (8.47):***

**Liaison:** Tori Cumings

- a. Teaching
  - i. Number of students
  - ii. Writing intensive level
  - iii. Number of preps
- b. Advising
- c. Research/scholarship
- d. Community partnership
- e. Administrative responsibilities
- f. Participation in Recruiting
- g. Committee work
- h. Other external relations

**5. *Review the effectiveness of and recommend changes to our instructor and course evaluation process to better align desired educational outcomes and measurements (4.11).***

**Liaison:** Beth DuPriest

**Action:** Create an efficient system to aggregate and track course evaluation data over time.

- a. Data/ Rationale: As the PRCT began discussing ways to evaluate the Quality of programs, it became clear that information about the quality of teaching was not measured effectively through the current course evaluation process, and the data was not readily available in quantifiable forms.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**6. *Authorize a Task Force examining current Academic Advising processes to create a proposal for a more efficient and effective system (ARTF #7) (4.12).***

**Liaison:** Robert Nava

- a. Data/Rationale: The ARTF found that Academic advising is a cause of frustration for students, staff, and faculty, leading to issues of retention, workload, and accessibility. More direct faculty input is needed to move forward with a more specific recommendation.
- b. Metric:
- c. Timeline: by December 2014
- d. Financial Impact:

**7. *Authorize a Task Force examining current registration processes to recommend ways to simplify, streamline, and deliver better service to students (ARTF #6) (4.13).***

**Liaison:** Robert Nava

- a. Data/Rationale: The Academic Affairs subcommittee of the ARTF performed an initial analysis of peer institutions, survey results from faculty and staff, and conversations with students, all of which identified the need for simplified processes, a review of policies, more empowerment of students, and less mistakes in advising.
- b. Metric:
- c. Timeline: by December 2014
- d. Financial Impact:

8. *Authorize interdepartmental review of Academic Administration structure including (ARTF #10) (6.20):*

- *Faculty roles and load construction, taking into account teaching, administrative duties, advising/registration, committee work, external relationships, number of course preps, total student credit hours taught, writing intensive courses, marketing/recruiting;*
- *Department chair structure and responsibilities, including the possibility of non-rotating faculty chairs;*
- *Academic department and program structure;*
- *Academic Success Center;*
- *Center for Teaching and Learning.*

**Liaison:** Nathan Dunbar

- a. Data/Rationale: ARTF focus group identified that concentration should be placed on tutoring services, academic advising, online registration, and other online services like degree audit.
- b. Metric:
- c. Timeline: **Recommendation** to FPCC by February 2015
- d. Financial Impact:

9. *Develop clear standards for measuring the quality of our academic programs that can be applicable across all programs. Such standards might take into account emerging criteria for different degrees (DQP), general education objectives and measurements (LEAP and VALUE rubrics), and quality of teaching in relationship to those standards (8.48).*

**Liaison:** Brad Tripp

10. *For the 2014-2015 Academic Year, appoint a task force to review and recommend changes to the core curriculum for approval by the faculty. Such a process should address the following (6.24):*

- *Relevant application of the liberal arts to contemporary society and culture;*
- *An overall smaller credit hour package (not to exceed 60 credits), that is streamlined in the variety of offerings and maximizes class size;*
- *Incorporates the FYLC program (and potential of a Transfer Learning Community element);*
- *Provides latitude for transferable coursework (must be able to have the Oregon Transfer Degree meet Core);*
- *Addresses the College's four core themes.*
- *Addresses Strategic Learning Outcomes versus course prefixes or disciplinary categories*

**Liaison:** Cassie Trentaz

- a. Metric:
- b. Timeline: Have an analysis completed by December 2014, and suggest **Recommendations** for Department comment. Departments respond to **Recommendations** and propose plans by March 2015.
- c. Financial Impact:

11. *Re-evaluate each Major program for efficiency and effectiveness informed by external measures (3.6).*

**Liaison:** Cole Dawson

**Action:** Revisions should take place at the departmental level.

**Action:** Each Major should not exceed 45-50 credit hours, unless required for certification, licensure or accreditation.

**Action:** Efforts should be made to maximize cross-listed courses whenever possible and options within major offerings should be assembled to minimize every-other year scheduling issues.

**Action:** Emphasis should be placed on the most efficient and effective ways to achieve desired learning outcomes.

- a. Data/Rationale: While the PRCT has made specific **Recommendations** for each department, it is the faculty in departments themselves who are best equipped to evaluate the necessity,

- effectiveness, and strategic nature of individual courses and structures of programs. Overall, however, data from the Austen report, and comparisons with peer institutions show that the College has too many programs, too many courses, and too few students to maintain current levels. Instead of eliminating programs, the PRCT would prefer to encourage a mindset of growth, adaptation and prioritization that is faculty-driven.
- b. Metric:
  - c. Timeline: If not already underway, each major program should plan a revision by Spring 2016, in dialogue with changes to Core Studies.
  - d. Financial Impact:

**12. Develop show-cause process (3.9 & 3.10).**

**Liaison:** Lori Jass

**A. Develop specific protocol, including metrics and process by which programs are deemed “low yield programs” for reasons of under-enrollment, lack of “yield” of students, or unsustainable costs, as well as avenues and metrics for those programs to be eliminated or restored (3.9).**

**Action:** Develop reporting/evaluation process for “low yield programs” to demonstrate why they are critical to the college’s mission and should continue.

- a. Data/Rationale: Programs with low demand that are essential to the college’s mission can still address issues of cost/efficiency and yield through program changes. Mean program yield (# of prospective students expressing primary interest in a specific major who actually graduate) from 2010-2012 was 5.4%, while median was 1.6%, which could serve as benchmarks. Programs with extremely low external demand can also work to create internal demand by recruiting undecided students and creating pathways into majors. While programs whose percentage of total student credit hours is equal to (or less than) their percentage of instructional cost are still not revenue neutral for the college (because of overhead costs), balancing these percentages seems like a solid benchmark for low demand programs. 18 out of 32 programs, including small, low-demand programs, have a percentage of student credit hours (SCH) that is greater than their percentage of total cost, and 8 more programs are within -1% difference.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**B. Implement an ongoing formal evaluation process for institutional initiatives and low yield programs (ARTF #5) (3.10).**

**Action:** Set a threshold for minimum performance, with clear criteria and flexible thresholds.

**Action:** Review all recently initiated programs as well as grant-funded initiatives with clear criteria and metrics, including but not limited to: Sports and Recreation Management, Health Care Administration, Social Entrepreneurship, Accounting, First Year Learning Communities.

- a. Data/Rationale: There have been no clear and consistent performance targets or measures for new programs or grant-funded initiatives that have informed a critical analysis of program viability and continuation.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**13. Establish the college's 3 or 4 "Signature Major Programs" based on mission alignment, potential for growth, and potential to create a “competitive advantage” over competitors (3.5).**

**Liaison:** Mari Bettineski

**Action:** Pursue intentional deliberation among stakeholders (faculty, cabinet, community) to make a strategic decision around what these programs are moving forward.

**Action:** Give these programs priority for investment, increased marketing efforts, focus for grant writing, etc. until they reach a planned optimum that takes into account the size of the college, desired number of students, optimal number of faculty.

- a. Data/Rationale: According to data collected from current and prospective students (CIRP) and 2012 ASR (Admitted Student Research), the attraction of specific academic programs is not a significant reason for attending WPC compared to other colleges. Based on Austen data and PRCT deliberation, the programs with the most potential for growth are:
  - ii. Business Administration
  - iii. PsychologyWhile there is also high demand for Biology/health sciences and Education, our ability to invest the needed resources to compete in these areas is questionable.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

### **PRIORITY I-In Process**

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#### **14. Implement Datatel Degree Audit System in both ADP and traditional programs ARTF #8) (4.14).**

**Liaison:** Steve Stenberg

- a. Data/Rationale: the College's system is already licensed for degree audit and other features, but significant work needs to be done to define all degree requirements. This will have significant up-front costs but should also lead to better enrollment and retention as a result of making degree completion information more readily available to students.
- b. Metric:
- c. Timeline:
- d. Financial Impact: +\$24,000

#### **15. Improve ADP Business Process (ARTF #9) (4.15).**

**Liaison:** Dino Biaggi

**Action:** Perform a system analysis review of the ADP system and implement **Recommendations**, focusing on policies, procedures, and systems for greater efficiency and elimination of redundancy.

- a. Data/Rationale: Current implementation of non-term program administrative functions uses large amounts of manual administrative work that could be significantly streamlined, saving time and money.
- b. Metric: Develop and implement 1-2 major improvements to show significant efficiency gains in Academic Advising, Registrar or Financial Aid at ADP by end of May 2014.
- c. Timeline:
- d. Financial Impact: +\$91,750 in year 1, \$141,750 in subsequent years

#### **16. Establish a formal process for regular feedback and review of the President in conversation with the President, Board of Trustees, and FPCC (6.22).**

**Liaison:** Dale Seipp

- a. Data/Rationale: With the recognition that the College's President is an employee of the board of trustees, and that efforts have been made by Dr. Cook to improve informal channels of communication, faculty have nonetheless consistently expressed a desire to the PRCT for a more formal process of feedback to the President, akin to that of the CAO.
- b. Metric:
- c. Timeline: **Recommendation** to FPCC by February 2015
- d. Financial Impact:

**17. Add Men's and Women's Wrestling Program (ARTF #1) (5.16).**

**Liaison:** Nathan Dunbar

- a. Data/Rationale: With the understanding that athletic programs can both contribute to college enrollment and revenue and the overall mission of the college, an analysis of opportunity in athletics revealed that wrestling has the greatest potential for such an impact at WPC due to its popularity regionally in high schools and relative lack of opportunity for competition at the collegiate level.
- b. Metric: In process for Fall 2014
- c. Timeline: In progress
- d. Financial Impact: +107,362

**18. Increase Institutional Advancement staffing level by 1 FTE in the area of Annual and Planned Giving (ARTF #2) (5.17).**

**Liaison:** Steve Stenberg

- a. Data/Rationale: Industry data for higher education supports a positive return on investment (\$5.99) for every additional dollar spent on fundraising. Even a much more modest figure supports strategic college priorities.
- b. Metric:
- c. Timeline:
- d. Financial Impact: +\$59,250
- e. Strategic Plan: Category C

**19. Modify the Accounting major to be more cost-efficient, attractive, and accessible to first-generation students (7-BUS.25).**

**Liaison:** Roger Martin

**Action:** Place Accounting on "low-yield program" status, set program goals, and review after 2015 recruiting cycle.

**Action:** Explore options of using ADP differently for Accounting and developing an AA in related area.

- a. Data/Rationale: For the last 2 years, Accounting-specific courses accounted for 1.7% of total student credit hours but 7.8% of total instructional cost for majors, and enrollment in the program is low.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**20. Eliminate Secondary Education track and move to the 4.5 year double degree (BA/BS + MAT) format that has been proposed (7-EDU.35).**

**Liaison:** Robert Nava

- a. Data/Rationale: Graduates in Secondary Education have been declining, and there have been only 6 in the last 10 years. Eliminating the program at the undergraduate level will also affect curricular constraints on content area programs.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**21. Revise Urban Studies major for greater cost efficiencies and gateway courses, place on "low yield program" status, and reassess after 2015 recruiting cycle (7-SOC.44).**

**Liaison:** Michael Jerpbak

- a. Data/Rationale: The Urban Studies program launched in 2009 with support from the Collins foundation. Since then, the program costs have remained high (-1.3% and -2.3% below viability threshold) while the number of majors and graduates has remained stagnant low.
- b. Metric:

- c. Timeline:
- d. Financial Impact:

**22. Streamline program offerings by reducing/combining RCM minors with other departmental offerings (7-RCM.45).**

**Liaison:** Cassie Trentaz

- a. Data/Rationale: While the RCM major has done good work to establish a core of classes, respond to the needs of students and community in training for ministry, three of the minor offerings have specific offerings of classes that have been on the lower end of enrollment.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**PRIORITY II**

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**23. Revisit New Program protocols for the HCA (Health Care Administration) traditional program, including viability goals and targeted marketing resources (7-BUS.27).**

**Liaison:**

**Action:** Explore possibility of offering specialized major classes through ADP/online (as with accounting).

- a. Data/Rationale: As a new program, there is little data to analyze for Health Care Administration. There is currently low enrollment, but there has been little dedicated effort to marketing and recruitment for the program.
- b. Metric:
- c. Timeline: Ensure that clear program goals and evaluation plan are in place and review in 2015 (as per #9 above).
- d. Financial Impact:

**24. Review the governance model for the college, with the goal of establishing clear expectations and understanding of process and communication, including methods for more communication between the President and cabinet members and faculty and staff (6.21).**

**Liaison:**

**Action:** Where appropriate, develop and make available institutional resources that describe the results of the review in terms of reporting and decision-making structures.

- a. Data/ Rationale: Inefficiency and discontentment result from a lack of clear understanding about roles, decision-making processes, and authority over different parts of the college's functions.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**25. Music Department review and outreach (7-MUS.28-30).**

**Liaison:**

**A. Place Worship Arts Leadership Major on "low yield program" status as per #9 above (7-MUS.28).**

**Action:** Modify program by decoupling from large music core, creating minor, offering courses suitable for core objectives, and cross-listing with other departments where possible.

**Action:** Explore feasibility of alternative modality offerings.

- a. Data/Rationale: While Worship Arts Leadership draws on the music core of classes, it also includes 4 classes that have been consistently low enrolled. It is a large major (65 credits) with classes that are not integrated into the core or appealing/accessible to non-majors.
- b. Metric:



- c. Timeline: Make curricular changes ASAP, reassess after 2015 recruiting cycle.
- d. Financial Impact:

**B. Pursue department-led and externally-informed review of Music major offerings with the following in mind (7-MUS.29):**

- **Demographics of students enrolling at WP (and in our area high schools);**
- **Increased draw of non-music majors into music courses (other than performance and lessons) so that some courses (revamped Music history and Music Literature) can better serve Gen Ed and major;**
- **How WP can be distinctive in a way that meets demand.**

**Action:** Examine cost structure of major, feasibility for students, and look for efficiencies.

- a. Data/Rationale: Overall, the core Music majors have medium demand and medium yield, which demonstrates ongoing program health, but its costs show greater percentage of major cost than major student credit hours.
- b. Metric: Substantive proposal for revision through faculty governance process by April 2015.
- c. Timeline:
- d. Financial Impact:

**C. Commit resources from Enrollment and Marketing to partner with Music program to pursue more fruitful connections with area high schools (see #2 and #3 above). There is both opportunity in the community and willingness in the department (7-MUS.30).**

- a. Data/Rationale: The Music department already does significantly more community outreach than other departments (band/choral festivals on campus, marketing of their own music programming, etc.). Greater institutional investment and support for these efforts should result in increased visibility and enrollment.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**26. Humanities major revisions (7-HUM.37-40).**

**Liaison:**

**A. Revise Communications major to make it more relevant to the demands of modern media and more explicitly interdepartmental (7-HUM.37).**

**Action:** Explore possibility of Marketing position to help provide assistance in curriculum development and teaching in revised major.

**Action:** Consider interdisciplinary major with Business—Media, Marketing, and Communications, with emphases in production skills, e.g. In-Design, publication techniques for both hard and electronic formats that might also serve other majors.

**Action:** Pursue relationships with community colleges and community partners to provide pathways in and pathways out.

- a. Data/Rationale: Communications currently hovers between low and mid-level demand, mid-level cost, and mid-level yield. It is a major that remains popular but not well understood, suggesting that a more focused program could be better understood and articulated to an external audience.
- b. Metric:
- c. Timeline: Revised curriculum by Spring 2015
- d. Financial Impact:

**B. Place English on “low-yield program” status, implement suggested changes, and reassess after 2015 recruiting cycle (7-HUM.38).**

**Action:** If enrollment for English major does not rise, consider reworking the English major and offering courses in focused topics: authors of color, women writers, Christian writers, etc. as



well as more courses in Creative Writing. Course offerings in the current English major were designed to meet the curricular needs of students preparing to teach in Secondary Education.

**Action:** Explore interdisciplinary Humanities major with History, Philosophy, Drama, Art.

**Action:** Explore possibility of offering vocationally-oriented “tracks” such as publishing/design, media/communications, non-profit/grant-writing with one to two cross-listed courses in each area.

- a. Data/Rationale: Even though English is relatively efficient at 1% below viability threshold for 2012-2013 and 2% below for 2011-2012, as a “low-demand” program, it is unlikely English will change its category. It is an essential area for our liberal arts mission and curriculum but should be examined for maximum mission fulfillment and efficiency.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**C. *Place History on “low-yield program” status, implement suggested changes, and reassess after 2015 recruiting cycle (7-HUM.39).***

**Action:** Modify major for even greater efficiencies by reducing amount of choice within major.

**Action:** Explore possibility of offering vocationally-oriented “tracks” such as non-profit/grant-writing, publishing, alternative education.

**Action:** Explore interdisciplinary Humanities major with History, Philosophy, Drama, Art, as well as the possibility of offering an interdisciplinary major that can serve Pre-law and other related areas. “Justice, Law, and Society”.

- a. Data/Rationale: The History major was 1% below the threshold of viability in 2011-2012 and 0.6% above threshold in 2012-2013. It runs efficiently, but there is not significant demand or understanding of a liberal arts major like history among the college’s student demographic.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**D. *Explore feasibility of expanding Drama minor (and program) to a Theater major, including the possibility of a musical theater component (7-HUM.40).***

a. Data/Rationale: As it currently stands, the Drama minor and program is not equipped to attract students to the program who wouldn’t otherwise come to the college, yet it has both dedicated instructional and programming costs. While increased courses and faculty would have additional cost, the possibility of attracting additional students to the program could help offset the expense of the program.

- b. Metric:
- c. Timeline:
- d. Financial Impact:

**27. *Explore feasibility of program in Environmental Science or sustainability, including exploration of program in Urban Sustainability that could be offered through CCCU Best Semester, perhaps in partnership with existing organizations (7-NSH.32).***

**Liaison:**

- a. Data/Rationale: With increasing state and federal emphasis on STEM programs, the college needs to explore mission-fit offerings in this area. Our urban Northwest context and existing expertise and relationships make a program related to Environmental Studies a good candidate, but feasibility and cost analysis need to factor in.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**28. *Build external/community partnerships in every academic department and across the college (1.2).***

**Liaison:**

**Action:** Ensure that each department has a plan/structure and resources for engaging community partners and professionals in related fields.

**Action:** Explore changes to Faculty Annual narratives and evaluation process to balance “service” within and outside the college.

**Action:** Include “external relations” as part of faculty load for someone in each department according to strategic considerations including gifting of individual faculty members.

- a. **Data/Rationale:** In order for the transformative learning that happens at the college to be more meaningful and intelligible to external constituents, there is a need for more dialogue with those external constituents. These include the cultivation of pathways “in” for our students: high schools, community colleges, churches, etc., as well as pathways “out”: employers, graduate schools.
- b. **Metric:**
- c. **Timeline:**
- d. **Financial Impact:**

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**PRIORITY III**

**29. *Appoint a working group to recommend specific ways to improve collaboration among faculty and co-curricular programming, including chapel programming, residence life, office of diversity, academic support, career and life planning, etc. (6.23).***

**Liaison:**

- a. **Data/Rationale:** Goals for students are shared institutional goals, but feedback from departments indicated a lack of collaboration among curricular and co-curricular programs, due primarily to structural considerations (time, resources, space, planning/oversight).
- b. **Metric:**
- c. **Timeline:** **Recommendation** to FPCC by February 2015
- d. **Financial Impact:**

**30. *Create strategic parameters for deciding the future of Elementary Education (7-EDU.36).***

**Liaison:**

- a. **Data/Rationale:** More information is needed to make a strategic decision about Elementary Education. It is obviously a mission fit in terms of students’ impact on the community and city and our relationships with local schools. Considerable investment of time, energy, and money has gone into preserving the program and putting it on solid administrative footing for the future. It needs to be determined, however, at what level of cost to the college these mission components are advantageous. The program is expensive, not viable from a purely financial perspective, and has the disadvantages of immense transition in faculty, lingering effects of TSPP fallout, and competitive disadvantage in resources, reputation, etc. with other local colleges (Concordia, George Fox).

The data show there is “demand” for Elementary Ed. from prospective students, though the employment outlook is not favorable. Furthermore, the inability of the students we attract to pass necessary exams and persist to graduation in the Education major is problematic. Still, many of those students do migrate to other majors and would not have enrolled in the college otherwise.

Education seems like an area in which we can “double down” on the mission. Doing so, however, will require visionary leadership about the future of urban education and how we as a college can be at the forefront of leading educational transformation in the city of Portland.

- b. **Metric:**
- c. **Timeline:**

d. Financial Impact:

31. **Articulate a clear rationale for the relationship and distinctiveness among HD, HDFS, and Psychology that can be understood by prospective and current students and faculty. Where that distinction is not compelling, work to prioritize offerings and maximize enrollment in fewer programs (7-SOC.41).**

**Liaison:**

- a. Data/Rationale: Human Development is a program that has a very high internal demand (17% of all graduates in last 10 years) but a very low external demand (only 79 prospective students in 2010-2012), whereas Psychology has a very high external demand (2532 prospective students) and a much lower internal demand (only 2.25% of graduates). These data alone suggest that “Human Development” does not articulate well to an external audience though it attracts students from within the college, while Psychology is a popular field for entering students but does not yield graduates.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

32. **Develop new programs in Social Science areas in ADP format and direct resources accordingly (7-SOC.42).**

**Liaison:**

**Action:** Prioritize developing **Human Development** degree online in ADP through strategic resource allocation.

**Action:** Develop full AA to MA track in Social Science area in ADP to be determined by market/feasibility.

- a. Data/Rationale: IPD’s June 2013 Market Analysis done for WPC listed Social Sciences as #3 top producing bachelor’s degree and Psychology as #4. In Top-Producing Master’s Degrees, Social Work was #1.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

33. **Prioritize hiring in the Psychology area (#1 faculty hiring priority), up to 2 FTE (7-SOC.43).**

**Liaison:**

**Action:** Allocate appropriate Faculty time to help develop and oversee program and curriculum development in ADP

- a. Data/Rationale: The Social Science Department Review (2011) identified Psychology as an area where the Social Sciences could leverage high interest, demand, and growth opportunities, which is consistent with the Austen Report and market analysis done by Synergis. Furthermore, the faculty member dedicated full-time to the major is retiring at the end of the 2013-2014 Academic Year.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

34. **Examine the under enrolled courses related to “General Biology” and let the department work to address these issues during the 2014-2015 academic year (7-NSH.33).**

**Liaison:**

- a. Data/Rationale: The General Biology major has been important for Secondary Education in Science, but has only had 16 graduates in 10 years and 7 in the last 5.
- b. Metric: By December 1, 2014, have a proposal to address low-enrolled classes. Eliminate low-enrolled upper-division courses by the 2015-2016 academic year.
- c. Timeline:

- d. Financial Impact:
- e. Objective:
- f. Metric:

**35. *Modify HHK major to reduce cost and increase student yield (7-NSH.34).***

**Liaison:**

**Action:** Study how to best market HHK as distinct from new SRM major and shape curriculum accordingly, with possible titles and emphases to include Exercise Science, Health Fitness Management, etc.

