



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.

Table of Contents

Introduction.....	1
Institutional Context.....	3
Preface.....	5
Brief Update on Institutional Changes since Last Report.....	5
Responses to Recommendations from Year Seven Evaluation Report (2012).....	6
Recommendation 1	6
Recommendation 2	6
Recommendation 3	7
Recommendation 4	7
Recommendation 5	11
Recommendation 6	11
Chapter One: Mission, Core Themes and Expectations	13
Executive Summary of Pertinent Eligibility Requirements.....	13
Eligibility Requirement 2.....	13
Eligibility Requirement 3.....	13
Standard 1.A, Mission.....	13
Mission Statement.....	13
Interpretation of Mission Fulfillment.....	13
Articulation of Acceptable Threshold, Extent, or Degree of Mission Fulfillment	14
Standard 1.B, Core Themes	16
Core Theme 1: Cultivating a Christ-Centered Learning Community.....	17
Descriptive Title and Definition of the Theme	17
Objective 1	18
Objective 2	19
Core Theme 2: Collaborating With and for Our Urban Environment	20
Descriptive Title and Definition of the Theme	20
Objective 1	21
Objective 2	22
Objective 3	23
Core Theme 3: Fostering a Liberal Arts Education	24
Descriptive Title and Definition of the Theme	24
Objective 1	25
Objective 2	27
Objective 3	28
Objective 4.....	29

Core Theme 4: Investing in the Formation and Success of Students from Diverse	
Backgrounds	30
Descriptive Title and Definition of the Theme	30
Objective 1	31
Objective 2	34
Objective 3	34
Conclusion	36
Appendix A: Emergency Response Plan	A-1

Introduction

As Warner Pacific College celebrates its 75th 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

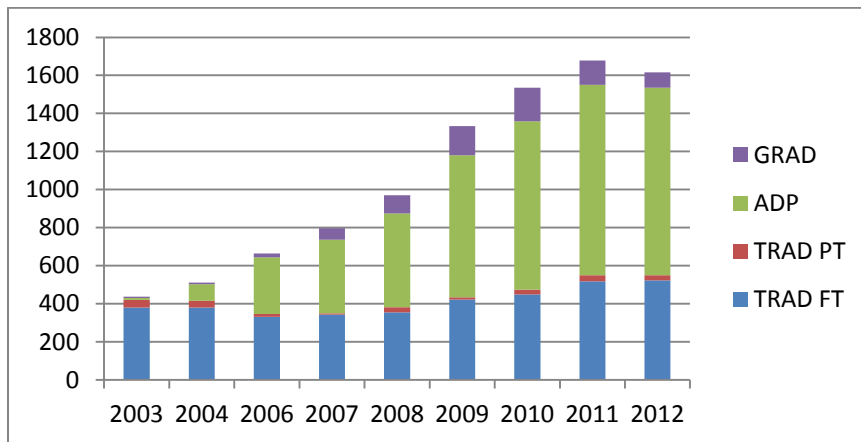
and support through grants and inclusion on lists of quality institutions of higher education. Warner Pacific's growing reputation for innovative engagement of today's educational and social challenges testifies to the vitality and impact of its mission. The description of all of those initiatives is 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:

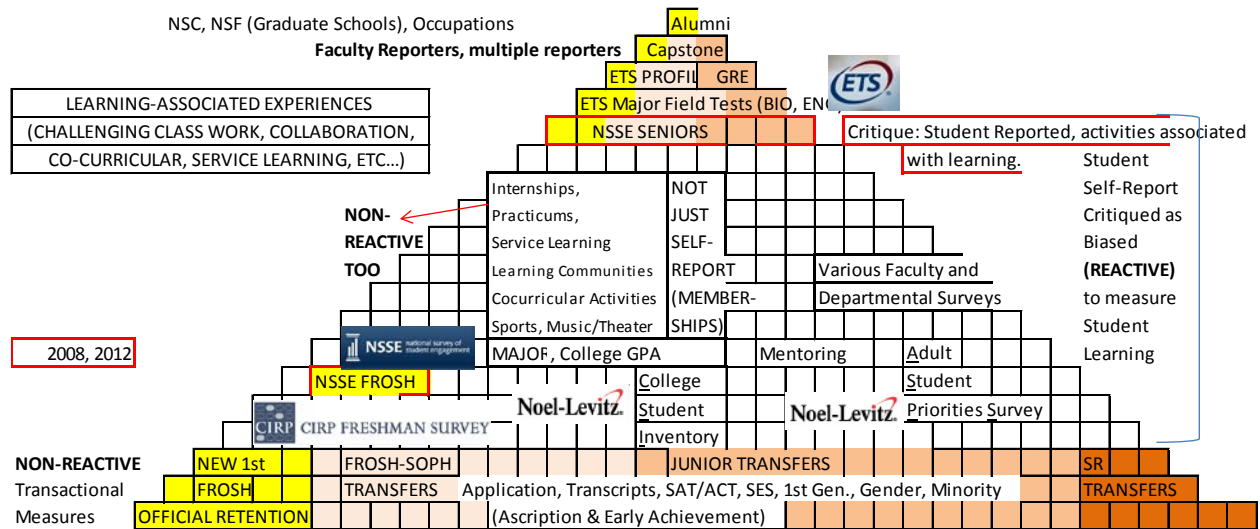
On behalf of the Northwest Commission on Colleges and Universities, I am pleased to report that at its November 16, 2012, meeting, the Executive Committee acting on behalf of the Board of Commissioners accepted the College’s Fall 2012 Ad Hoc Self-Evaluation Report which addressed Recommendation 3 of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

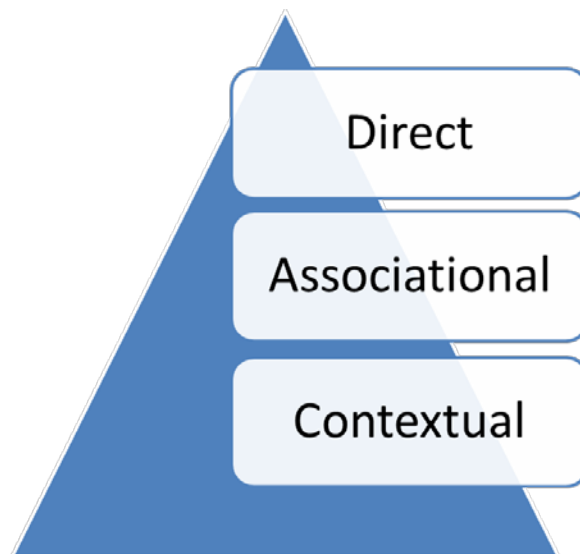


This representation, commonly referenced internally as the Pyramid model, takes seriously student self-report data, but also attempts to embed such data in other contextual data and triangulate it with other methodologies of measurement taken from other reporters over time. Thus, for example, at the 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"> • Diversity Lecture Series • Lunch and Learn Series • Professional Development opportunities 	<p>Examples:</p> <ul style="list-style-type: none"> • Student Multicultural Organizations • Student Diversity Council • Act Six Scholarship Program 	<p>Examples:</p> <ul style="list-style-type: none"> • Diversity Committee • Office of Diversity & Community Life Reports • Policies & Protocols for handling complaints 	<p>Examples:</p> <ul style="list-style-type: none"> • Partnerships within the City • Collaborative Programs, Initiatives, and Events 	<p>Examples:</p> <ul style="list-style-type: none"> • Service Learning Track • Multicultural Student Organizations

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	Totals	11	44
5	5	Core Theme 1: Cultivating a Christ-Centered Learning Community	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	Core Theme 2: Collaborating with and for our Urban Environment	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	Core Theme 3: Fostering a Liberal arts Education		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	Core Theme 4: Investing in the Formation and Success of Students from Diverse Backgrounds		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

TABLE OF CONTENTS