- a. Data/Rationale: HHK major was 5.5% of total major cost vs. 4.0% of total major SCH in 2011-2012 with an even greater gap (3%) in 2012-2013. Program faculty expressed a desire themselves to modify and differentiate the program for greater viability and marketability to students.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**PRIORITY IV**

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**36. *Increase Marketing Department Staffing level by 1 FTE, and prioritize hiring of additional staff member above new faculty (ARTF #3) (5.18).***

**Liaison:**

- a. Data/Rationale: ARTF study of similar institutions revealed significant differences in our staffing in this area, made more urgent by the recent departure of a staff member in Marketing. Additionally, consistent feedback from academic departments expressed a need for more staffing to assist with program marketing, materials, web site creation and monitoring, multimedia, etc.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**37. *Explore feasibility of new graduate level programs offered in ADP format, with the goal of launching three in the next five years (5.19).***

**Liaison:**

- a. Data/Rationale:
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**38. *Prioritize (2nd to Psychology) hiring in the Business Department to serve needs of Social Entrepreneurship, local small businesses/outreach, corporate and community partnerships, as well as advising loads and expertise gaps (7-BUS.26).***

**Liaison:**

**Action:** Explore replacement of Career Services position with one linked (split) to the Business Department.

- a. Data/Rationale: Business Administration is the area that shows the highest level of external demand, while yield of prospective students and percentage of prospective students who graduate in business is low (1.2%). As one of the biggest programs already, development of the program in a mission-centric way is key to the college's growth.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**39. Eliminate the Physical Science major from the 2014-2015 College Catalog (7-NSH.31).**

**Liaison:**

- a. Data/Rationale: Has had only 2 graduates in the last 10 years.
- b. Metric:
- c. Timeline:
- d. Financial Impact:

**40. In keeping with #2 and #3 above, commit institutional (enrollment) and departmental resources toward building more fruitful relationships with external constituents that would both send us more students and employ our students (e.g. Urban youth ministry conference beyond the Church of God) (7-RCM.46).**

**Liaison:**

**Action:** Continue to develop programs that meet the felt needs of our students and community and seek other opportunities to leverage our mission and expertise in innovative ways (online international cohorts of pastors/practitioners).

- a. Metric:
- b. Timeline:
- c. Financial Impact:

**REFERENCE**

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Each recommendation includes a reference to its original category and recommendation number (Category.Recommendation). Department-specific recommendations also include a reference to the department (Category-Department Code.Recommendation). Referenced categories are as follows:

Category 1: Increasing Enrollment

Category 2: Integrating the Mission, Vision and Values

Category 3: Attaining Greater Program Efficiencies

Category 4: Improving Processes

Category 5: Investing in New Programs

Category 6: Reimagining Institutional Structures

Category 7: Creating Accountability and Performance Expectations for Programs/Departments

- BUS: BUSINESS / ACCOUNTING / HCA / SE
- EDU: EDUCATION
- HUM: HUMANITIES
- MUS: MUSIC
- NSH: NATURAL SCIENCES AND HEALTH
- RCM: RELIGION AND CHRISTIAN MINSTRIES
- SOC: SOCIAL SCIENCE

Category 8: Additional Process Items (approved by PRCT 4/29/14)

WPC Learning Objectives		WPC Learning Objective Code	Level / Upper Division	Source Codes	VALUE and DQP Proficiencies	WPC Proficiency
<b>CONVICTIONS</b>						
A worldview that is ethical and respectful and that promotes stewardship through acts of service.	C1	L1	VALUE/BLDEP, VALUE/BER, VALUE/BLDEP, VALUE/BER	<p>VALUE, Understanding Different Ethical Perspectives / Concepts - Student can name the major theory or theories s/he uses, can present the gist of said theory or theories, and attempts to explain the details of the theory or theories used, but has some inaccuracies. A. Ethical Issue Recognition - Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.</p> <p>VALUE, Personal and Social Responsibility - Identifies and explains the ethical, social, and environmental consequences of local and national decisions on global systems. A. Ethical Issue Recognition - Student can recognize basic and obvious ethical issues and grasp (incompletely) the complexities or interrelationships among the issues.</p>	Name the major worldview theory he/she uses, outline the key concepts (e.g., beliefs, values, norms) of that theory, and apply that theory to a specific social issue or problem. Identify distinct basic worldview perspectives and grasp the complexities or interrelationships among underlying beliefs, values, norms, and conceptions in relation to stewardship of resources and stewardship.	
	C1	L2	VALUE/GLPSK, VALUE/BER, VALUE/GLPSK, VALUE/BER	<p>VALUE, Ethical Issue Recognition - Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize crossrelationships among the issues. B. Skills (empathy) - Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</p>	Use her/his worldview perspective to take informed and responsible action to address ethical, social, and environmental challenges in global systems and evaluate the local and broader consequences of individual and collective interventions with special consideration for the impact on those facing economic impoverishment, political disenfranchisement, and social marginalization. Relate worldview perspectives/ concepts to a local economic or political issue and consider the impact this issue has for those facing economic impoverishment, political disenfranchisement, and social marginalization.	
	C1	U1	VALUE/BER, VALUE/EKCS+*	<p>VALUE, Ethical Issue Recognition - Student can recognize ethical issues when presented in a complex, multilayered (gray) context AND can recognize crossrelationships among the issues. B. Skills (empathy) - Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</p>	Recognize distinct worldview concepts when presented in a complex, multilayered context, identify cross-relationships among the issues, and consider the social impact.	
	C1	D2	VALUE/GLCD, VALUE/EKCS+*	<p>VALUE, Cultural Diversity - Adapts and applies a deep understanding of multiple worldviews, experiences, and power structures while minimizing meaningful interaction with other cultures to address significant global problems. B. Skills (empathy) - Interprets intercultural experience from the perspectives of own and more than one worldview and demonstrates ability to act in a supportive manner that recognizes the feelings of another cultural group.</p>	Apply an understanding of multiple worldview perspectives to meaningful interaction with and service to others while examining a significant global problem. Interpret an intercultural experience from more than one worldview perspective and demonstrate ability to act in a manner that sensitively supports and serves another cultural group.	
Self knowledge, integrity, and awareness of others through responsible decision making.	C2	L1	VALUE/ILSA, VALUE/GLCD	<p>VALUE, Reflection and Self-Assessment (demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts - may be evident in self-assessment, reflective, or creative work) - Articulates strengths and challenges (within specific performances or events) to increase effectiveness in different contexts (through increased self-awareness). A. Cultural Diversity - Explains and connects two or more cultures historically or as contemporary contexts with some acknowledgment of power structures, demonstrating respectful interaction with varied cultures and worldviews.</p>	Chart strengths and challenges of personal decisions within specific events that increase effective change in different contexts. Consider how to personal decisions and actions can effectively address significant issues in the natural and human world.	
	C2	L2	VALUE/GLCD	<p>VALUE, Cultural Diversity - Explains and connects two or more cultures historically or in contemporary contexts with some acknowledgment of power structures, demonstrating respectful interaction with varied cultures and worldviews.</p>	Articulate (written or spoken) an understanding of self-knowledge in relation to others and how personal decisions are framed by a global context. Demonstrate an awareness of how human decisions (and related actions) influence and impact the integrity of the natural and human world.	
	C2	U1	VALUE/EKCS+*	<p>VALUE, Knowledge (cultural self-awareness) - Articulates insights into own cultural rules and biases (e.g. seeking complexity, aware of how her/his experiences have shaped these rules, and how to recognize and respond to cultural biases, resulting in a shift in self-description).</p>	Appraise one's own cultural rules and biases; exhibit awareness of how her/his experiences and perspectives have been shaped by these rules; and demonstrate how to recognize and respond to cultural biases, resulting in a shift in self-knowledge, awareness, and description.	
	C2	D2	VALUE/ILSA	<p>VALUE, Reflection and Self-Assessment (demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts - may be evident in self-assessment, reflective, or creative work) - Envisions a future self (and possibly makes plans that build on past experiences) that have occurred across multiple and diverse contexts.</p>	Imagine future personal actions that build on prior knowledge and experiences to respond to new challenges that occur across multiple and diverse contexts.	
Sensitivity to and valuing of diversity among and between people.	C3	L1	VALUE/EKCS+*, VALUE/CEDOC	<p>VALUE, Knowledge (cultural self-awareness) - Identifies own cultural rules and biases (e.g. with a strong preference for those rules shared with own cultural group and seeks the same in others). A. Diversity - Reflects on how own attitudes and beliefs are different from those of other cultures and communities. Exhibits curiosity about what can be learned from diversity of communities and cultures.</p>	Let her/his own cultural rules and biases, frame the sources of those expectations and views, and consider the impact those views have for others. Reflect on how her/his own attitudes and beliefs are different from those of other cultures and communities and exhibits curiosity about what can be learned from diverse communities and cultures.	
	C3	L2	DQP/BERP	<p>DQP - Describes how knowledge from different cultural perspectives might affect interpretations of prominent problems in politics, society, the arts and/or global relations</p>	Compare how knowledge from different cultural perspectives and expressions might affect interpretations of prominent issues in the economy, politics, society, and/or global relations. Outline, explain and evaluate her/his own cultural perspective on selected issues in the economy, politics, society, and/or global relations, and compares that perspective with other views.	
	C3	U1	VALUE/CEDOC	<p>VALUE, Diversity - Demonstrates evidence of adjustment in own attitudes and beliefs because of working within and learning from diversity of communities and cultures. Promotes others' engagement with diversity.</p>	Creatively and sensitively promote engagement with a variety of forms and expressions of diversity.	



	C3		DQP: FRAMES A CONTROVERSY OR PROBLEM WITHIN THE FIELD OF STUDY IN TERMS OF AT LEAST TWO POLITICAL, CULTURAL, HISTORICAL OR TECHNOLOGICAL FORCES, EXPLORES AND EVALUATES COMPETING PERSPECTIVES ON THE CONTROVERSY OR PROBLEM, AND PRESENTS A REASONED ANALYSIS OF THE ISSUE, EITHER ORALLY OR IN WRITING. THAT DEMONSTRATES CONSIDERATION OF THE COMPETING VIEWS. VALUE: COMMUNICATES A WRITTEN PROJECT, LIBERATORY REPORT, EXHIBIT, PERFORMANCE OR COMMUNITY SERVICE DESIGN EXPRESSING AN ALTERNATE CULTURAL, POLITICAL OR TECHNOLOGICAL VISION AND EXPLAINS HOW THIS VISION DIFFERS FROM CURRENT REALITIES. DIVERSITY - DEMONSTRATES EVIDENCE OF ADJUSTMENT IN OWN ATTITUDES AND BELIEFS BECAUSE OF WORKING WITHIN AND LEARNING FROM DIVERSITY OF COMMUNITIES AND CULTURES. PROMOTES OTHERS' ENGAGEMENT WITH DIVERSITY.	Construct a written project, report, exhibit, performance or community service expressing an alternate cultural vision, and explain how this vision differs from current realities. Demonstrate evidence of adjusting her/his own attitudes and beliefs because of working within and learning from diverse communities and cultures.
<b>KNOWLEDGE</b>				
Understanding of the Christian faith	K1	L1	VALUE: ER, ESA, DQP: Inqsp VALUE: ER, ESA	State her/his core beliefs (ontological positions) and the origins of those core beliefs. Summarize central elements of the Christian faith (e.g., writings, traditions, reason, and experience) over time. Discuss in detail and analyze the role of Christian faith in relation to his/her field of study, personal life, and society.
	K1	U1		
Understanding of the nature and value of the liberal arts	K2	L1	DQP: BK	Recall how existing knowledge within a discipline or field of study is advanced, tested, revised, and disseminated for application; and how this knowledge relates to other fields of study.
	K2	L2	DQP: ORL	Paraphrase diverse positions, historical and contemporary, on selected democratic values or practices; and present her/his own position on a specific problem where one or more of these values or practices are involved.
	K2	L3	DQP: BK, VALUE: ILT, VALUE: IJCE	Outline a key debate or problem relevant to two or more disciplines, and explain the significance of the debate or problem to the wider society. Use disciplinary skills, abilities, theories, or methodologies gained in one setting in a new situation for understanding a problem or issue. Locate connections between life experiences and academic texts and knowledge viewed as similar; use those connections to infer differences and similarities, and acknowledge perspectives other than own.
	K2	L4	DQP: ISBDP, VALUE: ILCD	Use recognized methods of analysis from two fields of study, including the gathering and evaluation of evidence, in the execution of analytical, practical or creative tasks. Make connections and draw preliminary conclusions by combining examples, facts, or theories from more than one field of study or perspective.
	K2	U1	VALUE: ILT, VALUE: ER, ARD	Adapt and apply skills, abilities, theories, or methodologies gained in one situation to new situations for solving difficult problems or explore complex issues.
	K2	U2	DQP: BK, DQP: ISCF	Conduct an interdisciplinary inquiry that includes non-English-language sources concerning a question or issue of social significance.
	K2	U3	DQP: BK, VALUE: IJCE	Define and frame a problem important to the major field of study; justify the significance of the challenge or problem in a wider societal context; explain how methods from the primary field of study and one or more additional disciplines can be used to address the problem; and develop an approach that draws on both field areas. Meaningfully synthesize connections among experiences outside of the formal classroom (including co-curricular activities) to deepen understanding of fields of study and to broaden own points of view.

Understanding of historical context across the curriculum.	K3	L1	VALUEGLCD	<p>Respectfully explain and connect two or more cultures within a historical context and/or event, identifying economic forces, power structures and social systems.</p> <p>Assess historical events and conditions in ways that contribute to a basic, shared understanding of the impact these events have on society. Evaluate how historical events contribute to an author's perspective and message; draw basic inferences about context and purpose of text.</p>	<p>Respectfully explain and connect two or more cultures within a historical context and/or event, identifying economic forces, power structures and social systems.</p> <p>Assess historical events and conditions in ways that contribute to a basic, shared understanding of the impact these events have on society. Evaluate how historical events contribute to an author's perspective and message; draw basic inferences about context and purpose of text.</p>
K3	K3	L2	VALUEBKV, VALUEBC	<p>Reflect on experiences and perspectives across a variety of historical periods and genres; and consider which sources from that situation are not being heard or valued. Engage historical texts with the intention and expectation of building topical and world knowledge.</p> <p>Differentiate historical texts for scholarly significance and relevance within and across the various disciplines, evaluating these texts according to overall contributions and consequences.</p>	<p>Reflect on experiences and perspectives across a variety of historical periods and genres; and consider which sources from that situation are not being heard or valued. Engage historical texts with the intention and expectation of building topical and world knowledge.</p> <p>Differentiate historical texts for scholarly significance and relevance within and across the various disciplines, evaluating these texts according to overall contributions and consequences.</p>
K3	K3	L3	VALUEBG	<p>Frame a controversy or problem within the field of study in terms of historical conditions or forces, explore and evaluate competing perspectives on the controversy or problem, and present a reasoned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views. Recognize possible implications of historical contexts, perspectives, or issues for various information sources (e.g., audio/oral, electronic, written, visual).</p>	<p>Frame a controversy or problem within the field of study in terms of historical conditions or forces, explore and evaluate competing perspectives on the controversy or problem, and present a reasoned analysis of the issue, either orally or in writing, that demonstrates consideration of the competing views. Recognize possible implications of historical contexts, perspectives, or issues for various information sources (e.g., audio/oral, electronic, written, visual).</p>
K3	K3	U1	VALUEERT	<p>Describe her/his own cultural background, including its origins and development, assumptions and connection to other cultural groups. Reflect on how one's own attitudes and beliefs are different from those of other cultures and communities; and exhibit curiosity about what can be learned from diverse communities and cultures.</p>	<p>Describe her/his own cultural background, including its origins and development, assumptions and connection to other cultural groups. Reflect on how one's own attitudes and beliefs are different from those of other cultures and communities; and exhibit curiosity about what can be learned from diverse communities and cultures.</p>
K4	K4	L1	DQP:OSL, VALUEBDC, VALUEBCK:04	<p>Express openness to interactions with those from a different cultural perspective; can suspend judgment in those interactions, and expresses a willingness to change inaccurate perspectives. Ask relevant questions about other cultures; and seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>	<p>Express openness to interactions with those from a different cultural perspective; can suspend judgment in those interactions, and expresses a willingness to change inaccurate perspectives. Ask relevant questions about other cultures; and seeks out and articulates answers to these questions that reflect multiple cultural perspectives.</p>
K4	K4	L2	VALUEB:AA, VALUEB:AC	<p>Select an economic, political, environmental, or social challenge affecting at least two continents; formulate the basis of that challenge with attention given to cultural forces; and construct a reasoned response to the challenge.</p>	<p>Select an economic, political, environmental, or social challenge affecting at least two continents; formulate the basis of that challenge with attention given to cultural forces; and construct a reasoned response to the challenge.</p>
K4	K4	L3	DQP:OSL	<p>Initiate and develop interactions with those who are culturally different from themselves. Explain diverse positions, including those of different cultural, economic and geographic interests, on a contested global issue, and evaluates the issue in light of both those interests and one's own cultural perspective.</p>	<p>Initiate and develop interactions with those who are culturally different from themselves. Explain diverse positions, including those of different cultural, economic and geographic interests, on a contested global issue, and evaluates the issue in light of both those interests and one's own cultural perspective.</p>
K4	K4	U1	VALUEB:AA, DQP:OSL	<p>Develop and justify a position on a global issue and relate this position to alternate views within the community/policy environment. Demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs and/or practices.</p>	<p>Develop and justify a position on a global issue and relate this position to alternate views within the community/policy environment. Demonstrate an understanding of the complexity of elements important to members of another culture in relation to its history, values, politics, communication styles, economy, beliefs and/or practices.</p>
K4	K4	U2	VALUEB:K:04, DQP:OSL	<p>Identify a significant issue affecting at least two countries or continents, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.</p>	<p>Identify a significant issue affecting at least two countries or continents, presents quantitative evidence of that challenge through tables and graphs, and evaluates the activities of either non-governmental organizations or cooperative inter-governmental initiatives in addressing that issue.</p>
K4	K4	U3	DQP:OSL, VALUEB:K:04	<p>Match and explain the ethical, social, and environmental consequences of local and national decisions on global systems. Examine the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.</p>	<p>Match and explain the ethical, social, and environmental consequences of local and national decisions on global systems. Examine the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.</p>
Understanding of ethical, environmental, social, and cross-cultural influences in the world.	K5	L1	VALUEB:PSA, VALUEB:GLDS	<p>Match and explain the ethical, social, and environmental consequences of local and national decisions on global systems. Examine the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.</p>	<p>Match and explain the ethical, social, and environmental consequences of local and national decisions on global systems. Examine the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.</p>



	K5	L2	DQP:SET, VALUE:ELCUP	DQP - Describes the ethical issues present in prominent problems in politics, economics, health care, technology or the arts and shows how ethical principles or frameworks help to inform decision making with respect to such problems. VALUE, Understanding Different Ethical Perspectives / Concepts - Student can name the major theory or theories s/he uses, can present the gist of said theory or theories, and attempt to explain the details of the theory or theories used, but has some inaccuracies.	Recognize an ethical issue present in a prominent problem in economics, politics, the environment, technology, or society and shows how ethical principles or frameworks help to inform decision making with respect to such problems.
	K5	U1	VALUE:GLUGS	VALUE, Understanding Global Systems - Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Use interdisciplinary theories, concepts, and applications in the ability of proprietary and nonprofit organizations to impact global systems by developing and advocating for informed, appropriate action and to solve complex problems in the human and natural worlds.
	K5	U2	DQP:LER	DQP - Identifies and elaborates key ethical issues present in at least one prominent social or cultural problem, articulates the ways in which at least two differing ethical perspectives influence decision-making concerning those problems, and develops and defends an approach most likely to address the ethical issue productively. B. Analyzes competing claims from a recent discovery, scientific contribution, or technical practice with respect to benefits and harms to those affected, articulates the ethical dilemmas inherent in the tension of benefits and harms, and arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles.	Identify and elaborate key ethical issues present in at least one prominent economic, political, social, environmental, or cross-cultural problem, articulate the ways in which at least two differing ethical perspectives influence decision-making concerning those problems, and develop and defend an approach most likely to address the ethical issue in a productive manner. A. Analyzes competing claims from a recent discovery, scientific contribution, or technical practice with respect to benefits and harms to those affected (especially for those facing economic impoverishment, political disenfranchisement, and social marginalization), articulates the ethical dilemmas inherent in the tension of benefits and harms, and arrives at a clearly expressed reconciliation of that tension that is informed by ethical principles.
Understanding of the natural world, including current science and technology and their importance in contemporary society.	K6	L1	VALUE:GLGSA	A. Global Self-Awareness - Identifies and analyzes how human actions influence the natural and human world specific local actions on the natural and human world.	Summarize how human use of technologies influences the natural and human world.
	K6	L2	VALUE:GLPT, VALUE:GLUGS	A. Perspective Taking - Identifies and explains multiple perspectives (such as cultural, disciplinary, and ethical) when exploring subjects within natural and human systems. A. Understanding Global Systems - Identifies and examines the historical and contemporary roles, interconnections, and differential effects of human organizations and actions on global systems within the human and the natural worlds.	Compare multiple perspectives (e.g. disciplinary, cultural, and ethical) when exploring subjects and conditions within natural and human systems. Outline and arrange the historical and contemporary roles, interconnections, and differential effects of human actions and organizations on global systems within the human and the natural worlds.
	K6	U1	VALUE:GLGSA	B. Global Self-Awareness - Effectively addresses significant issues in the natural and human world based on articulating one's identity in a global context.	Effectively discuss significant issues in the natural and human world based on articulating one's identity in a global context.
	K6	U2	VALUE:GLPT, VALUE:GLUGS	B. Perspective Taking - Evaluates and applies diverse perspectives in complex subjects within natural and human systems in the face of multiple and even conflicting positions (i.e. cultural, disciplinary, and ethical) B. Understanding Global Systems - Uses deep knowledge of the historic and contemporary role and differential effects of human organizations and actions on global systems to develop and advocate for informed, appropriate action to solve complex problems in the human and natural worlds.	Evaluate and apply diverse perspectives to complex subjects within natural and human systems, and include multiple (and even conflicting) positions. Apply scientific knowledge and use technology to examine the role and differential effects of human organizations and actions on natural environments and global systems.
Understanding of urban contexts across the curriculum.	K7	L1	VALUE:GEOA, VALUE:GEOC	VALUE, Civic Contexts / Structures - Demonstrates ability and commitment to work actively within community contexts and structures to achieve a civic aim. Civic Communication - Effectively communicates in civic context, showing ability to do all of the following: express, listen, and adapt ideas and messages based on others' perspectives.	Demonstrate ability and commitment to work actively within community contexts and structures to address a civic issue and/or achieve a civic aim.
	K7	L2	DQP:GSA, VALUE:GEOC, VALUE:GLAK	DQP - Provides evidence of participation in a community project through either a spoken or written narrative that identifies the civic issues encountered and personal insights gained from this experience. VALUE, Civic Identity and Commitment - Provides evidence of experience in civic-engagement activities and describes what s/he has learned about her or himself as it relates to a growing sense of civic identity and commitment. A. Analysis of Knowledge - analyzes knowledge (facts, theories, etc.) from one's own academic study/field/discipline making relevant connections to civic engagement and to one's own participation in civic life, politics, and government.	Provide evidence of participation in a community project and identifies the civic issues (e.g. economic, political, social, or ecological) encountered and personal insights gained from this experience. Examine an experience in civic-engagement activities and describe what he/she has learned about her or himself as it relates to a growing sense of civic identity and commitment. Make relevant connections from disciplinary theories and concepts to a specific urban context by exploring current civic, economic, political, and social challenges.
	K7	U1	VALUE:GELCAR	VALUE, Civic Action and Reflection - Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions.	Demonstrate an ability and commitment to collaboratively work across and within community contexts and structures to achieve a civic aim.
	K7	U2	DQP:Imprg, VALUE:GEOC	DQP - Institutional Specific: VALUE, Civic Communication - Talks communication strategies to effectively express, listen, and adapt to others to establish relationships to further civic action.	Explain how her/his field of study builds on contributes to and urban theory, regional science, and city planning, and use disciplinary perspectives to examine a key urban issue.

	K7	U3	DQP:GGL, VALUE:CE/C, VALUE:CE/AK	DQP - Collaborates with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result. VALUE: Civic Identity and Commitment - Provides evidence of experience in civic-engagement activities and describes what she/he has learned about her or himself as it relates to a multifaceted and clarified sense of civic identity and continued commitment to public action. Analysis of Knowledge - Connects and extends knowledge (facts, theories, etc.) from one's own academic study/field/discipline to civic engagement and to one's own participation in civic life, politics, and government.	Collaborate with others in developing and implementing an approach to a civic issue, evaluates the strengths and weaknesses of the process, and, where applicable, describes the result. Provide evidence of experience in civic-engagement activities and describes what he/she has learned about himself/herself as it relates to a multifaceted and clarified sense of civic identity and continued commitment to public action. Connect and extend knowledge from one's own academic field of study to a specific urban context and analyzes how a key issue impacts civic life, politics, the regional economy, and the built environment.
<b>Understanding of specialized knowledge within a field of study.</b>	K8	L1	DQP:SK	DQP - Describes the scope and principal features of this field of study, citing at least some of its core theories and processes, and offers a similar explanation of at least one related field.	Describe the scope and principal features of this field of study, citing at least some of its core theories and practices, and offers a similar explanation of at least one related field.
	K8	L2	DQP:SK	DQP - Applies tools, technologies and methods common to the field of study to selected questions or problems.	Apply tools, technologies and methods common to the field of study to selected questions or problems.
	K8	L3	DQP:SK	DQP - Generates substantially error-free products, reconstructions, data, etc. or joined exhibits or performances as appropriate to the field.	Generate substantially error-free products, reconstructions, data, etc. or joined exhibits or performances as appropriate to the field.
	K8	U1	DQP:SK	DQP - Defines and explains the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.	Define and explain the structure, styles and practices of the field of study using its tools, technologies, methods and specialized terms.
	K8	U2	DQP:SK	DQP - Addresses a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.	Address a familiar but complex problem in the field of study by assembling, arranging and reformulating ideas, concepts, designs and techniques.
	K8	U3	DQP:SK	DQP - Frames, clarifies and evaluates a complex challenge in the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating the challenge.	Frame, clarify and evaluate a complex challenge in the field of study and one other field, using theories, tools, methods and scholarship from those fields to produce independently or collaboratively an investigative, creative or practical work illuminating the challenge.
	K8	U4	DQP:SK	DQP - Constructs a summative project, paper, performance or applications that draws on current research, scholarship and techniques in the field.	Construct a summative project, paper, performance or applications that draws on current research, scholarship and techniques in the field.
<b>SKILLS</b>  Critical and creative thinking processes in order to evaluate the quality of texts, arguments, and other information sources, via an awareness of history and behavioral context.	S1	L1	DQP:IS:AI, VALUE:CT:SP, VALUE:CT:EE	DQP - Identifies and frames a problem or question in selected areas of study and distinguishes among elements of ideas, concepts, theories or practical approaches to the problem or question. A. Solving Problems - Considers and respects less acceptable approaches to solving problem. VALUE: Embracing Contradictions - Acknowledges and works with at a basic level alternate, divergent, or contradictory perspectives or ideas.	Frame a problem or question in selected areas of study and distinguish among elements of ideas, concepts, theories or practical approaches to the problem or question. Consider and respect less acceptable approaches to solving problem. Acknowledge and work at a basic level with alternate, divergent, or contradictory perspectives or ideas.
	S1	L2	VALUE:CT:K, VALUE:CT:ST, VALUE:CT:CA	VALUE: Evidence - Information is taken from sources(s) with enough interpretation / evaluation to develop a coherent analysis or synthesis. Connecting and Synthesizing - Recognizes existing connections among ideas or solutions and connects ideas or solutions in new ways. Influence of Context and Assumptions - Identifies own and others' assumptions and several relevant contexts when presenting a position.	Find and use valid and reliable information with sufficient interpretation / evaluation to develop a coherent analysis or synthesis. Identify own and others' assumptions when evaluating the relevance and quality of a text, an argument, and informational sources. Recognize existing connections among ideas or solutions and connects ideas or solutions in new ways.
	S1	L3	VALUE:EE:DEP, VALUE:CT:CKO, DQP:IS:AI	VALUE: Evaluation of Different Ethical Perspectives / Concepts - Student states a position and can state the objections to, assumptions and implications of different ethical perspectives / concepts. Conclusions and Outcomes - Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly. DQP - Differentiates and evaluates theories and approaches to selected complex problems within the chosen field of study and at least one other field.	State a position (and objections) including assumptions and implications of different ethical perspectives / concepts. Specify a clear position (perspective, thesis, hypothesis) while acknowledging different sides of an issue. Differentiate and evaluate theories and approaches to selected complex problems within the chosen field of study and at least one other field. Apply tests of validity and reliability to information and its sources. Present a conclusion that is logically tied to a range of information, including opposing viewpoints; related outcomes.
	S1	U1	VALUE:CT:SP, VALUE:CT:EC, VALUE:CT:ST	VALUE: Solving Problems - Develops a logical, consistent plan to solve problem, recognizes consequences of solution, and can articulate reason for choosing solution. B. Embracing Contradictions - Incorporates alternative, divergent, or contradictory perspectives or ideas in exploratory and/or full ways. Connecting and Synthesizing - Synthesizes ideas or solution into a coherent whole.	Develop a logical, consistent plan to solve problem, recognizes consequences of solution, and can articulate reason for choosing solution, and can articulate reason for choosing solution. Incorporate alternative, divergent, or contradictory perspectives or ideas in exploratory and/or full ways. Synthesize ideas or solution into a coherent whole.
	S1	U2	VALUE:CT:EL, VALUE:CT:CA	VALUE: Explanation of Issues - Issue / problem to be considered critically stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. Influence of Context and Assumptions - thoroughly (systematically and methodically) analyzes own and others' assumptions and carefully evaluates the relevance of contexts when presenting a position.	Consider an issue/problem critically stated clearly and described comprehensively, delivering all relevant information necessary for full understanding. Systematically and methodically analyzes own and others' assumptions and carefully evaluate the relevance of contexts when presenting a position.
	S1	U3	VALUE:CT:SP, VALUE:EE:DEP, VALUE:CT:ORO	VALUE: Student's Position - perspective / thesis / hypothesis - Specific position (perspective, thesis, hypothesis) takes into account the complexities of an issue and limits of each position, and others' points of view are synthesized within stated position. Evaluation of Different Ethical Perspectives / Concepts - Student states a position and can state the objections to, assumptions and implications of and can reasonably defend against the objections to, assumptions and implications of different ethical perspectives / concepts, and the student's defense is adequate and effective. Conclusions and Outcomes - Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives in priority order.	Articulate a specific position (perspective, thesis, hypothesis) while taking into account the complexities of an issue and limits of each position; and others' points of view are synthesized within stated position. Take a position and state its underlying assumptions, reasoning, and implications; and can reasonably defend against objections from different perspectives. Provide conclusions and related outcomes (consequences and implications) that are logical and reflect student's informed evaluation and ability to place evidence and perspectives in priority order.

Ability to use tools that address social issues.	S2	L1	VALUEGLAKOCG; VALUEIAEKIV	VALUE, Applying Knowledge to Contemporary Global Contexts - Formulates practical yet elementary solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific). Existing Knowledge, Research, and/or Views - Presents information from relevant sources representing limited points of view/ approaches	Formulate elementary, practical solutions to global challenges that use at least two disciplinary perspectives (such as cultural, historical, and scientific).
	S2	L2	VALUEILIC; VALUEIAA	VALUE, Integrated Communication - Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form). Analysis - Organizes evidence to reveal important patterns, differences, or similarities related to form.	Complete the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).
	S2	U1	VALUEGLAKOCG; VALUEIAC	VALUE, Applying Knowledge to Contemporary Global Contexts - Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. Conclusions - States a conclusion that is a logical extrapolation from the inquiry findings.	Apply knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others.
	S2	U2	VALUEILIC; VALUEIAI	VALUE, Integrated Communication - Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression. Limitations and Implications - Insightfully discusses in detail relevant and supported limitations and implications.	Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.
Ability to generate, implement, assess, and critique the result of the execution of a plan.	S3	L1	VALUEIATK; VALUEIADP	VALUE, Topic Selection - Identifies a focused and manageable/double topic that appropriately addresses relevant aspects of the topic. Design Process - Critical elements of the methodology or theoretical framework are appropriately developed.	Identify a focused and manageable/double topic that appropriately addresses relevant aspects of the topic. Arrange critical elements of the methodology or theoretical framework in consideration of a specific topic.
	S3	L2	VALUEILIC	VALUE, Integrated Communication - Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) that connects in a basic way what is being communicated (content) with how it is said (form).	Organize and present information to reveal important patterns, differences, or similarities related to focus and drawn from relevant sources representing limited points of view/ approaches.
	S3	U1	VALUEGLAKOCG; VALUEIADP	VALUE, Applying Knowledge to Contemporary Global Contexts - Applies knowledge and skills to implement sophisticated, appropriate, and workable solutions to address complex global problems using interdisciplinary perspectives independently or with others. Design Process - All elements of the methodology or theoretical framework are skillfully developed. Appropriate methodology or theoretical frameworks may be synthesized from across disciplines or from relevant subdisciplines.	Identifies a creative, focused, and manageable topic that addresses potentially significant yet previously less-explored aspects of the topic. Arrange all elements of the methodology or theoretical framework a well articulated, developed manner, making appropriate synthesis from across disciplines or from relevant subdisciplines, and state a conclusion that is a logical extrapolation from the inquiry findings.
	S3	U2	VALUEILIC	VALUE, Integrated Communication - Fulfills the assignment(s) by choosing a format, language, or graph (or other visual representation) in ways that enhance meaning, making clear the interdependence of language and meaning, thought, and expression.	Synthesize in-depth information from relevant sources representing various points of view/ approaches and to reveal insightful patterns, differences, or similarities related to focus.
Civil verbal discourse to clarify and express themselves effectively.	S4	L1	DQPIEIOF; VALUEOCCO; VALUEOCDI; VALUEOCL	DQP - Communicates effectively to general and specialized audiences through structured oral presentations. VALUE, Organization - Organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) is incrementally observable within the presentation. Delivery - Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. Language - Language choices are thoughtful and generally support the effectiveness of the presentation. Language in presentation is appropriate to audience.	Communicate effectively to general and specialized audiences through structured oral presentations. Provide clear and consistent organizational pattern (specific introduction and conclusion, sequenced material within the body, and transitions) within the presentation. Offer delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation understandable. Use language choices that are thoughtful, appropriate and support the effectiveness of the presentation.
	S4	L2	VALUEIRCS5W; VALUEOCSM	VALUE, Skills (verbal and nonverbal communication) - Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding. Supporting Material - Supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) make appropriate reference to information or analysis that partially supports the presentation or establishes the presenter's credibility/authority on the topic.	Identify cultural differences in verbal and nonverbal communication and is aware that aware of and sensitive misunderstandings that can occur based on those differences. Provide supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities) to make appropriate reference of information or analysis that supports the presentation.
	S4	U1	DQPIEIOF; VALUEOCSM	DQP - Negotiates with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma. VALUE, Central Message - Central message is compelling (precisely stated, appropriately repeated, memorable, and strongly supported).	Negotiate with one or more collaborators to advance an oral argument or articulate an approach to resolving a social, personal or ethical dilemma.
	S4	U2	VALUEIRCS5W; VALUEOCL; VALUEOCD	VALUE, Skills (verbal and nonverbal communication) - Identifies some cultural differences in verbal and nonverbal communication and is aware that misunderstandings can occur based on those differences but is still unable to negotiate a shared understanding. Language - Language choices are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation. Language in presentation is appropriate to audience. Delivery - Delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident.	Articulate a complex understanding of cultural differences in verbal and nonverbal communication (e.g., demonstrates understanding of the degree to which people use physical contact while communicating in different cultures or use direct/ indirect and explicit/ implicit meanings) and is able to skillfully negotiate a shared understanding based on those differences. Exhibit language choices that are imaginative, memorable, and compelling, and enhance the effectiveness of the presentation while having being appropriate to audience. Engage in delivery techniques (posture, gesture, eye contact, and vocal expressiveness) that make the presentation compelling, and speaker appears polished and confident.

Effective written communication relevant to specific audiences.	S5	L1	VALBERA, VALBERI	<p>VALUE, Comprehension - Evaluates how textual features (e.g., sentence and paragraph structure or tone) contribute to the author's message; draws basic inferences about context and purpose of text; facilitates interpretation (making sense with texts as blueprints for meaning) - Demonstrates that s/he can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.</p>	Recognize relations among parts or aspects of a text, such as effective or ineffective arguments or literary features, in considering how these contribute to a basic understanding of the text as a whole. Demonstrate that he/she can read purposefully, choosing among interpretive strategies depending on the purpose of the reading.
	S5	L2	DQPSJOF, VALUE.WC.LD, VALUE.WC.SE, VALUE.WC.CSM	<p>DQP - A: Develops and presents cogent, coherent, and substantially error-free writing for communication to general and specialized audiences. VALUE, Content Development - Uses appropriate and relevant content to develop and explore ideas through most of the work. Demonstrates an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. Control of Syntax and Mechanics - Uses straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.</p>	Develop and present cogent, coherent, and substantially error-free writing for communication to general and specialized audiences. Use appropriate and relevant content to develop and explore ideas through most of the work. Demonstrate an attempt to use credible and/or relevant sources to support ideas that are appropriate for the discipline and genre of the writing. Use straightforward language that generally conveys meaning to readers. The language in the portfolio has few errors.
	S5	L3	DQPSJOF, VALUE.WC.GDC, VALUE.WC.CPW	<p>DQP - Negotiates with peers an action plan for a practical task, and communicates the results of the negotiation either orally or in writing. VALUE, Genre and Disciplinary Conventions (formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields) - Follows expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. Context of and Purpose for Writing (includes considerations of audience, purpose, and the circumstances surrounding the writing task) - Demonstrates awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).</p>	Follow expectations appropriate to a specific discipline and/or writing task(s) for basic organization, content, and presentation. Demonstrate awareness of context, audience, purpose, and to the assigned task(s) (e.g., begins to show awareness of audience's perceptions and assumptions).
	S5	U1	VALBERA, VALBERI	<p>VALUE, Analysis (interacting with texts in parts and as wholes) - Evaluates strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines. Interpretation (making sense with texts as blueprints for meaning) - Provides evidence not only that s/he can read by using an appropriate epistemological lens but that s/he can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.</p>	Evaluate strategies for relating ideas, text structure, or other textual features in order to build knowledge or insight within and across texts and disciplines. Provides evidence not only that he/she can read by using an appropriate epistemological lens but that he/she can also engage in reading as part of a continuing dialogue within and beyond a discipline or a community of readers.
	S5	U2	DQPSJOF, VALUE.WC.GD, VALUE.WC.SE, VALUE.WC.CSM	<p>DQP - Constructs sustained, coherent arguments, narratives or explanations of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences. VALUE, Content Development - Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. Sources and Evidence - Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. Control of Syntax and Mechanics - Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.</p>	Constructs sustained, coherent arguments, narratives or explanations of issues, problems or technical issues and processes, in writing and at least one other medium, to general and specific audiences. Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work. Demonstrates skillful use of high-quality, credible, relevant sources to develop ideas that are appropriate for the discipline and genre of the writing. Uses graceful language that skillfully communicates meaning to readers with clarity and fluency, and is virtually error-free.
	S5	U3	VALUE.WC.GDC, VALUE.WC.CPW	<p>VALUE, Genre and Disciplinary Conventions (formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields) - Demonstrates detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices. Context of and Purpose for Writing (includes considerations of audience, purpose, and the circumstances surrounding the writing task) - Demonstrates a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.</p>	Demonstrate detailed attention to and successful execution of a wide range of conventions particular to a specific discipline and/or writing task (s) including organization, content, presentation, formatting, and stylistic choices. Demonstrate a thorough understanding of context, audience, and purpose that is responsive to the assigned task(s) and focuses all elements of the work.
Effective leadership and participation in group processes and problem solving skills.	S6	L1	VALBERACTM, VALBERCTM, VALBERETC, VALBERJCTM	<p>VALUE, Facilitates the Contributions of Team Members - Engages team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification. Contributes in Team Meetings - Offers new suggestions to advance the work of the group. Responds to Conflict - Reflecting focus toward common ground, toward task at hand (away from conflict). Individual Contributions Outside of Team Meetings - Completes all assigned tasks by deadline; work accomplished advances the project.</p>	Engage team members in ways that facilitate their contributions to meetings by restating the views of other team members and/or asking questions for clarification. Negotiate with peers an action plan for a practical task, and communicate the results of the negotiation either orally or in writing. Offer new suggestions to advance the work of the group. Respond to conflict (away from conflict). Individual Contributions Outside of Team Meetings - Completes all assigned tasks by deadline; work accomplished advances the project.
	S6	L2	VALBERJCTM, VALBERJCTC	<p>VALUE, Civic Action and Reflection - Demonstrates independent experience and team leadership of civic action, with reflective insights or analysis about the aims and accomplishments of one's actions. Fosters Constructive Team Climate - Supports a constructive team climate by doing any two of the following: • Treats team members respectfully by being polite and constructive in communication. • Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work. • Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it. • Provides assistance and/or encouragement to team members.</p>	Demonstrate independent experience and team leadership of civic actions, with reflective insights or analysis about the aims and accomplishments of one's actions. Support a constructive team climate by doing any two of the following ways: <ul style="list-style-type: none"> <li>• Treats team members respectfully by being polite and constructive in communication.</li> <li>• Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>• Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>• Provides assistance and/or encouragement to team members.</li> </ul>

S6	L3	DQP-ACI, VALUE:PSIS	DQP - Analyzes at least one significant concept or method in light of learning outside the classroom. Locates, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it. Describes in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application using evidence and examples. Implements the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.	<p>Analyze at least one significant concept or method in light of learning outside the classroom. Locate, gathers and organizes evidence regarding a question in a field-based venue beyond formal academic study and offers alternate approaches to answering it. Describe in writing at least one case in which knowledge and skills acquired in academic settings may be applied to a field-based challenge, and evaluates the learning gained from the application using evidence and examples. Implement the solution in a manner that addresses multiple contextual factors of the problem in a surface manner.</p>
S6	L4	VALUE:PSIDP, VALUE:PSIB, VALUE:PSFSL, VALUE:PSIEP, VALUE:PSIEO	VALUE: Define Problem - Begins to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial. Identify Strategies - Identifies multiple approaches for solving the problem, only some of which apply within a specific context. Propose Solutions / Hypotheses - Proposes one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem. Evaluate Potential Solutions - Evaluation of solutions is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. Evaluate Outcomes - Reviews results relative to the problem defined with some consideration of need for further work.	<p>Begin to demonstrate the ability to construct a problem statement with evidence of most relevant contextual factors, but problem statement is superficial. Identify multiple approaches for solving the problem, only some of which apply within a specific context. Propose one solution/hypothesis that is "off the shelf" rather than individually designed to address the specific contextual factors of the problem. Provide an evaluation of solutions that is adequate (for example, contains thorough explanation) and includes the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. Review results relative to the problem defined with some consideration of need for further work.</p>
S6	U1	VALUE:ICZMA, VALUE:ICDM, VALUE:ICB, VALUE:ICOTM	VALUE: Facilitates the Contributions of Team Members - Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. Help the team move forward by articulating the merits of alternative ideas or proposals. B. Responds to Conflict - Addresses destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. Individual Contributions Outside of Team Meetings - Completes all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.	<p>Engage team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage. Help the team move forward by articulating the merits of alternative ideas or proposals. Address destructive conflict directly and constructively, helping to manage/resolve it in a way that strengthens overall team cohesiveness and future effectiveness. Complete all assigned tasks by deadline; work accomplished is thorough, comprehensive, and advances the project. Proactively helps other team members complete their assigned tasks to a similar level of excellence.</p>
S6	U2	DQP-ACI, VALUE:GECAR, VALUE:PCIC	DQP - Writes a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context. VALUE: B. Civic Action and Reflection - Demonstrates independent experience and shows initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. B. Facilitates the Contributions of Team Members - Engages team members in ways that facilitate their contributions to meetings by both constructively building upon or synthesizing the contributions of others as well as noticing when someone is not participating and inviting them to engage.	<p>Demonstrate independent experience and show initiative in team leadership of complex or multiple civic engagement activities, accompanied by reflective insights or analysis about the aims and accomplishments of one's actions. Support a constructive team climate by doing all of the following ways: <ul style="list-style-type: none"> <li>o Treats team members respectfully by being polite and constructive in communication.</li> <li>o Uses positive vocal or written tone, facial expressions, and/or body language to convey a positive attitude about the team and its work.</li> <li>o Motivates teammates by expressing confidence about the importance of the task and the team's ability to accomplish it.</li> <li>o Provides assistance and/or encouragement to team members.</li> </ul> </p>
S6	U3	DQP-ACI, VALUE:PSIS	DQP - B. Prepares and presents a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in one or more fields of study, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field. B. Negotiates a strategy for group research or performance, documents the strategy so that others may understand it, implements the strategy, and communicates the results. VALUE: Identify Strategies - Identifies multiple approaches for solving the problem that apply within a specific context.	<p>Prepare and present a project, paper, exhibit, performance or other appropriate demonstration linking knowledge or skills acquired in work, community or research activities with knowledge acquired in one or more fields of study, explains how those elements are structured, and employs appropriate citations to demonstrate the relationship of the product to literature in the field. Negotiate a strategy for group research or performance, documents the strategy so that others may understand it, implement the strategy, and communicate the results. Implement the solution in a manner that addresses thoroughly and deeply multiple contextual factors of the problem. Write a design, review or illustrative application for an analysis or case study in a scientific, technical, economic, business, health, education or communications context.</p>
S6	U4	DQP-ACI, VALUE:PSIS, VALUE:PSFSL, VALUE:PSIEP, VALUE:PSIEO	DQP - B. Completes a substantial project that evaluates a significant question in the student's field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project. VALUE: Identify Strategies - Identifies multiple approaches for solving the problem that apply within a specific context. B. Propose Solutions / Hypotheses - Proposes one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. B. Define Problem - Demonstrates the ability to construct a clear and insightful problem statement with evidence of all relevant contextual factors. B. Evaluate Potential Solutions - Evaluation of solutions is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoughtfully, all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. B. Evaluate Outcomes - Reviews results relative to the problem defined with thorough, specific considerations of need for further work.	<p>Complete a substantial project that evaluates a significant question in the student's field of study, including an analytic narrative of the effects of learning outside the classroom on the research or practical skills employed in executing the project. Identify multiple approaches for solving the problem that apply within a specific context. Propose one or more solutions/hypotheses that indicates a deep comprehension of the problem. Solution/hypotheses are sensitive to contextual factors as well as all of the following: ethical, logical, and cultural dimensions of the problem. Offer an evaluation of solutions that is deep and elegant (for example, contains thorough and insightful explanation) and includes, deeply and thoughtfully, all of the following: considers history of problem, reviews logic/ reasoning, examines feasibility of solution, and weighs impacts of solution. Review results relative to the problem defined with thorough, specific considerations of need for further work.</p>



Ability to locate, acquire, analyze, synthesize, and structure information.	S7	L1	<p>VALUEILDRIN, VALUEIAUIEL, VALUEILHIC, VALUEILUREASP</p>	<p>VALUE, Determine the Extent of Information Needed - Defines the scope of the research question or thesis incompletely (parts are missing, remains too broad or too narrow, etc.). Can determine key concepts. Types of information (sources) selected partially relate to concepts or answer research question. Access and Use Information Ethically and Legally - Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information. Critically Evaluate Information and its Sources - Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency). Use Information Effectively to Accomplish a Specific Purpose - Communicates and organizes information from sources.</p>
			<p>DQPIISUR, VALUEILAUDEL</p>	<p>DQPI - A. Identifies, categorizes, evaluates and cites multiple information resources so as to create projects, papers or performances in either a specialized field of study or with respect to a general theme within the arts and sciences. VALUE, Access and Use Information Ethically and Legally - Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrates a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>
			<p>DQPIISUR, VALUEILDRIN, VALUEILANSI, VALUEILHIC, VALUEILUREASP</p>	<p>DQPI - Generates information through independent or collaborative inquiry and uses that information in a project, paper or performance. VALUE, Determine the Extent of Information Needed - Effectively defines the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. B. Access the Needed Information - Accesses information using effective, well-designed search strategies and most appropriate information sources. Critically Evaluate Information and its Sources - Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view). Communicates, organize and synthesize information from sources to fully achieve a specific purpose, with clarity and depth.</p>
			<p>DQPIISUR, DQPIISUR, DQPIISUR, VALUEILAUDEL</p>	<p>DQPI - Locates, evaluates, incorporates, and properly cite multiple information resources in different media or different languages in projects, papers or performances. Describes characteristics of essential information resources, including their limitations, and explains strategies for identifying and finding such resources. VALUE, Access and Use Information Ethically and Legally - Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>
Ability to apply scientific, quantitative, and analytical reasoning skills.	S8	L1	<p>VALUEQLR, VALUEQLC, VALUEQLNA, VALUEQLA</p>	<p>A. Representation (ability to convert relevant information into various mathematical forms; e.g., equations, graphs, diagrams, tables, words) - Competently converts relevant information into an appropriate and desired mathematical portrayal. A. Calculation - Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. A. Application / Analysis (ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis) - Uses the quantitative analysis of data as the basis for workable (without suspension or nuance, ordinary) judgments, drawing plausible conclusions from this work. A. Assumptions (ability to make and evaluate important assumptions in estimation, modeling, and data analysis) - Explicitly describes assumptions and provides compelling rationale for why</p>
			<p>DQPIISQF, DQPIISQF, VALUEQLA, VALUEQLC</p>	<p>DQPI - Presents accurate interpretations of quantitative information on political, economic, health-related or technological topics and explains how both calculations and symbolic operations are used in those offerings. Creates and explains graphs or other visual depictions of trends, relationships or changes in status. VALUE, Interpretation (ability to explain information presented in mathematical forms; e.g., equations, graphs, diagrams, tables, words) - Provides accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph. Calculation - Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem.</p>
				<p>Effectively define the scope of the research question or thesis. Effectively determines key concepts. Types of information (sources) selected directly relate to concepts or answer research question. Access information using effective, well-designed search strategies and most appropriate information sources. Choose a variety of information sources appropriate to the scope and discipline of the research question. Select sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, authority, audience, and bias or point of view). Communicates, organize and synthesize information from sources to fully achieve a specific purpose, with clarity and depth.</p>
				<p>Locate, evaluate, incorporate, and properly cite multiple information resources in different media or different languages in projects, papers or performances. Describes characteristics of essential information resources, including their limitations, and explains strategies for identifying and finding such resources. Correctly use all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and ideas requiring attribution) and demonstrate a full understanding of the ethical and legal restrictions on the use of published, confidential, and/or proprietary information.</p>
				<p>Competently convert relevant information into an appropriate and desired mathematical portrayal. Make calculations successfully and to sufficiently comprehend and solve the problem. Use the quantitative analysis of data as the basis for routine judgments, drawing plausible conclusions from this work. Explicitly describe assumptions and provides compelling rationale for why assumptions are appropriate.</p>
				<p>Present accurate interpretations of quantitative information on political, economic, social, technological, or scientific topics and explain how both calculations and symbolic operations are used in those offerings. Create and explain graphs or other visual depictions of trends, relationships or changes in status. Provide accurate explanations of information presented in mathematical forms. For instance, accurately explains the trend data shown in a graph. Use quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explanation may be uneven. Use quantitative information in connection with the argument or purpose of the work, though data may be presented in a less than completely effective format or some parts of the explanation may be uneven.</p>

			<p>DQP - Connects mathematical expressions for complex issues most often described in non-quantitative terms. VALUE, Representation (ability to convert relevant information into various mathematical forms; e.g. equations, graphs, diagrams, tables, words) - Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding. Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.).</p> <p>Application / Analysis (ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis) - Uses the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work). Assumptions (ability to make and evaluate important assumptions in estimation, modeling, and data analysis) - Explicitly describes assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.</p>	<p>Skillfully converts relevant information into an insightful mathematical portrayal in a way that contributes to a further or deeper understanding. Connects mathematical expressions for complex issues most often described in non-quantitative terms. Complete calculations all successful and sufficiently comprehensive to solve the problem, and are presented elegantly (clearly, concisely, etc.). Use the quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. Explicitly describe assumptions and provides compelling rationale for why each assumption is appropriate. Shows awareness that confidence in final conclusions is limited by the accuracy of the assumptions.</p>
	S8	U1	<p>DQP - Translates verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analysis or quantitative evaluations of public information in papers, projects or multimedia presentations. Provides accurate mathematical forms; e.g. equations, graphs, diagrams, tables, words). Provides accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events. Calculation - Calculations attempted are essentially all successful and sufficiently comprehensive to solve the problem. Calculations are also presented elegantly (clearly, concisely, etc.).</p>	<p>Translate verbal problems into mathematical algorithms so as to construct valid arguments using the accepted symbolic system of mathematical reasoning and presents the resulting calculations, estimates, risk analysis or quantitative evaluations of public information in papers, projects or multimedia presentations. Provide accurate explanations of information presented in mathematical forms. Makes appropriate inferences based on that information. For example, accurately explains the trend data shown in a graph and makes reasonable predictions regarding what the data suggest about future events. Use quantitative information in connection with the argument or purpose of the work, presents it in an effective format, and explicates it with consistently high quality.</p>
Ability to translate current technology used in the major field of study, as well as its function in modern society.	S9	I.1	yet to be identified	
	S9	U2	yet to be identified	

TABLE 3.4  
The Association of American Colleges and Universities' Essential Learning Outcomes

Dimension	Description	Developmental Goals for Students	Potential Leverage Points
Integrative Learning	Integrative learning is a process in which learners draw on diverse viewpoints, understand issues contextually, connect knowledge and skills from multiple sources and experiences, and adapt learning from one situation to another.	<ul style="list-style-type: none"> <li>Ask pertinent, insightful questions about complex issues as they uncover relations and patterns.</li> <li>Recognize conflicting points of view and move beyond the conflicts to a shared appreciation.</li> <li>Synthesize from different ways of knowing, bodies of knowledge, and tools for learning.</li> <li>Tolerate ambiguity and paradox.</li> <li>Reflect constructively on their experiences and knowledge.</li> <li>Employ confidently a range of intellectual tools.</li> <li>Tackle and solve practical problems and work through difficult situations.</li> <li>Connect learning in classroom to workplace and community.</li> <li>Apply theories to practice in the real world.</li> <li>Balance diverse perspectives in decision making.</li> </ul>	<ul style="list-style-type: none"> <li>Campus cultural events</li> <li>Collaborative projects</li> <li>Common book programs</li> <li>Community involvement</li> <li>Creative projects</li> <li>Diversity research centers and institutes</li> <li>Ethnic studies courses</li> <li>Experiential learning</li> <li>First-year experience courses</li> <li>Gender studies centers</li> <li>Independent studies and student research</li> <li>Interdisciplinary instruction</li> <li>International studies courses</li> <li>Internships</li> <li>Living learning communities</li> <li>Exchange programs</li> <li>Multicultural studies centers</li> <li>Problem-based learning</li> <li>Queer studies centers</li> <li>Senior capstones or culminating interop dialogue program</li> <li>Service learning</li> <li>Student leadership development program</li> <li>Student organizations</li> <li>Study abroad program</li> </ul>
Inquiry Learning	Inquiry learning is a process in which learners engage actively with both the material studies and the process of learning, thereby assuming responsibility for their own progress.	<ul style="list-style-type: none"> <li>Seek their own theories, answers, or solutions.</li> <li>Conduct investigations, building methodological skills in systematic ways.</li> <li>Gather knowledge as it is needed to pursue lines of questioning typical of experienced practitioners.</li> <li>Ask questions and investigate issues in ways characteristic of disciplines, thereby learning to think like experts in that field.</li> <li>Go beyond facile answers to engage with complex situations.</li> <li>Readily identify ambiguous and unanswered questions.</li> <li>Understand the differences among, and employ appropriately, the critical methods of analysis, synthesis and comparison.</li> </ul>	<ul style="list-style-type: none"> <li>Civic learning derives from the notion that higher education has a responsibility to educate students in ways that promote a functioning, inclusive, and diverse democracy.</li> </ul>
Global Learning	Global learning is about establishing the habits of mind and skills that allow students to look beyond the obvious to the broader context of issues, appreciating how learning activities play out in ways that are both local and global in their implications.	<ul style="list-style-type: none"> <li>Gain knowledge about the world's cultural diversity and interconnectedness.</li> <li>Consider issues and actions from the perspectives of many cultures and discover their extended implications.</li> <li>Prepare for personal, professional, and civic activity in a world of instant communications, multinational business opportunities, interdependent economies, codependent environments, and diverse cultures.</li> <li>Understand the scientific, historical, geographical, cultural, political, economic, and religious aspects of issues.</li> <li>Recognize the similarities and differences among cultures and the identities they engender.</li> </ul>	<ul style="list-style-type: none"> <li>Link cultural literacy with language learning and actively pursue foreign language competency so as to communicate effectively across cultures.</li> <li>Understand the world's different political systems.</li> <li>Develop a sophisticated worldview that looks beyond national borders.</li> <li>Translate knowledge of the world into ethical, reflective practices that are sensitive to the consequences of actions in an increasingly diverse globally community.</li> <li>Recognize the effect of global issues on individual lives and of individual and collective action on the larger world.</li> <li>Gain comparative knowledge about diverse individuals and groups who have shaped the United States and the larger world.</li> <li>Acquire the skills to facilitate the collective work of diverse groups to promote democratic practices and institutions.</li> <li>Develop the values, discipline, and commitment to pursue responsible public action.</li> <li>Understand and be able to balance the rights and interests of diverse individuals with the collective needs of the larger society.</li> <li>Have the capacity to analyze relationships, structures of inequality, and social systems that govern individual and communal life.</li> <li>Cultivate commitment to the democratic aspirations of equality, opportunity, inclusion, and justice.</li> <li>Promote racial and cultural understanding, and compassion for others.</li> <li>Engage individually and in collaboration with others to build and sustain democratic institutions.</li> </ul>

Source: Adapted from Leskes & Miller, 2006.

In this adapted table, Williams links AAC&U ELOs (Essential Learning Outcomes) to Diversity Education. Some of the Potential Leverage Points he notes, which we have available, are:  
 Campus cultural events,  
 First-year experience courses,  
 Internships,  
 Service learning,  
 Student leadership development programs  
 Student Organizations  
 Two of the ELOs, Global and Civic Learning, are closely aligned with DQP and Value Rubrics (of the same name) from AAC&U.



To: Academic Council 2  
From: Core Studies Committee  
Date: 25 November 2014  
Subject: Core Studies Review and Revision – Initial Framing of Project and Findings

In response to the AC2's "charge" to the Core Studies Committee to review and to recommend revision of the Core Studies (CS) we submit the following report.

### **I. Current Departmental Participation in CS program**

Currently 54 credits are configured in eight areas: Communications, Fine Arts, Health and Physical Education, Humanities, Mathematics, Religion, Science, and Social Science.

- Humanities (28 credits, includes Communications, Fine Arts, and Humanities) – 52%
  - Humanities Department is responsible for providing 67 courses for use in fulfilling Communications, Fine Arts, and Humanities requirements.
- Natural Science (11 credits, includes Math and PE) – 20%
  - Natural Sciences Department provides 22 courses for use in fulfilling Math, PE, and Science requirements.
- Religion (9 credits) – 17%
  - Religion Department provides 14 courses for use in fulfilling Communications and Religion requirements.
- Social Sciences (6 credits) – 11%
  - Social Sciences Department provides 29 courses for use in fulfilling Communications and Social Science requirements.
- Business, Education, or Music departments participate in the CS through one or more of the other areas.
  - Business Department provides 5 courses (4 are cross-listed with other departments) for use in fulfilling Communications or Social Science requirements.
  - Education Department provides 2 courses (1 is cross-listed with another department) for use in fulfilling Humanities or Fine Arts requirements.
  - Music Department provides 11 courses all for use in fulfilling the Fine Arts requirement.

### **II. CS Committee Work**

During September and October the committee began the review of the existing Core Studies program by asking each department to identify courses where specific Stated Learning Outcomes (SLOs) and associated indicators are being accomplished. This data (as summarized in the attached one-page spreadsheet) highlights some important existing conditions in terms of where and by whom SLOs are currently fulfilled through the CS program. The following observations can be made from these data:

- **Not all departments contribute equally to accomplishing SLOs or participate fully in the CS program.** The current CS configuration is very Humanities/Religion "heavy" – these two departments are responsible for approximately 70% of CS courses; while Business, Education, and Music departments participate in very tangential ways.
- **Some departments are covering a higher percentage SLOs** and consequently have a larger "footprint" in the CS program than other departments. This "heavy" load may contribute to not having time and resources for cultivating and growing departmental programs resulting in lower enrollments.
- **Some SLOs are being given more attention and emphasis than other SLOs.** This suggests that there may be an overemphasis in some areas ("gluts") and much lower emphasis in other areas ("gaps"). In the area of Convictions, Humanities and Religion scored themselves as accomplishing at high levels in at least two of the three SLOs, other departments less so. One would expect all WPC departments would identify strongly with this category (given its mission, values, and ethos). C2 "Self-knowledge, integrity, and awareness of others though responsible decision making" seems especially relevant to the field of business, yet their self-report indicated no coverage. At least one SLO (S9 "Ability to translate current technology used in the major field of study, as well as function in modern society") is not being covered by any department or in any course. All departments have expertise from their fields of study that can contribute to the CS program.

The CS program (the course-specific curriculum and associated requirements) is intended to fulfill existing SLOs (e.g. faculty-approved Convictions, Knowledge, Skills) which all students are expected to attain with measureable proficiency in and through their academic work. However, there is limited comparative assessment regarding when and how SLOs are being accomplished as a student moves through the existing CS curriculum. Related SLO/CS

questions include appropriate levels of delivery and sequencing within the CS curriculum, identifying duplication (the gluts) and insufficient attention given to accomplishment of specific SLOs, and the ability to utilize competency-based demonstration of SLOs.

### III. Next Step: Follow-up with Faculty

Early in spring semester CS committee members will lead a set of cross-departmental “working group” sessions with full-time faculty (and those adjuncts who desire to attend). **We desire a wider conversation, including first AC2 and then faculty. We have considered going forward by forming faculty working groups in the following areas:**

- **Analysis Working Group:** further analyzing of over- and under-represented SLOs—a refinement of the analysis done from the initial mapping, including the extensive work of addressing gluts and deficits and of aligning SLOs explicitly with particular courses and ensuring that those identified SLOs are primary goals of the courses and are assessed with measures that remain consistent over the years and syllabi and multiple sections (diachronic and synchronic consistency)
- **Co-curricular SLO Identification Working Group:** identifying where SLOs are addressed in co-curricular activities (for example, leadership emerging from co-curricular student work and from internships) and incorporating that work to consciously address relevant SLOs
- **Modeling Working Group:** creating of a few models for rebuilding the core, within parameters to be determined by Core Studies and AC2, based explicitly SLOs and Convictions, Knowledge, Skills
- **Pedagogy and Assessment Working Group:** addressing how particular SLOs can be taught and how they will be assessed, involving cross-departmental groups of faculty who share common SLOs

We have not as yet ordered or prioritized these suggested working groups, though clearly **the last item** would come somewhat later. The analysis and modeling groups should start in spring of 2015. We envision an ongoing and open conversation between all of these working groups and hope for meetings in which all may inform the others about their work. We hope to foster a radical and intensely creative process in which everyone has a voice in rebuilding the core—perhaps some “open workspace” meetings in which members of groups join other groups to “cross-pollinate” and inform the work of all groups.

The purpose of these working groups would be to receive additional input from full-time faculty, to foster discussion regarding “Core Studies” within departments, and to increase faculty involvement in the process. This input from faculty can increase the CS Committee’s understanding of how the current CS is viewed/valued, offer suggested changes, and maintain our commitment to keeping faculty informed and involved. Working Group questions include:

When we look at the “map” of how departments self-identify coverage of SLOs, and based on your own sense of priorities, **which of our current SLOs seem underrepresented in the curriculum, and which seem overrepresented?**

Based on the language and outcomes from DQP and VALUE, **what indicators are not well-represented in what we are currently doing? Which of those do you think we should address?** (for example, attention to global challenges)

**What other gaps are there in what we should be doing versus what is reflected in the mapping work?** i.e. What changes do we make to learning outcomes that will better reflect doing what we should or want to be doing?

Recognizing that students **will** learn/accomplish some of the SLOs in their major field of study, the core curriculum, and co-curricular learning, **how should the outcomes reflect various modes and contexts of learning?** And **how is that reflected in the structure of the Core?**

### IV. Initial Considerations

Below are the areas that have come under considerable discussion in Core Studies Committee. These are the questions that we see as central to a major revision of the core.

1. Explicitly articulate how the accomplishment of each SLO is to be measured and where that is expected to occur within the CS curriculum. Reduce redundancy, address “gaps,” insure consistency, improve sequencing, evaluate and monitor quality.

2. Increase student exposure and opportunity to demonstrate competency in writing, reading, and math. Possible activities include:
  - Establish and measure for entry-level competencies in writing, reading, and math; and development of academic support for students demonstrating ongoing need in these areas.
  - Move EN 95-appropriate areas out of EN 101 (currently under discussion in Humanities Department).
  - Develop modules for those lacking competency in APA, MLA, some grammar and syntax.
  - Offer EN 101 and EN 200 as needed to demonstrate writing and reading competency. Competency demonstrated either through portfolio, exit exam, or both.
  - Reduce overlap of exposure and increase opportunity to demonstrate competency in writing fluency, especially in and between Humanities and Religion, as well as other departments.
  - Identify writing-intensive courses across the curriculum (S5) and charge with addressing writing issues and upholding standards.
  - Adopt a common “writing” handbook across the curriculum for all courses, all faculty (currently under discussion in Humanities) and a common rubric for the grading of written assignments (currently under discussion in Humanities).
  - Re-evaluate requirement of three electives in Humanities; demonstrate competency in one area, and then offer a course in another area?
  - Mathematics: demonstrated competency at algebra level or higher—or one course.
3. Oral communication requirement included in CS as per S4: the COMM elective should fulfill this requirement specifically.
4. Expand FYLC programming (with its linked courses) in response to initial entry-level competency needs and for fostering the practice of key learning skills among all incoming freshmen.
5. Encourage departments to identify specific SLOs that are relevant to their field of study and enable them to contribute to the CS program – this can include offering a course that is cross-departmental. Shift CS responsibilities so that all departments are involved in offering an interdisciplinary approach to one or more SLOs.
  - Social Science evaluate the appropriation of S2 “tools that address social issues”
  - Business evaluate the appropriation of S3 “generate, implement, assess, critique the results of the execution of a plan.”
  - Natural Science and Social Science departments evaluate the possibility of collaborating on S8 “Ability to apply scientific, quantitative, and analytical reasoning skills” to develop combined offerings in statistics and research design and methods.
6. Re-evaluate role in and contribution of departmental programs to the CS program and fulfillment of SLOs, *i.e., which SLOs are addressed, where the program or course belongs, how it fits into the core.* This includes the following:
  - Re-evaluate the function and number of required Religion courses. Work with RCM to give clarity to institution-specific measures for general education to attain SLOs, given the limitations in DQP/Value rubrics in covering this area.
  - Re-evaluate the role of Fine Arts (in general) and the Business, Education, and Music Departments in the CS program.
  - Re-evaluate the role of Health and Physical Education in the core. *Consider changing PE requirements to demonstrated benchmark ability in either one or two areas.*
7. Identify specific courses and co-curricular activities that fulfill S6 “Effective leadership and participation in group processes and problem solving skills” and K7 “Understanding of urban contexts across the curriculum”.
8. Consider how changes in the CS program can open up opportunities for departments with lower enrollment numbers to grow in size and specialization while giving important “general education” support to all departments and majors.
9. Ask departments for appropriation of S9 Technology: “Ability to translate current technology used in the major field of study, as well as its function in modern society.” [The Business Department has agreed to appropriate this Skill item in its contribution to the Core.]
10. Intentionally incorporate co-curricular programming and activities to attainment of SLOs.

As stated in the WPC Catalog, each student “will be encouraged and given the opportunity to develop and demonstrate” the SLOs. To fulfill this commitment we need to use explicit, measureable indicators of competency attainment in and throughout the curriculum that are then able to be “mapped” and evaluated – where, when, how

are SLOs being taught and attained? An underlying question may need to be addressed: Are the current SLOs the best fit for and articulation of what WPC seeks to offer through its curriculum?

AC2's input, direction, and assistance on refinement and prioritization of our work is greatly needed and appreciated.

### PRCT Project: Core Studies Review and Revision

- **Description:** PRCT Recommendation/Project, Priority 1. Number 10: “For the 2014-2015 Academic Year, appoint a task force to review and recommend changes to the core curriculum for approval by the faculty. Such a process should address the following (6.24):
  - Relevant application of the liberal arts to contemporary society and culture;
  - An overall smaller credit hour package (not to exceed 60 credits), that is streamlined in the variety of offerings and maximizes class size;
  - Incorporates the FYLC program (and potential of a Transfer Learning Community element);
  - Provides latitude for transferable coursework (must be able to have the Oregon Transfer Degree meet Core);
  - Addresses the College's four core themes.
  - Addresses Strategic Learning Outcomes versus course prefixes or disciplinary categories
- **Metric:** *to be determined*
- **Timeline:** Have an analysis completed by December 2014, and suggest Recommendations for Department comment. Departments respond to Recommendations and propose plans by March 2015.
- **Financial Impact:** *to be determined*
- **Scope of Work:**
  - Create an overall project schedule for the execution of the PRCT recommendations, utilizing the priorities established by the PRCT
  - Identify the people/groups to execute the individual recommendations
  - Establish method for measuring outcomes for each recommendation
  - Monitor schedule progress, monitor outcomes of each recommendation, and identify corrections to assignments, additional resources needed if necessary, or priority adjustments required to meet the overall completion goal
  - Establish and maintain a communication mechanism to ensure the college community is kept informed of progress toward goal
  - Monitor methods used by those assigned to involve appropriate stakeholders in decisions
  - Prepare and submit a quarterly report to the President on progress of recommendation completion and outcomes
- **Boundaries:**
  - The recommendations as presented by the PRCT are to be adhered to, and modified only as needed to ensure functionality. Recommendations may not be deleted without approval of the Executive Cabinet.
  - Assignment of individuals to specific recommendations must go through standard reporting channels
  - Additional funding to execute recommendations shall follow the standard approval process.
  - Challenges for staffing or funding may be brought to the Executive Cabinet for consideration.”

## AC2 Project: Core Studies Review and Revision

1. **Description:** PRCT Recommendation/Project, Priority 1. Number 10: “For the 2014-2015 Academic Year, appoint a task force to review and recommend changes to the core curriculum for approval by the faculty. Such a process should address the following (6.24):
  - Relevant application of the liberal arts to contemporary society and culture;
  - An overall smaller credit hour package (not to exceed 60 credits), that is streamlined in the variety of offerings and maximizes class size;
  - Incorporates the FYLC program (and potential of a Transfer Learning Community element);
  - Provides latitude for transferable coursework (must be able to have the Oregon Transfer Degree meet Core);
  - Addresses the College's four core themes.
  - Addresses Strategic Learning Outcomes versus course prefixes or disciplinary categories
  
2. **Metric:** *to be determined*
  
3. **Timeline:** Have an analysis completed by December 2014, and suggest Recommendations for Department comment. Departments respond to Recommendations and propose plans by March 2015.
  
4. **Financial Impact:** *to be determined*
  
5. **Scope of Work:**
  - Create an overall project schedule for the execution of the PRCT recommendations, utilizing the priorities established by the PRCT
  - Identify the people/groups to execute the individual recommendations
  - Establish method for measuring outcomes for each recommendation
  - Monitor schedule progress, monitor outcomes of each recommendation, and identify corrections to assignments, additional resources needed if necessary, or priority adjustments required to meet the overall completion goal
  - Establish and maintain a communication mechanism to ensure the college community is kept informed of progress toward goal
  - Monitor methods used by those assigned to involve appropriate stakeholders in decisions
  - Prepare and submit a quarterly report to the President on progress of recommendation completion and outcomes
  
6. **Boundaries:**
  - The recommendations as presented by the PRCT are to be adhered to, and modified only as needed to ensure functionality. Recommendations may not be deleted without approval of the Executive Cabinet.
  - Assignment of individuals to specific recommendations must go through standard reporting channels
  - Additional funding to execute recommendations shall follow the standard approval process.
  - Challenges for staffing or funding may be brought to the Executive Cabinet for consideration.”

## Rubric for Evaluating Outcomes Assessment Plan and Progress\*

\*NWCCU rubric modified at PNLC Accreditation Symposium – November 25, 2014

Criterion	Initial	Emerging	Developed	Highly Developed
<b>Assessment Planning</b>	No documented plan	Episodic planning in some courses and programs	Clear multi-year plan	Clear multi-year plan with several years of implementation
<b>Assessable Outcomes</b>	Non-specific outcomes and or not assessable.	Some outcomes indicate how students demonstrate learning	Most outcomes describe how students demonstrate learning	All outcomes describe how students demonstrate learning.
<b>Assessment Implementation</b>	Assessment data is not collected	Evidence collected for some programs. Faculty / staff use criteria for reviewing.	Evidence is collected and faculty / staff use relevant criteria for most programs	Evidence is collected from multiple data sources and over time from all programs Faculty / staff use and discuss criteria regularly
<b>Alignment</b>	No clear relationship between outcomes, curriculum, grading or support services	Some alignment between outcomes, curriculum, grading or support services	Significant alignment between outcomes, curriculum, grading and support services	Outcomes, curriculum, grading and support services are fully aligned.
<b>Valid Results**</b>	Little to no evidence that measures are valid	Majority of measures are valid	Valid measures in regular use	Multi-year use of valid measures
<b>Reliable Results**</b>	No process to check for inter-rater reliability	Faculty preparing inter-rater reliability	Faculty check for inter-rater reliability	Multi-year use of process and evidence of good inter-rater reliability
<b>Annual Feedback on Assessment Efforts</b>	No feedback	Irregular and inconsistent feedback or limited extent of communication across unit.	Regular but inconsistent feedback is communicated across unit	Regular and consistent feedback is communicated to unit with institutional support.
<b>Results are Used</b>	Results for outcomes are not collected	Results for outcomes are collected with little or no discussion.	Results for outcomes are collected and discussed but not always used.	Results for outcomes are collected, discussed, and used to analyze effects.
<b>Planning &amp; Budgeting</b>	Outcomes not integrated into planning and budget	Alignment of outcomes and planning and budget occurs informally	Process for alignment in place but mixed evidence of use	Consistent evidence of a systematic and intentional process to align.

\*\*These categories were not discussed at the symposium

HUM_410_CODE	HUM-410_VR_Level	Unique_ID	Scale_Desc	Definition	Subscale_Desc	DQP_Indicator	4 Capstone	3 Milestone	2 Milestone	1 Benchmark
1	Significance	4 VR.IntegLCE	Integrative Learning	Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations with	Connections to Experience Connects relevant experience and academic knowledge		Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
1	Significance	4 VR.WCom.CD	Written Communication	Written communication is the development and expression of ideas in writing. Written communication involves learning to work in many genres and styles. It can involve working with many different writing technologies, and mixing texts, data, and images.	Content Development		Uses appropriate, relevant, and compelling content to illustrate mastery of the subject, conveying the writer's understanding, and shaping the whole work.	Uses appropriate, relevant, and compelling content to explore ideas within the context of the discipline and shape the whole work.	Uses appropriate and relevant content to develop and explore ideas through most of the work.	Uses appropriate and relevant content to develop simple ideas in some parts of the work.
1	Significance	DQP_BA.BIK.1	Broad, Integrative Knowledge	Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations with		Describes and evaluates the ways in which at least two fields of study define, address, and interpret the importance for society of a problem in science, the arts, society, human services, economic life or technology, explains how the methods of inquiry!	Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
3	Creativity	4 VR.IntegLCE	Integrative Learning	Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations with	Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations		Adapts and applies, independently, skills, abilities, theories, or methodologies gained in one situation to new situations to solve difficult problems or explore complex issues in original ways.	Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations to solve problems or explore issues.	Uses skills, abilities, theories, or methodologies gained in one situation in a new situation to contribute to understanding of problems or issues.	Uses, in a basic way, skills, abilities, theories, or methodologies gained in one situation in a new situation.
3	Creativity	VR.IntegL.Tr	Integrative Learning	Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations with						



HUM_410_CODE	HUM-410_Level	Unique_ID	Scale_Desc	Definition	Subscale_Desc	DQP_Indicator	4 Capstone	3 Milestone	2 Milestone	1 Benchmark
4	Interdisciplinary	4 VR.InfoLit.EISC	Information Literacy	The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy	Evaluate Information and its Sources Critically*		Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources. Selects sources using basic criteria (such as relevance to the research question and currency).	Conclusion is logically tied to information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).
3	Interdisciplinary	3 VR.CritTh.CRO	Critical Thinking	Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	Conclusions and related outcomes (implications and consequences)		Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
3	Interdisciplinary	VR.IntegL.CD	Integrative Learning	Integrative learning is an understanding and a disposition that a student builds across the curriculum and cocurriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations with	Connections to Discipline Sees (makes) connections across disciplines; perspectives		Independently creates wholes out of multiple parts (synthesizes) or draws conclusions by combining examples, facts, or theories from more than one field of study or perspective.	Independently connects examples, facts, or theories from more than one field of study or perspective.	When prompted, connects examples, facts, or theories from more than one field of study or perspective.	When prompted, presents examples, facts, or theories from more than one field of study or perspective.
5	Organization / Construction	3 VR.CritTh.CRO	Critical Thinking	Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	Conclusions and related outcomes (implications and consequences)		Conclusions and related outcomes (consequences and implications) are logical and reflect student's informed evaluation and ability to place evidence and perspectives discussed in priority order.	Conclusion is logically tied to a range of information, including opposing viewpoints; related outcomes (consequences and implications) are identified clearly.	Information (because information is chosen to fit the desired conclusion); some related outcomes (consequences and implications) are identified clearly.	Conclusion is inconsistently tied to some of the information discussed; related outcomes (consequences and implications) are oversimplified.
5	Organization / Construction	VR.IntegL.CD	Integrative Learning		Connections to Experience Connects relevant experience and academic knowledge		Meaningfully synthesizes connections among experiences outside of the formal classroom (including life experiences and academic experiences such as internships and travel abroad) to deepen understanding of fields of study and to broaden own points of view	Effectively selects and develops examples of life experiences, drawn from a variety of contexts (e.g., family life, artistic participation, civic involvement, work experience), to illuminate concepts/theories/ frameworks of fields of study.	Compares life experiences and academic knowledge to infer differences, as well as similarities, and acknowledge perspectives other than own.	Identifies connections between life experiences and those academic texts and ideas perceived as similar and related to own interests.
4	Use of Sources	4 VR.InfoLit.EISC	Information Literacy	The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy	Evaluate Information and its Sources Critically*		Chooses a variety of information sources appropriate to the scope and discipline of the research question. Selects sources after considering the importance (to the researched topic) of the multiple criteria used (such as relevance to the research question, currency, and authority).	Chooses a variety of information sources using multiple criteria (such as relevance to the research question and currency).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).	Chooses a few information sources. Selects sources using limited criteria (such as relevance to the research question).

HUM_410_CODE	HUM-410	HUM-410_VR_level	Unique_ID	Scale_Desc	Definition	Subscale_Desc	DQP_Indicator	4 Capstone	3 Milestone	2 Milestone	1 Benchmark
6	Use of Sources	3	VR.Cr.Th.Ev	Critical Thinking	Critical thinking is a habit of mind characterized by the comprehensive exploration of issues, ideas, artifacts, and events before accepting or formulating an opinion or conclusion.	Evidence Selecting and using information to investigate a point of view or conclusion		Information is taken from source(s) with enough interpretation/ evaluation to develop a comprehensive analysis or synthesis. Viewpoints of experts are questioned thoroughly.	Information is taken from source(s) with some interpretation/ evaluation, but not enough to develop a coherent analysis or synthesis. Viewpoints of experts are taken as mostly fact, with little questioning.	Information is taken from source(s) without any interpretation/ evaluation. Viewpoints of experts are taken as fact, without question.	
6	Use of Sources	4	VR.InfoLit.UJESP	Information Literacy	The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy	Use Information Effectively to Accomplish a Specific Purpose		Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.) so the intended purpose is not achieved.	
7	Writing	4	VR.InfoLit.UJESP	Information Literacy	The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy	Use Information Effectively to Accomplish a Specific Purpose		Communicates, organizes and synthesizes information from sources to fully achieve a specific purpose, with clarity and depth	Communicates, organizes and synthesizes information from sources. The information is not yet synthesized, so the intended purpose is not fully achieved.	Communicates information from sources. The information is fragmented and/or used inappropriately (misquoted, taken out of context, or incorrectly paraphrased, etc.) so the intended purpose is not achieved.	
7	Writing	4	VR.InfoLit.UJEL	Information Literacy	The ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use and share that information for the problem at hand. - Adopted from the National Forum on Information Literacy	Access and Use Information Ethically and Legally		Students use correctly all of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and	Students use correctly three of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and	Students use correctly two of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and	Students use correctly one of the following information use strategies (use of citations and references; choice of paraphrasing, summary, or quoting; using information in ways that are true to original context; distinguishing between common knowledge and

**HUM-410 Assessment Project January 2015**

**Based upon Fall 2014 Scoring**

**Evaluator \* Reader 1 or 2 Crosstabulation**

Evaluator	Reader 1 or 2		Total	Raters Counted
	1	2		
Arthur Kelly	3	0	3	1
Bart Valentine	0	2	2	2
Beth DuPriest	3	0	3	3
Bill Dobrenen	2	0	2	4
Campy	0	2	2	5
Connie Phillips	1	0	1	6
David Terrell	1	1	2	7
DeBenedetti	0	1	1	8
Dennis Plies	0	3	3	9
Derek Moyer	2	3	5	10
Greg Dean	0	2	2	11
Harrington	1	0	1	12
Heidi Owsley	9	0	9	13
Jess Bielman	1	0	1	14
Kelly Ballard	2	3	5	15
Lance Chamberlain	0	1	1	16
Lou Foltz	4	0	4	17
Luke Goble	1	1	2	18
Pamela Harrington	1	0	1	19
Pamela Plimpton	0	2	2	20
Robin Gordon	0	2	2	21
Rod Johanson	0	5	5	22
Roger Martin	4	0	4	23
Sandy Ahlquist	2	3	5	24
Shelly Hartzell	1	0	1	25
Terry Baker	4	0	4	26
<b>Total</b>	<b>42</b>	<b>31</b>	<b>73</b>	

A total of 42 Student 410 papers were rated by 1 or 2 raters.  
 Thirty-one papers were rated by two raters.  
 There were 26 Raters.

54 (74%) Ratings were done by full-time faculty and  
 19 (26%) were done by adjunct faculty/staff.  
 73 (100%) ratings were made.

Each rater evaluated 2.8 papers.  
 One faculty rated 9 papers,  
 4 raters evaluated 5 papers,  
 3 raters evaluated 4 papers,  
 3 raters evaluated 3 papers,  
 8 raters evaluated 2 papers, and  
 7 raters evaluated 1 paper.

Thus, any analysis of inter-rater reliability will not be primarily composed of any one rater evaluating a group of papers over against another rater evaluating the same group of papers. This is a dramatic difference from 2007, where 3 raters evaluated 10 or 11 papers each of the same students, and their inter-rater reliability was tested.

*What does this configuration of Evaluators suggest as a change in the overall meaning of HUM-410 from the 2006 era?*

*Does anyone know how many of these 2014 raters have been through a process of developing inter-rater reliability by scoring together for practice using the HUM-410 rubric?*

**Evaluation Combinations Fall 2014**

Combo12	Count_Combos
Arthur Kelly*Campy	1
Arthur Kelly*Luke Goble	1
Beth DuPriest*Kelly Ballard	1
Beth DuPriest*Pamela Plimpton	1
Beth DuPriest*Rod Johanson	1
Bill Dobrenen*Campy	1
Bill Dobrenen*David Terrell	1
Connie Phillips*DeBenedetti	1
Derek Moyer*Robin Gordon	1
Heidi Owsley*Bart Valentine	2
Heidi Owsley*Bart Valentine	2
Heidi Owsley*Dennis Plies	1
Heidi Owsley*Derek Moyer	1
Heidi Owsley*Rod Johanson	1
Heidi Owsley*Sandy Ahlquist	1
Jess Bielman*Kelly Ballard	1
Kelly Ballard*Lance Chamberlain	1
Lou Foltz*Dennis Plies	1
Lou Foltz*Derek Moyer	1
Lou Foltz*Pamela Plimpton	1
Lou Foltz*Rod Johanson	1
Pamela Harrington*Sandy Ahlquist	1
Roger Martin*Derek Moyer	1
Roger Martin*Greg Dean	1
Roger Martin*Rod Johanson	2
Roger Martin*Rod Johanson	2
Sandy Ahlquist*Dennis Plies	1
Shelly Hartzell*Greg Dean	1
Terry Baker*Kelly Ballard	1
Terry Baker*Robin Gordon	1
Terry Baker*Sandy Ahlquist	1
There were only 2 Repeated Combo Evaluation Teams	
Single Evaluators	
Arthur Kelly	1
David Terrell	1
Derek Moyer	1
Heidi Owsley	3
Kelly Ballard	1
Luke Goble	1
Pamela Harrington	1
Sandy Ahlquist	1
Terry Baker	1

Testing the rubric's internal reliability (how do the items in the rubric hang together when assessed?).

**Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.871	.887	8

**Inter-Item Correlation Matrix**

Items (sub-measures)	Significance	Paradox	Creativity	Interdisciplinarity	Org Construct	Use Sources	Writing	Title, Intro, Concl
Significance	1.000	.545	.684	.657	.448	.559	.356	.677
Paradox	.545	1.000	.486	.512	.366	.443	.203	.277
Creativity	.684	.486	1.000	.597	.627	.566	.413	.607
Interdisciplinarity	.657	.512	.597	1.000	.473	.566	.369	.449
Org Construct	.448	.366	.627	.473	1.000	.488	.585	.479
Use Sources	.559	.443	.566	.566	.488	1.000	.402	.465
Writing	.356	.203	.413	.369	.585	.402	1.000	.569
Title, Intro, Conclusion	.677	.277	.607	.449	.479	.465	.569	1.000

**Internal consistency Reliability (Chronbach's Alpha).**

An index of the degree to which all 8 items within the rubric "work together" to measure one underlying scale of writing excellence. The rule of thumb is that an alpha above .90 is excellent, .80 good when the measure is combined with other scores or indicators, and .70 acceptable for research but not individual decisions on student performance.

Item to total correlation should be much larger than .20, or the item is suspected of not fitting with other ratings.

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Squared Multiple Correlation	Cronbach's Alpha if Item Deleted
Significance	80.25	40.911	.759	.693	.839
Paradox	89.59	43.968	.545	.389	.868
Creativity	89.86	47.342	.764	.635	.847
Interdisciplinarity	80.49	43.642	.708	.534	.846
Org Construct	89.96	48.846	.636	.536	.857
Use Sources	80.95	39.497	.665	.449	.857
Writing	90.14	49.814	.507	.478	.867
Title, Intro, Conclusion	89.85	49.046	.652	.618	.857

While some of the items were not as highly correlated with other items in the scoring rubric, overall each item has high inter-item reliability. For example, the items of writing and paradox are not as highly correlated (.203) as other items in the overall rubric, but removing either from the rubric would only slightly improve the scale's performance as measured by Chronbach's Alpha if the item is deleted.

Factor analysis of 8 items in HUM-410 Rubric.

**Total Variance Explained**

Component	Initial Eigenvalues			Extraction Sums of Squared Loadings		
	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	4.506	56.322	56.322	4.506	56.322	56.322
2	1.007	12.582	68.904	1.007	12.582	68.904
3	.647	8.083	76.987			
4	.510	6.378	83.365			
5	.464	5.797	89.162			
6	.418	5.221	94.383			
7	.250	3.128	97.511			
8	.199	2.489	100.000			

Extraction Method: Principal Component Analysis.

**Component Matrix<sup>a</sup>**

	Component	
	1	2
Significance	.834	-.218
Paradox	.629	-.548
Creativity	.843	-.048
Interdisciplinarity	.777	-.267
Org Construct	.743	.308
Use Sources	.751	-.109
Writing	.636	.620
Title, Intro, Concl	.761	.307

Extraction Method: Principal Component Analysis.

a. 2 components extracted.

There is largely one factor that all of the 8 items load onto and which explains 56% of the variance. A Second possible factor, comprised of Org Construct, Writing, and Title-Intro-Conclusion explains about 13% of variance further. What this suggests is that one might think of a summary of what is being measured with the rubric is first a combination of all the items together, as assumed by the creators of the rubric. Secondly, the rubric has a factor which combines the three items above outside of the others and together to measure something more specific than the overall rubric. It may be useful for the leaders of HUM-410 to think about this second factor which is contributing to the overall scores above and beyond the overall first factor. Do they have a name for those combined three items, and do they think this second factor contribute something above and beyond? Does the second factor represent writing proficiency; extracted from subject, creativity, angle, etc...?

**Proxy for Inter-Rater Reliability study**

**31 out of 42 papers had a second reader.**

Values	Average Scores		Minus score means Score2 is higher score.	
	Scorer1	Scorer2	Average	Difference as % Score1 Avg
Significance	18.45	18.52	18.48	-0.3%
Paradox	9.29	8.94	9.14	3.8%
Creativity	8.71	9.06	8.86	-4.0%
Interdisciplinarity	18.14	18.35	18.23	-1.2%
OrgConstruct	8.74	8.81	8.77	-0.8%
UseSources	17.31	18.42	17.78	-6.4%
Writing	8.57	8.61	8.59	-0.5%
TitleIntroConcl	8.88	8.87	8.88	0.1%
Sum	98.10	99.58	98.73	-0.09

The lowest agreement between the two scorers was on Use Sources, Creativity, and Paradox. The differences were not great.

**HUM 410 Correlations with previous writing classes grades**

**Correlations**

	com_001_VE RIFIED_GRA DE_VALUE	comp_001_V ERIFIED_GR ADE_VALUE	EN_101_VER IFIED_GRAD E_VALUE	EN_200_VER IFIED_GRAD E_VALUE	HUM_200k_V ERIFIED_GR ADE_VALUE	HUM_310_VE RIFIED_GRA DE_VALUE	HUM 410 sub2
com_001_VERIFIED_GR ADE_VALUE	1	-.250	-.110	.257	1.000*	.250	.316
		.274	.653	.216	.000	.250	.124
	25	21	19	25	6	23	25
comp_001_VERIFIED_G RADE_VALUE	-.250	1	.457*	.442*	.353	.000	.132
	.274		.029	.016	.261	1.000	.494
	21	29	23	29	12	27	29
EN_101_VERIFIED_GRA DE_VALUE	-.110	.457*	1	.379*	.358*	.192	.243
	.653	.029		.003	.023	.146	.059
	19	23	61	61	40	59	61
EN_200_VERIFIED_GRA DE_VALUE	.257	.442*	.379*	1	.366**	.242*	.158
	.216	.016	.003		.009	.042	.182
	25	29	61	73	50	71	73
HUM_200k_VERIFIED_G RADE_VALUE	1.000**	.353	.358*	.366**	1	.153	.206
	.000	.261	.023	.009		.299	.151
	6	12	40	50	50	48	50
HUM_310_VERIFIED_G ADE_VALUE	.250	.000	.192	.242*	.153	1	.045
	.250	1.000	.146	.042	.299		.706
	23	27	59	71	48	71	71
sub2	.316	.132	.243	.158	.206	.045	1
HUM 410	.124	.494	.059	.182	.151	.706	
	25	29	61	73	50	71	73

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).

Science-Interested Applicants, First Year at WPC, whether Frosh or Transfer by Year

```
COMPUTE filter_$=(datayr > 2007 and yr1 = 1 and sci_app = 1).
```

datayr \* iped2 Crosstabulation

			iped2					Total	
			First-time Fresh man	Other first-year	Second year	Third year	Fourth year and beyond		Other undergraduates in credit courses
datayr	2008	Count	17	2	6	4	1	2	32
		% within datayr	53.1%	6.2%	18.8%	12.5%	3.1%	6.2%	100%
	2009	Count	18	3	5	2	2	1	31
		% within datayr	58.1%	9.7%	16.1%	6.5%	6.5%	3.2%	100%
	2010	Count	22	4	6	6	2	0	40
		% within datayr	55.0%	10.0%	15.0%	15.0%	5.0%	0.0%	100%
	2011	Count	20	7	11	13	0	0	51
		% within datayr	39.2%	13.7%	21.6%	25.5%	0.0%	0.0%	100%
	2012	Count	28	4	15	5	1	0	53
		% within datayr	52.8%	7.5%	28.3%	9.4%	1.9%	0.0%	100%
	2013	Count	24	3	5	6	2	0	40
		% within datayr	60.0%	7.5%	12.5%	15.0%	5.0%	0.0%	100%
Total		Count	129	23	48	36	8	3	247
		% within datayr	52.2%	9.3%	19.4%	14.6%	3.2%	1.2%	100%

How they come in first year (class level they come to us)

Science Assessment WPC:

One entry to Science at WPC is as an APPLICANT to WPC. I created a measure SCI\_APP which counted a student as a Science Interested Applicant if their first through fourth interest was science related.

This will be one of the groups we will track. Unfortunately, the data exists only since about 2008. So, in some cases we will track majors from years before 2008, whom we do not know if they had formal interest in science before coming to WPC.

With the 2008 forward data, we will begin to think of the top of a science funnel at the point of matriculant interest.

**datayr \* SCI\_APP Crosstabulation**

Data collected effectively from 2008 forward.

			SCI_APP		Total
			No	Yes	
datayr	2002	Count	436	1	437
		% within datayr	99.8%	0.2%	100.0%
2003	Count		426	1	427
		% within datayr	99.8%	0.2%	100.0%
2004	Count		414	1	415
		% within datayr	99.8%	0.2%	100.0%
2005	Count		377	2	379
		% within datayr	99.5%	0.5%	100.0%
2006	Count		343	3	346
		% within datayr	99.1%	0.9%	100.0%
2007	Count		337	14	351
		% within datayr	96.0%	4.0%	100.0%
2008	Count		337	45	382
		% within datayr	88.2%	11.8%	100.0%
2009	Count		377	57	434
		% within datayr	86.9%	13.1%	100.0%
2010	Count		395	80	475
		% within datayr	83.2%	16.8%	100.0%
2011	Count		447	103	550
		% within datayr	81.3%	18.7%	100.0%
2012	Count		436	115	551
		% within datayr	79.1%	20.9%	100.0%
2013	Count		393	110	503
		% within datayr	78.1%	21.9%	100.0%
Total	Count		4718	532	5250
		% within datayr	89.9%	10.1%	100.0%

COMPUTE filter\_\$=(datayr > 2007 and TRAD\_ADP\_GRAD = 1 and sci\_app = 1).



app\_majint1 \* datayr Crosstabulation

Count

		datayr						Total
		2008	2009	2010	2011	2012	2013	
app_majint1	Business Administration	0	0	0	0	1	1	2
	Communications	0	1	1	1	0	0	3
	Education	0	0	1	1	0	0	2
	Health & Human Kinetics	12	11	17	20	20	24	104
	Health Sciences-Associate	0	1	2	2	2	1	8
	HHK - Exercise Science	1	0	3	4	6	4	18
	HHK - Health & Fitness Mgmt.	4	4	2	5	3	7	25
	Hum - English	0	0	0	0	0	1	1
	Pre-Dental	1	1	2	4	7	7	22
	Pre-Med	5	10	14	16	20	19	84
	Pre-Nursing	4	2	4	7	11	8	36
	Science - Biology	13	21	26	26	24	14	124
	Science - Chemistry	0	0	0	1	1	1	3
	Science - General	0	0	1	2	2	2	7
	Science - Human Bio	1	3	2	6	7	13	32
	Science - Occupational Therapy	0	0	0	0	0	1	1
	Science - Physical Science	1	1	0	0	1	1	4
	Science - Physical Therapy	2	2	2	5	7	5	23
	Soc Sci - Psychology	0	0	1	1	2	1	5
	Undecided	1	0	2	2	1	0	6
Total		45	57	80	103	115	110	510

Although, SCI\_APP counted anyone with interest 1-4 = science, only App Interests 1-2 are displayed here and p3.  
 Again, a student is counted each year they are here (redundantly).  
 Note, if a student has a science interest in one of four counts, they may have another interest above or on p3. such as "Business" or "Communication."

app\_majint2 \* datayr Crosstabulation

Count

	datayr						Total
	2008	2009	2010	2011	2012	2013	
app_majint2	41	51	65	84	95	88	424
Business Administration	1	1	1	2	1	2	8
Early ChildhoodElementary Educa	0	0	1	2	2	2	7
Education	0	0	0	2	1	1	4
Health & Human Kinetics	0	1	4	4	2	0	11
HHK - Health & Fitness Mgmt.	0	0	0	0	0	1	1
Pre-Dental	0	0	1	0	1	1	3
Pre-Med	0	0	0	1	3	4	8
Pre-Nursing	0	2	2	2	2	3	11
RCM Missions	0	1	1	0	0	0	2
Religion & Christian Ministries	0	0	0	0	1	1	2
Science - Biology	1	0	1	2	3	2	9
Science - General	1	0	0	0	1	1	3
Science - Human Bio	0	0	2	1	1	2	6
Science - Physical Therapy	0	0	0	2	1	1	4
Soc Sci - Psychology	0	1	2	1	1	1	6
Undecided	1	0	0	0	0	0	1
Total	45	57	80	103	115	110	510

**CIRP\_SCI\_CAREER \* datayr Crosstabulation**

			datayr		Total
			2012	2013	
CIRP_SCI_CAREER	No	Count	85	64	149
		% within datayr	82.5%	82.1%	82.3%
	Yes	Count	18	14	32
		% within datayr	17.5%	17.9%	17.7%
Total		Count	103	78	181
		% within datayr	100.0%	100.0%	100.0%

**CIRP\_SCI\_MAJOR \* datayr Crosstabulation**

			datayr		Total
			2012	2013	
CIRP_SCI_MAJOR	No	Count	76	59	135
		% within datayr	73.8%	75.6%	74.6%
	Yes	Count	27	19	46
		% within datayr	26.2%	24.4%	25.4%
Total		Count	103	78	181
		% within datayr	100.0%	100.0%	100.0%

Upon arrival, a new first year student takes the CIRP First Year Survey. Thus far, for two years we have collected a total of 181 answers to the career and major questions. The time-frame is about a year after the SCI\_APP information is collected. Of course, transfers are not in this survey.

First Frosh Bio Majors and Transfer New Bio Majors By First Year at WPC (Taking Bio-101+102 frosh year = Bio Major; taking Bio-145 or 150 Fall first term transfer = Transfer Bio major, taking HHK-230 = HHK major).

datayr \* science\_maj\_defacto \* SCI\_APP Crosstabulation

Course-taking as precursor to a Science Major

Every year, from non-science applicants, about 3 take courses for biology major and about 3 take a HHK course

About 1/3 science apps take biology and about 25-30% take HHK

SCI_APP				science_maj_defacto				Total
				Not Bio or HHK Maj	First Frosh Bio Maj	Transfer Bio Maj	HHK Maj	
No	datayr	2008	Count	126	5	1	5	137
			% within datayr	92.0%	3.6%	0.7%	3.6%	100.0%
		2009	Count	175	1	1	2	179
			% within datayr	97.8%	0.6%	0.6%	1.1%	100.0%
		2010	Count	155	1	2	4	162
			% within datayr	95.7%	0.6%	1.2%	2.5%	100.0%
		2011	Count	170	2	0	2	174
			% within datayr	97.7%	1.1%	0.0%	1.1%	100.0%
		2012	Count	154	3	1	5	163
			% within datayr	94.5%	1.8%	0.6%	3.1%	100.0%
		2013	Count	70	1	0	3	74
			% within datayr	94.6%	1.4%	0.0%	4.1%	100.0%
		Total	Count	850	13	5	21	889
			% within datayr	95.6%	1.5%	0.6%	2.4%	100.0%
Yes	datayr	2008	Count	10	9	3	10	32
			% within datayr	31.2%	28.1%	9.4%	31.2%	100.0%
		2009	Count	9	9	5	5	28
			% within datayr	32.1%	32.1%	17.9%	17.9%	100.0%
		2010	Count	12	13	2	11	38
			% within datayr	31.6%	34.2%	5.3%	28.9%	100.0%
		2011	Count	23	16	5	6	50
			% within datayr	46.0%	32.0%	10.0%	12.0%	100.0%
		2012	Count	28	12	0	13	53
			% within datayr	52.8%	22.6%	0.0%	24.5%	100.0%
		2013	Count	18	3	0	12	33
			% within datayr	54.5%	9.1%	0.0%	36.4%	100.0%
		Total	Count	100	62	15	57	234
			% within datayr	42.7%	26.5%	6.4%	24.4%	100.0%
Total	datayr	2008	Count	136	14	4	15	169
			% within datayr	80.5%	8.3%	2.4%	8.9%	100.0%
		2009	Count	184	10	6	7	207
			% within datayr	88.9%	4.8%	2.9%	3.4%	100.0%
		2010	Count	167	14	4	15	200
			% within datayr	83.5%	7.0%	2.0%	7.5%	100.0%
		2011	Count	193	18	5	8	224
			% within datayr	86.2%	8.0%	2.2%	3.6%	100.0%
		2012	Count	182	15	1	18	216
			% within datayr	84.3%	6.9%	0.5%	8.3%	100.0%
		2013	Count	88	4	0	15	107
			% within datayr	82.2%	3.7%	0.0%	14.0%	100.0%
		Total	Count	950	75	20	78	1123
			% within datayr	84.6%	6.7%	1.8%	6.9%	100.0%

**10 Years Declared Science Related Majors**  
**Each datayr contains both new and returned majors.**

**datayr \* Sci\_Maj Crosstabulation**

			Sci_Maj			Total
			non-science major	science major	no major	
datayr	2002	Count	329	40	68	437
		% within datayr	75.3%	9.2%	15.6%	100.0%
	2003	Count	317	48	62	427
		% within datayr	74.2%	11.2%	14.5%	100.0%
	2004	Count	285	58	72	415
		% within datayr	68.7%	14.0%	17.3%	100.0%
	2005	Count	293	48	38	379
		% within datayr	77.3%	12.7%	10.0%	100.0%
	2006	Count	272	45	29	346
		% within datayr	78.6%	13.0%	8.4%	100.0%
	2007	Count	267	53	31	351
		% within datayr	76.1%	15.1%	8.8%	100.0%
	2008	Count	276	67	39	382
		% within datayr	72.3%	17.5%	10.2%	100.0%
	2009	Count	337	81	16	434
		% within datayr	77.6%	18.7%	3.7%	100.0%
	2010	Count	368	85	22	475
		% within datayr	77.5%	17.9%	4.6%	100.0%
	2011	Count	404	94	52	550
		% within datayr	73.5%	17.1%	9.5%	100.0%
	2012	Count	389	69	93	551
		% within datayr	70.6%	12.5%	16.9%	100.0%
	2013	Count	350	74	79	503
		% within datayr	69.6%	14.7%	15.7%	100.0%
Total		Count	3887	762	601	5250
		% within datayr	74.0%	14.5%	11.4%	100.0%

Majors Simplified \* datayr Crosstabulation

Count	datayr											Total	
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012		2013
Majors Simplified	3	9	13	16	20	19	26	49	51	59	34	45	344
Biological Science	13	11	9	7	4	0	0	0	0	0	0	0	44
Biology	0	1	2	1	0	0	1	2	0	0	0	0	7
Business Administration	0	1	0	1	1	2	2	0	0	0	1	0	8
Developmental Psychology	0	0	0	1	0	0	0	0	1	0	0	0	2
English	1	0	1	0	0	0	0	0	0	0	0	0	2
General Science	19	25	30	20	18	30	34	27	30	35	17	28	313
Health and Human Kinetics	0	0	1	1	1	0	1	1	1	0	0	0	6
Health Sciences	0	0	0	0	0	1	1	0	0	0	0	0	2
History	1	0	1	0	0	0	0	1	0	0	0	0	3
Human Development	0	0	0	0	0	1	0	0	0	0	0	0	1
Human Development and Family Studie	2	0	0	0	0	0	0	0	2	0	1	1	6
Physical Science	1	1	1	0	0	0	1	1	0	0	0	0	5
Religion and Christian Ministries	0	0	0	0	1	0	1	0	0	0	0	0	2
Social Science	0	0	0	1	0	0	0	0	0	0	0	0	1
Social Work	0	0	0	0	0	0	0	0	0	0	16	0	16
Undeclared	40	48	58	48	45	53	67	81	85	94	69	74	762
Total													

**Majors Simplified \* datayr Crosstabulation**

% within datayr	datayr											
	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
Majors Simplified	7.5%	18.8%	22.4%	33.3%	44.4%	35.8%	38.8%	60.5%	60.0%	62.8%	49.3%	60.8%
Biological Science												
Biology	32.5%	22.9%	15.5%	14.6%	8.9%							
Business Administration		2.1%	3.4%	2.1%			1.5%	2.5%				
Developmental Psychology		2.1%		2.1%	2.2%	3.8%	3.0%				1.4%	
English				2.1%					1.2%			
General Science	2.5%		1.7%									
Health and Human Kinetics	47.5%	52.1%	51.7%	41.7%	40.0%	56.6%	50.7%	33.3%	35.3%	37.2%	24.6%	37.8%
Health Sciences			1.7%	2.1%	2.2%		1.5%	1.2%	1.2%			
History						1.9%	1.5%					
Human Development	2.5%		1.7%					1.2%				
Human Development and Family Studie						1.9%						
Physical Science	5.0%								2.4%			
Religion and Christian Ministries	2.5%	2.1%	1.7%				1.5%	1.2%			1.4%	1.4%
Social Science					2.2%		1.5%					
Social Work				2.1%								
Undeclared											23.2%	
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

## Students taking Gateway BIO-101 by Year by Class

COMPUTE filter\_\$(= (datayr = BIO\_101\_FA\_TERM) .

**BIO\_101\_FA\_TERM \* iped2 Crosstabulation**

			iped2					Other undergraduates in credit courses	Total
			First-time Freshman	Other first-year	Second year	Third year	Fourth year and beyond		
BIO_101_FA_TERM	2002	Count	16	4	4	7	1	0	32
		% within BIO_101_FA_TERM	50.0%	12.5%	12.5%	21.9%	3.1%	0.0%	100%
	2003	Count	15	4	8	1	0	1	29
		% within BIO_101_FA_TERM	51.7%	13.8%	27.6%	3.4%	0.0%	3.4%	100%
	2004	Count	18	4	3	1	2	0	28
		% within BIO_101_FA_TERM	64.3%	14.3%	10.7%	3.6%	7.1%	0.0%	100%
	2005	Count	8	1	7	4	0	0	20
		% within BIO_101_FA_TERM	40.0%	5.0%	35.0%	20.0%	0.0%	0.0%	100%
	2006	Count	11	9	2	2	2	0	26
		% within BIO_101_FA_TERM	42.3%	34.6%	7.7%	7.7%	7.7%	0.0%	100%
	2007	Count	14	3	7	3	2	0	29
		% within BIO_101_FA_TERM	48.3%	10.3%	24.1%	10.3%	6.9%	0.0%	100%
	2008	Count	18	2	5	1	1	0	27
	% within BIO_101_FA_TERM	66.7%	7.4%	18.5%	3.7%	3.7%	0.0%	100%	
2009	Count	15	8	5	1	1	0	30	
	% within BIO_101_FA_TERM	50.0%	26.7%	16.7%	3.3%	3.3%	0.0%	100%	
2010	Count	15	2	14	5	4	0	40	
	% within BIO_101_FA_TERM	37.5%	5.0%	35.0%	12.5%	10.0%	0.0%	100%	
2011	Count	19	8	7	5	1	0	40	
	% within BIO_101_FA_TERM	47.5%	20.0%	17.5%	12.5%	2.5%	0.0%	100%	
2012	Count	17	5	12	7	3	0	44	
	% within BIO_101_FA_TERM	38.6%	11.4%	27.3%	15.9%	6.8%	0.0%	100%	
2013	Count	10	3	12	5	3	0	33	
	% within BIO_101_FA_TERM	30.3%	9.1%	36.4%	15.2%	9.1%	0.0%	100%	
Total	Count	176	53	86	42	20	1	378	
	% within BIO_101_FA_TERM	46.6%	14.0%	22.8%	11.1%	5.3%	0.3%	100%	



Students taking Gateway BIO-102 by Year by Class

COMPUTE filter\_\$(= (datayr = sum(BIO\_102\_SP\_TERM-1))).

**BIO\_102\_SP\_TERM \* iped2 Crosstabulation**

			iped2					Other undergraduates in credit courses	Total
			First-time Freshman	Other first-year	Second year	Third year	Fourth year and beyond		
BIO_102_SP_TERM	2003	Count	16	4	0	0	1	0	21
		% within BIO_102_SP_TERM	76.2%	19.0%	0.0%	0.0%	4.8%	0.0%	100%
	2004	Count	12	2	2	1	0	0	17
		% within BIO_102_SP_TERM	70.6%	11.8%	11.8%	5.9%	0.0%	0.0%	100%
	2005	Count	12	5	2	1	0	0	20
		% within BIO_102_SP_TERM	60.0%	25.0%	10.0%	5.0%	0.0%	0.0%	100%
	2006	Count	10	0	1	2	0	0	13
		% within BIO_102_SP_TERM	76.9%	0.0%	7.7%	15.4%	0.0%	0.0%	100%
	2007	Count	8	4	0	0	0	0	12
		% within BIO_102_SP_TERM	66.7%	33.3%	0.0%	0.0%	0.0%	0.0%	100%
	2008	Count	12	2	6	0	2	0	22
		% within BIO_102_SP_TERM	54.5%	9.1%	27.3%	0.0%	9.1%	0.0%	100%
	2009	Count	22	1	2	4	1	1	31
	% within BIO_102_SP_TERM	71.0%	3.2%	6.5%	12.9%	3.2%	3.2%	100%	
2010	Count	18	4	7	2	0	0	31	
	% within BIO_102_SP_TERM	58.1%	12.9%	22.6%	6.5%	0.0%	0.0%	100%	
2011	Count	20	1	3	3	1	0	28	
	% within BIO_102_SP_TERM	71.4%	3.6%	10.7%	10.7%	3.6%	0.0%	100%	
2012	Count	14	3	6	5	0	0	28	
	% within BIO_102_SP_TERM	50.0%	10.7%	21.4%	17.9%	0.0%	0.0%	100%	
2013	Count	10	4	6	6	0	0	26	
	% within BIO_102_SP_TERM	38.5%	15.4%	23.1%	23.1%	0.0%	0.0%	100%	
2014	Count	0	1	4	1	0	0	6	
	% within BIO_102_SP_TERM	0.0%	16.7%	66.7%	16.7%	0.0%	0.0%	100%	
Total	Count	154	31	39	25	5	1	255	
	% within BIO_102_SP_TERM	60.4%	12.2%	15.3%	9.8%	2.0%	0.4%	100%	

Students taking Gateway HHK-230 by Year by Class

COMPUTE filter\_\$=(datayr =HHK\_230\_FA\_TERM).

HHK\_230\_FA\_TERM \* iped2 Crosstabulation

			iped2							Total
			First-time Freshman	Other first-year	Second year	Third year	Fourth year and beyond	Other under graduates in credit courses	Graduate First-Time	
HHK_230_FA_TERM	2002	Count	2	2	5	3	2	1	1	16
		% within HHK_230_FA_TERM	12%	12%	31%	19%	12%	6.2%	6.2%	100%
	2004	Count	1	6	4	7	2	0	0	20
		% within HHK_230_FA_TERM	5.0%	30%	20%	35%	10%	0.0%	0.0%	100%
	2006	Count	5	5	1	2	1	0	0	14
		% within HHK_230_FA_TERM	36%	36%	7.1%	14%	7.1%	0.0%	0.0%	100%
	2008	Count	2	5	9	5	5	0	0	26
		% within HHK_230_FA_TERM	7.7%	19%	35%	19%	19%	0.0%	0.0%	100%
2009	Count	0	0	0	0	1	0	0	1	
	% within HHK_230_FA_TERM	0.0%	0.0%	0.0%	0.0%	100%	0.0%	0.0%	100%	
2010	Count	3	4	4	6	4	0	0	21	
	% within HHK_230_FA_TERM	14%	19%	19%	29%	19%	0.0%	0.0%	100%	
2012	Count	2	5	13	2	5	0	0	27	
	% within HHK_230_FA_TERM	7.4%	19%	48%	7.4%	19%	0.0%	0.0%	100%	
2013	Count	6	4	4	4	3	0	0	21	
	% within HHK_230_FA_TERM	29%	19%	19%	19%	14%	0.0%	0.0%	100%	
Total	Count	21	31	40	29	23	1	1	146	
	% within HHK_230_FA_TERM	14%	21%	27%	20%	16%	0.7%	0.7%	100%	

**2008-2011 New Student Biology & HHK Track with "Others Not Bio/HHK" as controls: 1st-2nd Year Retention**

**over 3 yr period, 345 new frosh and 394 transfer students.**

COMPUTE filter\_\$(= (stu\_yr1 > 2007 and stu\_yr1 < 2012 and STTR\_TRM\_Trad1\_ADP2 = 1) .

**Retention from 1st to 2nd YR \* sci\_maj\_defacto2 \* YR1\_status Crosstabulation**

YR1_status		sci_maj_defacto2					Total
		Not Bio or HHK Maj	First Frosh Bio Maj	Transfer Bio Maj	HHK Maj	Sci Maj declared (not defacto)	
New Frosh	Retention from 1st to 2nd YR	86 32.5%	8 20.0%		3 13.6%	11 61.1%	108 31.3%
	Count % within sci_maj_defacto2						
Transfer	Retention from 1st to 2nd YR	179 67.5%	32 80.0%		19 86.4%	7 38.9%	237 68.7%
	Count % within sci_maj_defacto2						
Total	Retention from 1st to 2nd YR	265 100.0%	40 100.0%		22 100.0%	18 100.0%	345 100.0%
	Count % within sci_maj_defacto2						
Total	Retention from 1st to 2nd YR	100 30.4%	4 26.7%	2 16.7%	3 15.0%	11 61.1%	120 30.5%
	Count % within sci_maj_defacto2						
Total	Retention from 1st to 2nd YR	229 69.6%	11 73.3%	10 83.3%	17 85.0%	7 38.9%	274 69.5%
	Count % within sci_maj_defacto2						
Total	Retention from 1st to 2nd YR	329 100.0%	15 100.0%	12 100.0%	20 100.0%	18 100.0%	394 100.0%
	Count % within sci_maj_defacto2						
Total	Retention from 1st to 2nd YR	186 31.3%	12 21.8%	2 16.7%	6 14.3%	22 61.1%	228 30.9%
	Count % within sci_maj_defacto2						
Total	Retention from 1st to 2nd YR	408 68.7%	43 78.2%	10 83.3%	36 85.7%	14 38.9%	511 69.1%
	Count % within sci_maj_defacto2						
Total	Retention from 1st to 2nd YR	594 100.0%	55 100.0%	12 100.0%	42 100.0%	36 100.0%	739 100.0%
	Count % within sci_maj_defacto2						

**First Frosh Bio sequence and HHK students out-performed other majors in year one retention**

**First Frosh Bio sequence (taken by 15 transfers), 12 Bio Transfers and HHK students out-performed other majors in year one retention**

**68.7% of New Frosh and 69.5% of Transfers retained to 2nd year at WPC**

Retention from 1st to 3rd Yr \* sci\_maj\_defacto2 \* YR1\_status Crosstabulation

YR1_status	sci_maj_defacto2	sci_maj_defacto2						Total
		Not Bio or HHK Maj	First Frosh Bio Maj	Transfer Bio Maj	HHK Maj	Sci Maj declared (not defacto)		
New Frosh	Retention from 1st to 3rd	Count 120 45.3%	Count 17 42.5%		Count 6 27.3%	Count 13 72.2%	Count 156 45.2%	
	not retained	% within sci_maj_defacto2	% within sci_maj_defacto2			% within sci_maj_defacto2		
Transfer	Retention from 1st to 3rd	Count 145 54.7%	Count 23 57.5%		Count 16 72.7%	Count 5 27.8%	Count 189 54.8%	
	not retained	% within sci_maj_defacto2	% within sci_maj_defacto2			% within sci_maj_defacto2		
Total	Retention from 1st to 3rd	Count 265 100.0%	Count 40 100.0%		Count 22 100.0%	Count 18 100.0%	Count 345 100.0%	
	not retained	% within sci_maj_defacto2	% within sci_maj_defacto2			% within sci_maj_defacto2		
Total	Retention from 1st to 3rd	Count 193 58.7%	Count 6 40.0%		Count 9 45.0%	Count 12 66.7%	Count 227 57.6%	
	not retained	% within sci_maj_defacto2	% within sci_maj_defacto2			% within sci_maj_defacto2		
Total	Retention from 1st to 3rd	Count 136 41.3%	Count 9 60.0%		Count 5 41.7%	Count 6 33.3%	Count 167 42.4%	
	not retained	% within sci_maj_defacto2	% within sci_maj_defacto2			% within sci_maj_defacto2		
Total	Retention from 1st to 3rd	Count 329 100.0%	Count 15 100.0%		Count 20 100.0%	Count 18 100.0%	Count 394 100.0%	
	not retained	% within sci_maj_defacto2	% within sci_maj_defacto2			% within sci_maj_defacto2		
Total	Retention from 1st to 3rd	Count 313 52.7%	Count 23 41.8%		Count 7 35.7%	Count 25 69.4%	Count 383 51.8%	
	not retained	% within sci_maj_defacto2	% within sci_maj_defacto2			% within sci_maj_defacto2		
Total	Retention from 1st to 3rd	Count 281 47.3%	Count 32 58.2%		Count 5 41.7%	Count 11 30.6%	Count 356 48.2%	
	not retained	% within sci_maj_defacto2	% within sci_maj_defacto2			% within sci_maj_defacto2		
Total	Retention from 1st to 3rd	Count 594 100.0%	Count 55 100.0%		Count 42 100.0%	Count 36 100.0%	Count 739 100.0%	
	not retained	% within sci_maj_defacto2	% within sci_maj_defacto2			% within sci_maj_defacto2		

First Frosh Bio Sequence slightly outperformed and HHK greatly outperformed other majors in 1st - 3rd year retention.

Not entirely comparable because some Transfers graduate within 1 or two years, so 1st to 3rd retention can be lower because of graduation.

54.8% of New Frosh and 42.4% of Transfers retained to 2nd year at WPC, 45.4% have already graduated (mostly overlap with retained) and some will still graduate

Still to do. 1) What did each column actually graduate with (not necessarily Bio, HHK, as begun (How many Bio graduated in HDV?). 2) What characteristics did each column have on average at entry to WPC? This will offer a control on outcome differences. 3) Transfer and degrees elsewhere (NSC) 4) Outcome measures besides graduation from departments (alumni/nsc graduate degrees, careers, jobs), learning outcomes, satisfaction with education, etc.

2008 New Student Biology & HHK Track to Graduation with "Others Not Bio/HHK" as controls.

GRAD\_YR\_BA\_to\_OCT\_2013 \* sci\_maj\_defacto2 \* YR1\_status Crosstabulation

YR1_status				sci_maj_defacto2					Total
				Not Bio or HHK Maj	First Frosh Bio Maj	Transfer Bio Maj	HHK Maj	Sci Maj declared (not defacto)	
New Frosh	GRAD_YR_BA_to_OC	0	Count	38	3		2	2	45
			% within sci_maj_defacto2	66.7%	27.3%		40.0%	100.0%	60.0%
	2011	Count	3	0		0	0	3	
		% within sci_maj_defacto2	5.3%	0.0%		0.0%	0.0%	4.0%	
		2012	Count	14	8		2	0	24
	% within sci_maj_defacto2	24.6%	72.7%		40.0%	0.0%	32.0%		
	2013	Count	2	0		1	0	3	
	% within sci_maj_defacto2	3.5%	0.0%		20.0%	0.0%	4.0%		
Total		Count	57	11		5	2	75	
		% within sci_maj_defacto2	100.0%	100.0%		100.0%	100.0%	100.0%	
Transfer	GRAD_YR_BA_to_OC	0	Count	39	0	0	3		42
			% within sci_maj_defacto2	50.6%	0.0%	0.0%	30.0%		44.7%
	2008	Count	0	0	0	1		1	
		% within sci_maj_defacto2	0.0%	0.0%	0.0%	10.0%		1.1%	
	2009	Count	1	0	0	0		1	
		% within sci_maj_defacto2	1.3%	0.0%	0.0%	0.0%		1.1%	
	2010	Count	18	2	4	2		26	
		% within sci_maj_defacto2	23.4%	66.7%	100.0%	20.0%		27.7%	
2011	Count	13	1	0	3		17		
	% within sci_maj_defacto2	16.9%	33.3%	0.0%	30.0%		18.1%		
2012	Count	6	0	0	1		7		
	% within sci_maj_defacto2	7.8%	0.0%	0.0%	10.0%		7.4%		
Total		Count	77	3	4	10		94	
		% within sci_maj_defacto2	100.0%	100.0%	100.0%	100.0%		100.0%	
Total	GRAD_YR_BA_to_OCT_2013	0	Count	77	3	0	5	2	87
			% within sci_maj_defacto2	57.5%	21.4%	0.0%	33.3%	100.0%	51.5%
	2008	Count	0	0	0	1	0	1	
		% within sci_maj_defacto2	0.0%	0.0%	0.0%	6.7%	0.0%	0.6%	
	2009	Count	1	0	0	0	0	1	
		% within sci_maj_defacto2	0.7%	0.0%	0.0%	0.0%	0.0%	0.6%	
	2010	Count	18	2	4	2	0	26	
		% within sci_maj_defacto2	13.4%	14.3%	100.0%	13.3%	0.0%	15.4%	
	2011	Count	16	1	0	3	0	20	
		% within sci_maj_defacto2	11.9%	7.1%	0.0%	20.0%	0.0%	11.8%	
2012	Count	20	8	0	3	0	31		
	% within sci_maj_defacto2	14.9%	57.1%	0.0%	20.0%	0.0%	18.3%		
2013	Count	2	0	0	1	0	3		
	% within sci_maj_defacto2	1.5%	0.0%	0.0%	6.7%	0.0%	1.8%		
Total		Count	134	14	4	15	2	169	
		% within sci_maj_defacto2	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	

In 2008, 11 Bio track new Frosh arrived. 72% went on to graduate. 60% of 5 new frosh HHK graduated. 32.2% of non-Bio/HHK first frosh graduated.

In 2008, 3 new transfer students took Bio-101-102 sequence (like new frosh) and graduated on time (100%). 50% of 77 non-science students graduated. 100% of 4 Bio Transfers graduated. 70% of 10 HHK-track transfer students graduated.

The "Not Bio/HHK" need to be unpacked. No doubt some may have taken one Bio course or wanted to do some science...

Core Theme 1: Cultivating a Christ-Centered Learning Community	
Objective	Achievement Indicator
Objective 1: Infuse academic programs with opportunities for faith exploration and development	Acceptable Threshold
	Core studies coursework challenges students to reflect on their personal understanding of biblical text and their spiritual perspectives
	Faculty members integrate issues of faith into the courses they teach
	Faculty engage students in conversations related to faith and learning
Objective 2: Demonstrate a commitment to serving others	Traditional students are exposed to biblical lessons, theological teaching and faith journey perspectives through chapel services
	Students and employees of WPC engage in acts of service to the community
	College employees provide exemplary service to constituents

Data Source	System Articulated	Data on-track	Some Findings	Action taken
Will have to be survey in specific target courses	1	1	1	1
Syllabi	2	1	1	1
not on course evals presently	1	1	1	1
need graduation survey	1	1	1	1
Student Support Data	4	4	2	2
Student Support Data	2	2	2	2
HR Data	1	1	1	1
Student Support Data	4	4	2	2
Student Support Data	2	2	1	1
HR Data	2	2	1	1

Core Theme 2: Collaborating with and for our Urban Environment		
Objective	Achievement Indicator	Acceptable Threshold
Objective 1: Become distinctive among Christ-centered colleges for cross-curricular urban studies	Peer comparison group	Warner Pacific is noted among its comparison group for its urban studies program
	Measure number and percent of graduates taking "urban-themed" course from predefined list	50% of first-time freshmen graduates (TRAD) and 20% of transfer graduates (TRAD) have taken at least one urban-themed course
Objective 2: Prepare students for the challenges of urban living	A significant Urban Studies major/minor	7% of traditional graduates have either an Urban Studies major or minor
	Graduates identify with being urban citizens	50% of previously urban students and 75% of rural/less urban students show statistically significant movement in identification with urban living upon senior year post-tests
	Graduates locate in Portland and other urban areas	50% of traditional previously Portland students become Portland alumni one year after graduation. 30% of traditional previously rural/less urban students become urban alumni. 70% of ADP students locate in the greater Portland metro statistical area.
Objective 3: Create programs that effectively reach out to specific populations of the city as a means for improving the urban environment	Student Service and Internship hours	50% of graduates have contributed significant community service and internship to the Portland Metropolitan area
	Graduates contribute significantly to Portland's college-graduate population, especially from private colleges	WPC compares favorably in number and percentage of graduates against public & private college graduations in the area WPC's graduates measurably increase the percent of four year college graduates in greater Portland zip codes, especially in percent of minority graduates
	WPC's urban location creates significant arts and lectures with measurable public attendance and benefit	10% of attendees at campus-located public events are from the larger community

No longer applicable?

Datatel Colleague: IR office

No longer applicable?

need graduation survey; have CIRP survey

compare addresses entering vs alumni

datatel Colleague: IR office and student support data

census data for targeted Metro census tracts

census data for targeted Metro census tracts

Student support data, arts ticket "sales"

4

2

4

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Core Theme 3: Fostering a Liberal Arts Education	
Objective	Achievement Indicator
Objective 1: Organize the College's Core Studies curriculum around the acquisition of Skills, Knowledge, and Convictions	Acceptable Threshold
	WPC graduates compare well with national averages
	WPC ADP and TRAD students score at similar levels
	WPC students outperform national peers (all institutions) on measures of Supportive Environment
	WPC students outperform national peers (all institutions) on measures of Collaborative Learning
	WPC students outperform national peers (all institutions) on measures of Learning Strategies
	WPC students outperform national peers (all institutions) on measures of Quantitative Reasoning (ADP & TRAD)
	WPC students outperform national peers (all institutions) on measures of Reflective and Integrative Learning (ADP & TRAD)
	Rubric of 25 items measured by faculty readers on 1-4 scale of core skills, knowledge, convictions demonstrated in HUM-410 paper
	50% of HUM-410 students 40 pts. or higher
80% of identified items have at least 10% student success	
All four Core Themes are touched upon (singly) at least 10% of the time	

ETS tests from targeted depts (Biology currently, English?)

Done with ETS in 2012?

NSSE SP2015

NSSE SP2015

NSSE SP2015

NSSE SP2015

NSSE SP2015

NSSE SP2015

HUM-410

HUM-410

HUM-410

HUM-410

3	3	3	3
3	3	3	3
4	4	4	4
4	4	4	4
4	4	4	4
4	4	4	4
4	4	4	4
3	3	3	2
3	3	3	3
4	3	3	3
3	2	2	2



Objective 2: Develop, evaluate, and implement existing majors and new degree opportunities to align with Core convictions, knowledge, and skills and departmental outcomes	Capstone courses in the major support student self-evaluation in reference to departmental outcomes	Surveys of seniors in capstone courses demonstrate personal growth and self-efficacy	1	1	1	1
	New core coursework and new degree opportunities demonstrate how these new offerings relate to knowledge, skills, and convictions and/or departmental outcomes	Pre/post testing in new core coursework or introductory courses for new majors demonstrate significant gains in skills, knowledge, and convictions				
Objective 3: Enhance student self-discovery and self-efficacy by curricular and co-curricular initiatives	Majors and Departments assess student performance and departmental performance on knowledge, skills, and convictions and/or departmental outcomes	Most majors and departments do yearly assessment projects of student outcomes, which are evaluated by the Institutional Effectiveness Committee and become the basis for changes in curriculum and practices in the major	3	3	2	1
	FYLC course will be a significant social location for student socialization and identification with the institution and its liberal arts educational goals.	First Year Learning Community pre/post-test of bonding with institution (belonging), liberal learning goals (CIRP), and satisfaction with institution. 50% of FYLC completers will show significant improvement on such "identifications," including improved retention and graduation rates.	3	3	2	1
	Co-curricular activities such as athletics, music, and drama, encourages self-discovery and improved self-efficacy	Evaluate student athletes (scholarshipped) compared to non-athletes on retention / graduation / GPA measures of efficacy. Expect parity. Survey both for sense of efficacy.	3	3	2	2
		Evaluate Music / Theater (scholarshipped) students compared to non-participants on retention / graduation / GPA measures of efficacy. Expect parity. Survey participants / non-participants for sense of efficacy.	4	4	3	2
		Evaluate student participation in service events vs. non-participants and sense of personal growth, self-discovery, efficacy; using post service surveys.	4	4	3	2
	Student Support Data	3	3	2	2	

need graduation survey

DQP/VR Project

DQP/VR Project

Need End of YR1 Survey

Need End of YR1 Survey

Datatel Colleague: IR

Datatel Colleague: IR

Student Support Data

<p>Objective 4: Encourage responsible uses of knowledge through student engagement in co-curricular leadership, off-campus, and service learning activities</p>	<p>Courses identified as service-learning courses will allow opportunities to bridge discipline-related knowledge and practical involvement in the community</p>	<p>60% of students in service-learning identified courses will report learning enhancement by involvement in service related to the subject matter in the class</p>
<p>Internships / practica and service-learning at upper levels will transition to leadership, some autonomous decision-making, and individual initiative</p>	<p>60% of students in service-learning identified courses will be evaluated by their faculty as showing a significant connection between their service and their understanding of its relationship to something learned in the class from the course discipline</p>	<p>Surveys of students participating in internships/ practica/service learning in the first or second year will demonstrate at least 10% experienced enhanced leadership, autonomy, and individual initiative</p>

Not clear any more 2 2 2 1

Not clear any more 2 1 1 1

Surveys targeting Internships 2 2 1 1

Surveys targeting Internships 2 2 1 1

Core Theme 4: Investing in the Formation and Success of Students from Diverse Backgrounds			
Objective	Achievement Indicator	Acceptable Threshold	
Objective 1: Identify, recruit and retain students and employees who reflect the diversity of society	Recruit and retain Race/Ethnic student population that reflects the diversity of Portland	The student-body of the TRAD UG program is as diverse as the city of Portland	4 4 4
		The student-body of the ADP is as diverse as the Metro MSA (Metropolitan Statistical Area)	4 4 4
		Minority students graduate at same rate as majority students, controlling for PELL status	4 4 4
		The student-body of the TRAD UG program is as economically diverse as the city of Portland (compare Warner PELL rate to PDX 125% of poverty level)	4 4 4
		The student-body of the ADP is as economically diverse as the Metro MSA (Metropolitan Statistical Area) (compare Warner PELL rate to PDX 125% of poverty level)	4 4 4
		Either 80% of Junior-level ADP student transfers to WPC graduate within 3 years or ADP entering JR "cohorts" graduate at same rate as entering JR transfers to TRAD program in same 3-year timeframe	4 4 4
		Recent hires will exceed the ethnic diversity of Portland	4 4 4
		Analysis of rolling five year trends reflects progress in recruiting and retaining diverse faculty and staff	3 3 2
		75% of traditional first time freshmen will show significant movement by senior year	3 2 1
		40% of JR transfers (TRAD & ADP) will show significant movement by graduation	3 2 1
Objective 2: Develop and implement student learning outcomes that foster knowledge, skills and dispositions related to diversity issues		75% of traditional first-time freshmen will show significant movement by SR-year	3 3 2
		40% of JR transfers (TRAD & ADP) will show significant movement by graduation	3 3 2
		Measures of diversity interaction within CIRP, NSSE, the Diverse Learning Environment Survey and in-house surveys	4 3 2
		Measures of diversity awareness, appreciation and empathy; CIRP, NSSE, in-house surveys	4 3 2
		NSSE, CIRP, Course SLOs	4 3 2
		NSSE, CIRP, Course SLOs	4 3 2
	NSSE, CIRP, Course SLOs	3 3 2	
	NSSE, CIRP, Course SLOs	3 3 2	

<p>Objective 3 : Develop and implement curricular and co-curricular programs that empower students to take on multicultural leadership roles in a diverse world</p>	<p>Measure number and percent of graduates taking "diversity-themed" course from predefined list</p> <p>Identify co-curricular service and internship sites and identify students who participate, where there is a significant service to a multicultural clientele</p>	<p>20% of first-time freshmen graduates (TRAD) and 20% of transfer graduates (TRAD) have taken a minority-themed course</p> <p>40% of minority and 30% of majority students who begin as first-time freshmen will have such experiences before graduating. More than half of these will identify positive cross-cultural experiences from these service experiences.</p> <p>70% of internship field supervisors and organizational leaders from diverse service sites report that students contribute significantly to their organization and are doing so in an appropriate manner</p>
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Datatel Colleague 4 4 2 1

Course Internship Data 2 2 1 1

Course Internship Data 2 2 1 1

This table combines the assessment of WPC's SLOs (Student Learning Outcomes) as proposed by departments with URBAN and DIVERSE measures from DQP/VR (on the right). Thus, we can see where Urban and Diverse Core Themes might be measured in SLOs.

WPC Student Learning Outcomes Aligned to DQP/Value Rubrics: by Department and Course Prefix	Busi-ness	Hum-an-ities	Natu-ral Sci-ence	Relig-ion	Soci-al Sci-ence	Musi-c	Grand Total	URBAN_DIVERSE	Busi-ness	Hum-an-ities	Natu-ral Sci-ence	Relig-ion	Soci-al Sci-ence	Musi-c	Grand Total
<b>C1: A worldview that is ethical and respectful and that promotes stewardship through acts of service.</b>	1	37		15			53								
DQP.AA.CGL.10: Civic and Global Learning		4		2			6	U&D		4		2			6
DQP.AA.IS.ER.1: Ethical Reasoning		4		1			5								
DQP.BA.CGL.14: Civic and Global Learning		3					3	U&D		3					3
DQP.BA.IS.ER.1: Ethical Reasoning		1		1			2								
DQP.BA.IS.ER.2: Ethical Reasoning	1	2					3								
VR.CivE.DCC: Diversity of Communities and Cultures		3		3			6	U		3		3			6
VR.EthR.AEP: Application of Ethical Perspectives/Concepts		3		1			4								
VR.EthR.EDEP: Evaluation of Different Ethical Perspectives/Concepts		4					4								
VR.EthR.EIR: Ethical Issue Recognition		5		1			6								
VR.EthR.UDEP: Understanding Different Ethical Perspectives/Concepts		2					2								
VR.Global.CD: Cultural Diversity		3		3			6	D		3		3			6
VR.ICK.SE: Skills Empathy		3		3			6	D		3		3			6
<b>C2: Self-knowledge, integrity, and awareness of others through responsible decision making.</b>		12		7	3		22								
VR.EthR.ESA: Ethical Self-Awareness		4		1			5								
VR.Global.CD: Cultural Diversity		3		2	3		8	D		3		2	3		8
VR.Global.GSA: Global Self-Awareness		1		2			3	D		1		2			3
VR.Global.PSR: Personal and Social Responsibility		2		1			3	D		2		1			3
VR.IntegL.RSA: Reflection and Self-Assessment Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)		2		1			3								
<b>C3: Sensitivity to and valuing of diversity among and between people.</b>	1	27		10	9		47								
DQP.BA.IS.EDP.1: Engaging Diverse Perspectives		4					4								
DQP.BA.IS.EDP.2: Engaging Diverse Perspectives	1	5		1			7								
VR.CivE.DCC: Diversity of Communities and Cultures		3		2	3		8	U		3		2	3		8
VR.EthR.ESA: Ethical Self-Awareness		4		3			7								
VR.Global.CD: Cultural Diversity		3			3		6	D		3			3		6
VR.ICK.KCSA: Knowledge Cultural self-awareness		4		2			6	D		4		2			6
VR.ICK.KCWF: Knowledge Knowledge of cultural worldview frameworks		4		2	3		9	D		4		2	3		9
<b>K1: An Understanding of the Christian Faith (Needs Articulation)</b>															
<b>K2: Understanding of the nature and value of the liberal</b>	1	40	14	9	6		70								
DQP.AA.BIK.1: Broad, Integrative Knowledge		1	2				3								
DQP.AA.BIK.2: Broad, Integrative Knowledge		1	1				2								
DQP.AA.BIK.3: Broad, Integrative Knowledge		5	1	1			7								
DQP.AA.CGL.11: Civic and Global Learning		3			3		6	U&D		3			3		6
DQP.AA.IS.EDP.2: Engaging Diverse Perspectives		3		2			5								
DQP.BA.BIK.1:	1	2					3								
DQP.BA.BIK.2:	4	1					5								
DQP.BA.BIK.3:		1					1								
VR.IntegL.CD: Connections to Discipline Sees (makes) connections across disciplines, perspectives		4		1			5								
VR.IntegL.CE: Connections to Experience Connects relevant experience and academic knowledge		5	4	2	3		14								
VR.IntegL.IC: Integrated Communication		4	1	3			8								
VR.IntegL.RSA: Reflection and Self-Assessment Demonstrates a developing sense of self as a learner, building on prior experiences to respond to new and challenging contexts (may be evident in self-assessment, reflective, or creative work)		2					2								
VR.IntegL.Tr: Transfer Adapts and applies skills, abilities, theories, or methodologies gained in one situation to new situations		5	4				9								
<b>K3: Understanding of historical context across the</b>	39		14	15			68								
DQP.BA.IS.EDP.2: Engaging Diverse Perspectives		5		2			7								
VR.Global.AKGC: Applying Knowledge to Contemporary Global Contexts		1			3		4	D		1			3		4
VR.Global.CD: Cultural Diversity		4		2	3		9	D		4		2	3		9
VR.Read.An: Analysis Interacting with texts in parts and as wholes		4		1			5								
VR.Read.Comp: Comprehension		5		2	3		10								
VR.Read.Genr: Genres		5		1			6								
VR.Read.Interp: Interpretation Making sense with texts as blueprints for meaning		5		2	3		10								
VR.Read.RT: Relationship to Text Making meanings with texts in their contexts		5		2	3		10								
VR.Read.RV: Reader's Voice Participating in academic discourse about texts		5		2			7								

WPC Student Learning Outcomes Aligned to DQP/Value Rubrics: by Department and Course Prefix	Business	Humanities	Natural Science	Religion	Social Science	Music	Grand Total	URBAN_DIVERSE	Business	Humanities	Natural Science	Religion	Social Science	Music	Grand Total
<b>K4: Understanding of one's own culture in relation to global interdependency.</b>	2	40		17	12		71								
DQP.AA.CGL.10: Civic and Global Learning		4		2			6	U&D		4		2			6
DQP.AA.CGL.13: Civic and Global Learning		1					1	U&D		1					1
DQP.BA.CGL.14:		3					3	U&D		3					3
DQP.BA.CGL.15:		2					2	U&D		2					2
VR.CivE.CCS: Civic Contexts/Structures		4		2			6	U		4		2			6
VR.CivE.DCC: Diversity of Communities and Cultures		3		2			5	U		3		2			5
VR.Global.PSR: Personal and Social Responsibility		1		1			2	D		1		1			2
VR.Global.UGS: Understanding Global Systems	1	2		2	3		8	D	1	2		2	3		8
VR.ICK.Acu: Attitudes Curiosity		4					4	D		4					4
VR.ICK.AO: Attitudes Openness		2		1			3	D		2		1			3
VR.ICK.KCSA: Knowledge Cultural self-awareness		4		2	3		9	D		4		2	3		9
VR.ICK.KCWF: Knowledge Knowledge of cultural worldview frameworks		4		2	3		9	D		4		2	3		9
VR.ICK.SE: Skills Empathy		3		3	3		9	D		3		3	3		9
VR.ICK.SVNC: Skills Verbal and nonverbal communication	1	3					4	D	1	3					4
<b>K5: Understanding of ethical, environmental, social, and cross-cultural influences in the world.</b>		7	3	4	3		17								
VR.Global.CD: Cultural Diversity		3			3		6	D		3			3		6
VR.Global.GSA: Global Self-Awareness		1	2	2			5	D		1	2	2			5
VR.Global.PSR: Personal and Social Responsibility		1		1			2	D		1		1			2
VR.Global.UGS: Understanding Global Systems		2	1	1			4	D		2	1	1			4
<b>K6: Understanding of the natural world, including: current science and technology and their importance in contemporary society.</b>	1	4	7		3		15								
VR.Global.GSA: Global Self-Awareness	1	1	2				4	D	1	1	2				4
VR.Global.PT: Perspective Taking		1	3				4	D		1	3				4
VR.Global.UGS: Understanding Global Systems		2	2		3		7	D		2	2		3		7
<b>K7: Understanding of urban contexts across the</b>	7	7	7	3			17								
DQP.BA.CGL.16:		3		1			4	U&D		3		1			4
VR.CivE.AK: Analysis of Knowledge		2		1	3		6	U		2		1	3		6
VR.CivE.CAR: Civic Action and Reflection		1		2			3	U		1		2			3
VR.CivE.CIC: Civic Identity and Commitment		1		1			2	U		1		1			2
VR.IntegL.CE: Connections to Experience Connects relevant experience and academic knowledge				2			2								
<b>K8: Understanding of specialized knowledge within a field of study.</b>	2	8	22	5			37								
DQP.AA.SK.1:		1	5				6								
DQP.AA.SK.2:		1	5	2			8								
DQP.AA.SK.3:		1	5				6								
DQP.BA.SK.2:		1		1			2								
DQP.BA.SK.3:		1					1								
DQP.BA.SK.4:	1	1					2								
VR.IntegL.CD: Connections to Discipline Sees (makes) connections across disciplines, perspectives		1	4				5								
VR.IntegL.CE: Connections to Experience Connects relevant experience and academic knowledge	1	1	3	2			7								
<b>S1: Critical and creative thinking processes in order to evaluate the quality of texts, arguments, and other information sources, via an awareness of literary and historical context.</b>	1	43	1	19			64								
DQP.AA.IS.AI.1: Analytic Inquiry		1		2			3								
DQP.BA.IS.AI.1: Analytic Inquiry	1	1					2								
VR.CreaTh.AC: Acquiring Competencies This step refers to acquiring strategies and skills within a particular domain.		4					4								
VR.CreaTh.CST: Connecting, Synthesizing, Transforming		5		2			7								
VR.CreaTh.EC: Embracing Contradictions		5		3			8								
VR.CreaTh.SP: Solving Problems		5		3			8								
VR.CritTh.CRO: Conclusions and related outcomes (implications and consequences)		5		2			7								
VR.CritTh.El: Explanation of issues		5		1			6								
VR.CritTh.Ev: Evidence Selecting and using information to investigate a point of view or conclusion		3		2			5								
VR.CritTh.ICA: Influence of context and assumptions		5	1	3			9								
VR.CritTh.SP: Student's position (perspective, thesis/hypothesis)		4		1			5								

WPC Student Learning Outcomes Aligned to DQP/Value Rubrics: by Department and Course Prefix	Business	Humanities	Natural Science	Religion	Social Science	Music	Grand Total	URBAN_DIVERSE	Business	Humanities	Natural Science	Religion	Social Science	Music	Grand Total
<b>S2: Ability to use tools that address social issues.</b>	1	15		6	6		28								
VR.Global.AKGC: Applying Knowledge to Contemporary Global Contexts	1	1					2	D	1	1					2
VR.InqA.LI: Limitations and Implications		1		2			3								
VR.IntegL.IC: Integrated Communication		3		2	3		8								
VR.LLL.Cur: Curiosity		2					2								
VR.LLL.Ind: Independence		2					2								
VR.LLL.Ini: Initiative		2			3		5								
VR.LLL.Refl: Reflection		2		2			4								
VR.LLL.Tran: Transfer		2					2								
<b>S3: Ability to generate, implement, assess, and critique the result of the execution of a plan.</b>	2	2	5	9			18								
DQP.AA.IS.CF.3: Communicative Fluency				2			2								
VR.CreaTh.SP: Solving Problems	1	1		1			3								
VR.Global.AKGC: Applying Knowledge to Contemporary Global Contexts				1			1	D			1				1
VR.InqA.Anal: Analysis	1		1	1			3								
VR.InqA.Conc: Conclusions			1				1								
VR.InqA.DP: Design Process		1					1								
VR.InqA.LI: Limitations and Implications				1			1								
VR.InqA.TS: Topic selection				1			1								
VR.IntegL.IC: Integrated Communication			3	2			5								
<b>S4: Civil verbal discourse to clarify and express themselves effectively.</b>	2	8		4	6		20								
DQP.AA.IS.CF.2: Communicative Fluency		1					1								
DQP.BA.IS.CF.3: Communicative Fluency	1	1					2								
VR.ICK.SVNC: Skills															
Verbal and nonverbal communication		1		2			3	D		1		2			3
VR.Ocom.CM: Central Message		1			3		4								
VR.Ocom.Deliv: Delivery	1	1			3		5								
Vr.Ocom.Lang: Language		1					1								
VR.Ocom.Org: Organization		1		2			3								
VR.Ocom.SM: Supporting Material		1					1								
<b>S5: Effective written communication relevant to specific audiences.</b>	1	22	5	14	3		45								
DQP.AA.IS.CF.1: Communicative Fluency		2					2								
DQP.AA.IS.CF.3: Communicative Fluency		2					2								
DQP.BA.IS.CF.1: Communicative Fluency		2					2								
VR.Read.An: Analysis															
Interacting with texts in parts and as wholes		2		3			5								
VR.Read.Comp: Comprehension		2	4	2			8								
VR.Read.Interp: Interpretation															
Making sense with texts as blueprints for meaning		2		3			5								
VR.WCom.CD: Content Development		2		3			5								
VR.WCom.CPW: Context of and Purpose for Writing Includes considerations of audience, purpose, and the circumstances surrounding the writing task(s).	1	2		1			4								
VR.WCom.CSM: Control of Syntax and Mechanics		2					2								
VR.WCom.GDC: Genre and Disciplinary Conventions Formal and informal rules inherent in the expectations for writing in particular forms and/or academic fields (please see glossary).		2	1	1			4								
VR.WCom.SE: Sources and Evidence		2		1	3		6								

WPC Student Learning Outcomes Aligned to DQP/Value Rubrics: by Department and Course Prefix	Business	Humanities	Natural Science	Religion	Social Science	Music	Grand Total	URBAN_DIVERSE	Business	Humanities	Natural Science	Religion	Social Science	Music	Grand Total
<b>S6: Effective leadership and participation in group processes and problem solving skills.</b>	<b>7</b>	<b>42</b>		<b>16</b>			<b>65</b>								
DQP.AA.ACL.1: Applied and Collaborative Learning		2					2								
DQP.AA.ACL.2: Applied and Collaborative Learning		2		2			4								
DQP.AA.ACL.3: Applied and Collaborative Learning		2					2								
DQP.AA.IS.CF.3: Communicative Fluency		2		2			4								
DQP.BA.ACL.4:		2		2			4								
DQP.BA.ACL.6:		2					2								
DQP.BA.ACL.7:		2		1			3								
VR.CivE.CAR: Civic Action and Reflection		2		2			4	U	2		2				4
VR.ProbS.DP: Define Problem	1	2					3								
VR.ProbS.EO: Evaluate Outcomes	1	2					3								
VR.ProbS.EPS: Evaluate Potential Solutions	1	2					3								
VR.ProbS.IS: Identify Strategies	1	4					5								
VR.ProbS.IS: Implement Solution	1	4					5								
VR.ProbS.PSH: Propose Solutions/Hypotheses		2					2								
VR.Team.CTM: Contributes to Team Meetings		2			1		3								
VR.Team.FCTC: Fosters Constructive Team Climate	1	2			3		6								
VR.Team.FCTM: Facilitates the Contributions of Team Members		2					2								
VR.Team.ICOT: Individual Contributions Outside of Team Meetings		2			3		5								
VR.Team.RC: Responds to Conflict	1	2					3								
<b>S7: Ability to locate, acquire, analyze, synthesize, and structure information.</b>	<b>2</b>	<b>26</b>	<b>3</b>	<b>15</b>	<b>6</b>		<b>52</b>								
DQP.AA.IS.UIR.1: Use of Information Resources		2					2								
DQP.BA.IS.UIR.1: Use of Information Resources		2					2								
DQP.BA.IS.UIR.2: Use of Information Resources		2					2								
DQP.BA.IS.UIR.3: Use of Information Resources		2		3			5								
VR.CritTh.CRO: Conclusions and related outcomes (implications and consequences)	1	2	3	1			7								
VR.InfoLit.ANI: Access the Needed Information		2		1			3								
VR.InfoLit.DIN: Determine the Extent of Information Needed		2					2								
VR.InfoLit.EISC: Evaluate Information and its Sources Critically*		2					2								
VR.InfoLit.UIEL: Access and Use Information Ethically and Legally	1	2		3	3		9								
VR.InfoLit.UIESP: Use Information Effectively to Accomplish a Specific Purpose		2		2	3		7								
VR.InqA.EKRV: Existing Knowledge, Research, and/or		2		2			4								
VR.LLL.Cur: Curiosity		2		1			3								
VR.Ocom.SM: Supporting Material		2		2			4								
<b>S8: Ability to apply scientific, quantitative, and analytical reasoning skills.</b>	<b>3</b>		<b>23</b>				<b>26</b>								
DQP.AA.IS.QF.1: Quantitative Fluency			3				3								
DQP.AA.IS.QF.2: Quantitative Fluency			3				3								
DQP.BA.IS.QF.1: Quantitative Fluency			1				1								
DQP.BA.IS.QF.2: Quantitative Fluency			1				1								
VR.QantR. Intrap: Interpretation Ability to explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words)			3				3								
VR.QantR.Appl: Application / Analysis Ability to make judgments and draw appropriate conclusions based on the quantitative analysis of data, while recognizing the limits of this analysis	2		3				5								
VR.QantR.Asmpt: Assumptions Ability to make and evaluate important assumptions in estimation, modeling, and data analysis			3				3								
VR.QantR.Calc: Calculation			3				3								
VR.QantR.Com: Communication Expressing quantitative evidence in support of the argument or purpose of the work (in terms of what evidence is used and how it is formatted, presented, and	1		3				4								
<b>S9: Ability to translate current technology used in the major field of study, as well as function in modern</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>								
<b>Grand Total</b>	<b>27</b>	<b>379</b>	<b>83</b>	<b>171</b>	<b>75</b>		<b>735</b>		<b>4</b>	<b>106</b>	<b>10</b>	<b>55</b>	<b>42</b>	<b>0</b>	<b>217</b>



**ACL = Active & Collaborative Learning: In 2012, WPC Students scored significantly higher than a Christian Comparison group except in service learning (COMMPROJ) and Tutoring, and at the TRAD SR level even on these.**



**NSSE 2012 Mean Comparisons  
Warner Pacific College**

**Gray = Community / Urban  
Purple = Diversity**

**When Effect Size is positive, WPC students scored higher on this measure**

*Warner Pacific All compared with:*

Variable	Bench- mark	Class	Warner Pacific		WPC TRAD		Christian Comparison		Carnegie Small Private		Small Private	
			Mean <sup>a</sup>	Sig <sup>b</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>
<b>1. Academic and Intellectual Experiences</b>												
a.	Asked questions in class or contributed to class discussions	CLQUEST	FY 3.28	ACL 3.00	FY 3.00	2.90 ***	.46	3.02 **	.32	3.05 **	.27	
			SR 3.60	3.47	3.27 ***	.42	3.35 ***	.33	3.36 ***	.31		
b.	Made a class presentation	CLPRESEN	FY 3.16	2.63	2.42 ***	.97	2.50 ***	.80	2.44 ***	.91		
			SR 3.73	3.23	2.97 ***	.96	3.01 ***	.88	3.00 ***	.90		
g.	Worked with other students on projects <b>during class</b>	CLASSGRP	FY 2.79	2.53	2.42 ***	.45	2.52 **	.32	2.47 ***	.37		
			SR 3.01	2.46	2.58 ***	.49	2.65 ***	.41	2.56 ***	.51		
h.	Worked with classmates <b>outside of class</b> to prepare class assignments	OCCGRP	FY 3.10	2.62	2.62 ***	.58	2.56 ***	.61	2.61 ***	.57		
			SR 3.38	2.86	2.81 ***	.67	2.73 ***	.74	2.79 ***	.67		
j.	Tutored or taught other students (paid or voluntary)	TUTOR	FY 1.53	1.54	1.69	-.19	1.72 *	-.21	1.77 *	-.26		
			SR 1.66	2.11	1.99 ***	-.32	1.94 ***	-.28	2.00 ***	-.34		
k.	Participated in a community-based project (e.g., service learning) as part of a regular course	COMMPROJ	FY 1.93	2.37	1.96	-.03	1.77	.18	1.75	.21		
			SR 1.85	2.25	2.03 **	-.19	1.91	-.06	1.90	-.06		
t.	Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.)	OOCIDEAS	FY 3.05	2.83	2.80 **	.29	2.78 **	.31	2.85 *	.23		
			SR 3.09	3.07	2.97 *	.15	2.92 **	.20	2.99	.13		
d.	Examined the strengths and weaknesses of your own views on a topic or issue	OWNVIEW	FY 3.12	3.00	2.81 **	.36	2.68 ***	.49	2.70 ***	.47		
			SR 3.07	2.99	2.92 **	.18	2.80 ***	.31	2.82 ***	.29		
e.	Tried to better understand someone else's views by imagining how an issue looks from his or her perspective	OTHRVIEW	FY 3.17	3.07	2.90 **	.32	2.85 ***	.37	2.88 **	.33		
			SR 3.19	3.23	2.99 ***	.25	2.92 ***	.32	2.96 ***	.27		
f.	Learned something that changed the way you understand an issue or concept	CHNGVIEW	FY 3.22	3.09	2.98 **	.29	2.91 ***	.37	2.97 **	.30		
			SR 3.10	3.05	3.03	.09	2.94 **	.19	3.01	.11		
e.	Included diverse perspectives (different races, religions, genders, political beliefs, etc.) in class discussions or writing assignments	DIVCLASS	FY 3.11	2.83	2.82 **	.34	2.83 **	.33	2.89 *	.26		
			SR 3.29	2.90	2.98 ***	.36	2.99 ***	.35	3.01 ***	.32		

<sup>a</sup> Weighted by gender and enrollment status (and inst. size for comparisons)  
<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed)  
<sup>c</sup> Mean diff. divided by pooled SD

**On measures of examining or changing one's VIEW (above purple), a proxy for diverse learning, WPC students scored significantly higher than Christian Comps. on 5/6 items.**

**EEE= Engaging Educational Experiences**

*Warner Pacific All compared with:*

Variable	Bench- mark	Class	Warner Pacific		WPC TRAD		Christian Comparison		Carnegie Small Private		Small Private	
			Mean <sup>a</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Effect Size <sup>c</sup>
<p><i>In your experience at your institution during the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often</i></p>												
<b>1. Academic and Intellectual Experiences</b>												
u.	Had serious conversations with students of a different race or ethnicity than your own	EEE	FY	2.91	2.89	2.66 *	.25	2.64 **	.26	2.75	.15	
			SR	2.79	2.94	2.68 *	.11	2.63 *	.15	2.75	.03	
v.	Had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal values	EEE	FY	3.03	2.94	2.63 ***	.41	2.68 ***	.35	2.78 *	.25	
			SR	2.98	2.91	2.66 ***	.34	2.69 ***	.30	2.79 **	.19	
<p><i>Which of the following have you done or do you plan to do before you graduate from your institution? (Recorded: 0=Have not decided, Do not plan to do, Plan to do; 1=Done. Thus, the mean is the proportion responding "Done" among all valid respondents.)</i></p>												
<b>7. Enriching Educational Experiences</b>												
a.	Practicum, internship, field experience, co-op experience, or clinical assignment	EEE	FY	0.14	0.17	.08	.22	.08	.21	.08	.22	
			SR	0.28	0.67	.63 ***	-.73	.60 ***	-.64	.63 ***	-.71	
b.	Community service or volunteer work	EEE	FY	0.61	0.87	.53	.15	.44 **	.34	.46 **	.29	
			SR	0.54	0.77	.73 ***	-.44	.67 ***	-.27	.70 ***	-.34	
c.	Participate in a learning community or some other formal program where groups of students take two or more classes together	EEE	FY	0.20	0.09	.16	.11	.16	.11	.16	.12	
			SR	0.38	0.43	.33	.11	.32 *	.14	.31 *	.16	
e.	Foreign language coursework	EEE	FY	0.06	0.06	.23 ***	-.40	.16 ***	-.28	.27 ***	-.47	
			SR	0.14	0.17	.47 ***	-.68	.34 ***	-.42	.48 ***	-.69	
f.	Study abroad	EEE	FY	0.05	0.00	.03	.18	.04	.07	.03	.13	
			SR	0.05	0.07	.25 ***	-.47	.11 ***	-.19	.22 ***	-.41	
g.	Independent study or self-designed major	EEE	FY	0.07	0.02	.03	.17	.07	-.01	.04	.12	
			SR	0.12	0.29	.24 ***	-.28	.21 ***	-.22	.26 ***	-.31	
h.	Culminating senior experience (capstone course, senior project or thesis, comprehensive exam, etc.)	EEE	FY	0.05	0.07	.02	.24	.03	.14	.02	.22	
			SR	0.36	0.65	.48 ***	-.24	.43 *	-.14	.49 ***	-.26	

**EEE= Engaging Educational Experiences: In 2012, on a number of Engaging Ed. Experiences, Christian Comp college students scored higher than Seniors overall at WPC. However, Foreign Language study and Study Abroad, two typical approaches to engaging education, are largely unavailable here. Still, with 17% Hispanic students in our entering class, we will have the intended cross-cultural experience assumed by language study. Fraternities/ Sororities are not available here for a reason. On a number of EEE indicators, WPC TRAD students scored higher than Christian Comp students.**

**SCE= Supportive Campus Environment:** is made up of relationship elements (students, faculty, staff; faculty relationships where WPC students overall score lower than Christian Comps, but higher on TRAD side relationship with faculty) and environmental elements (academic, home/work, and social; WPC students score us lower on these, although not nearly so much lower on the TRAD side.)



**NSSE 2012 Mean Comparisons  
Warner Pacific College**

**SCE= Supportive Campus Environment**

Warner Pacific All compared with:

Variable	Bench- mark	Class	Warner Pacific		WPC		Christian Comparison		Carnegie Small Private		Small Private	
			Mean <sup>a</sup>	Effect Size <sup>c</sup>	TRAD	WPC	Mean <sup>a</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Effect Size <sup>c</sup>	Mean <sup>a</sup>	Effect Size <sup>c</sup>
<b>8. Quality of Relationships</b>												
Select the circle that best represents the quality of your relationships with people at your institution. 1=Unfriendly, Unsupportive, Sense of alienation to 7=Friendly, Supportive, Sense of belonging												
a. Relationships with other students	SCE	FY	5.75	-.03	5.26	5.80	5.64	5.80	5.86	5.82	5.68	.05
		SR	5.89	.02	5.36	5.86	5.82	5.86	5.82	5.79	5.79	.08
I=Unavailable, Unhelpful, Unsympathetic to 7=Available, Helpful, Sympathetic												
b. Relationships with faculty members	SCE	FY	5.90	.20	5.91	5.67 *	5.64 *	5.67 *	5.90 **	5.64 *	5.66 *	.20
		SR	5.67	-.25	6.08	5.95 ***	5.90 **	5.95 ***	5.90 **	5.90 **	5.86 *	-.16
I=Unhelpful, Inconsiderate, Rigid to 7=Helpful, Considerate, Flexible												
c. Relationships with administrative personnel and offices	SCE	FY	5.36	.11	5.25	5.20	5.24	5.20	5.24	5.24	5.16	.14
		SR	4.87	-.11	5.34	5.05	5.13 *	5.05	5.13 *	5.13 *	4.97	-.06
Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)												
d. Participating in co-curricular activities (organizations, campus publications, student government, fraternity or sorority, intercollegiate or intramural sports, etc.)	EEE	FY	1.66	-.54	2.13	2.54 ***	2.60 ***	2.54 ***	2.60 ***	2.60 ***	2.67 ***	-.59
		SR	1.47	-.58	2.77	2.43 ***	2.35 ***	2.43 ***	2.35 ***	2.35 ***	2.53 ***	-.60
I=Very little, 2=Some, 3=Quite a bit, 4=Very much												
<b>10. Institutional Environment</b>												
To what extent does your institution emphasize each of the following?												
b. Providing the support you need to help you succeed academically	SCE	FY	3.29	.08	3.36	3.23	3.20	3.23	3.16 ***	3.20	3.27	.02
		SR	2.85	-.45	3.10	3.21 ***	3.16 ***	3.21 ***	3.16 ***	3.16 ***	3.19 ***	-.42
c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds	EEE	FY	3.09	.22	3.30	2.89 *	2.75 ***	2.89 *	2.75 ***	2.75 ***	2.87 *	.23
		SR	2.64	-.11	2.86	2.74	2.65	2.74	2.65	2.65	2.70	-.06
d. Helping you cope with your non-academic responsibilities (work, family, etc.)	SCE	FY	2.50	-.01	2.73	2.51	2.47	2.51	2.47	2.47	2.47	.03
		SR	1.83	-.54	2.17	2.35 ***	2.27 ***	2.35 ***	2.27 ***	2.27 ***	2.24 ***	-.41
e. Providing the support you need to thrive socially	SCE	FY	2.60	-.14	2.76	2.73	2.64	2.73	2.64	2.64	2.66	-.07
		SR	1.96	-.65	2.37	2.57 ***	2.46 ***	2.57 ***	2.46 ***	2.46 ***	2.43 ***	-.50

<sup>a</sup> Weighted by gender and enrollment status (and inst. size for comparisons)

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed)

<sup>c</sup> Mean diff. divided by pooled SD

Gray = Community / Urban  
Purple = Diversity

Warner Pacific All compared with:

Variable	Bench- mark	Class	Warner Pacific		WPC TRAD		Christian Comparison		Carnegie Small Private		Small Private	
			Mean <sup>a</sup>	Sig <sup>b</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>	Mean <sup>a</sup>	Sig <sup>b</sup>
<b>11. Educational and Personal Growth</b>												
To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? 1=Very little, 2=Some, 3=Quite a bit, 4=Very much												
1. Understanding people of other racial and ethnic backgrounds	GNDIVERS	FY	2.72	2.77	2.77	-0.06	2.72	2.72	2.72	2.72	2.77	-0.06
		SR	2.78	2.81	2.80	-0.02	2.72	2.72	2.72	2.77	2.77	.00
n. Developing a personal code of values and ethics	GNETHICS	FY	2.75		3.04 **	-0.33	2.87	2.87	2.87	2.89	1.88 *	-0.15
		SR	3.05		3.16	-0.12	3.00	3.00	3.00	2.98	1.99 ***	0.07
i. Voting in local, state, or national elections	GNCITIZN	FY	1.61	1.41	1.75	-0.15	1.89 *	1.89 *	1.89 *	1.88 *	1.88 *	-0.27
		SR	1.74	1.75	1.88 *	-0.15	1.98 ***	1.98 ***	1.98 ***	1.99 ***	1.99 ***	-0.24
o. Contributing to the welfare of your community	GNCOMMUN	FY	2.77		2.85	-0.08	2.60	2.60	2.60	2.68	2.68	0.09
		SR	2.71		2.89 **	-0.19	2.71	2.71	2.71	2.74	2.74	-0.02
p. Developing a deepened sense of spirituality	GNSPIRIT	FY	2.85	3.15	3.06	-0.21	2.60 *	2.60 *	2.60 *	2.37 ***	2.37 ***	.44
		SR	2.73	3.05	2.94 **	-0.19	2.51 **	2.51 **	2.51 **	2.29 ***	2.29 ***	.39
<b>6. Additional Collegiate Experiences</b>												
During the current school year, about how often have you done each of the following? 1=Never, 2=Sometimes, 3=Often, 4=Very often												
c. Participated in activities to enhance your spirituality (worship, meditation, prayer, etc.)	WORSHP05	FY	2.82		2.90	-0.08	2.34 ***	2.34 ***	2.34 ***	2.13 ***	2.13 ***	.62
		SR	2.69		2.80	-0.11	2.38 ***	2.38 ***	2.38 ***	2.19 ***	2.19 ***	.45

<sup>a</sup> Weighted by gender and enrollment status (and inst. size for comparisons)

<sup>b</sup> \* p<.05 \*\* p<.01 \*\*\* p<.001 (2-tailed)

<sup>c</sup> Mean diff. divided by pooled SD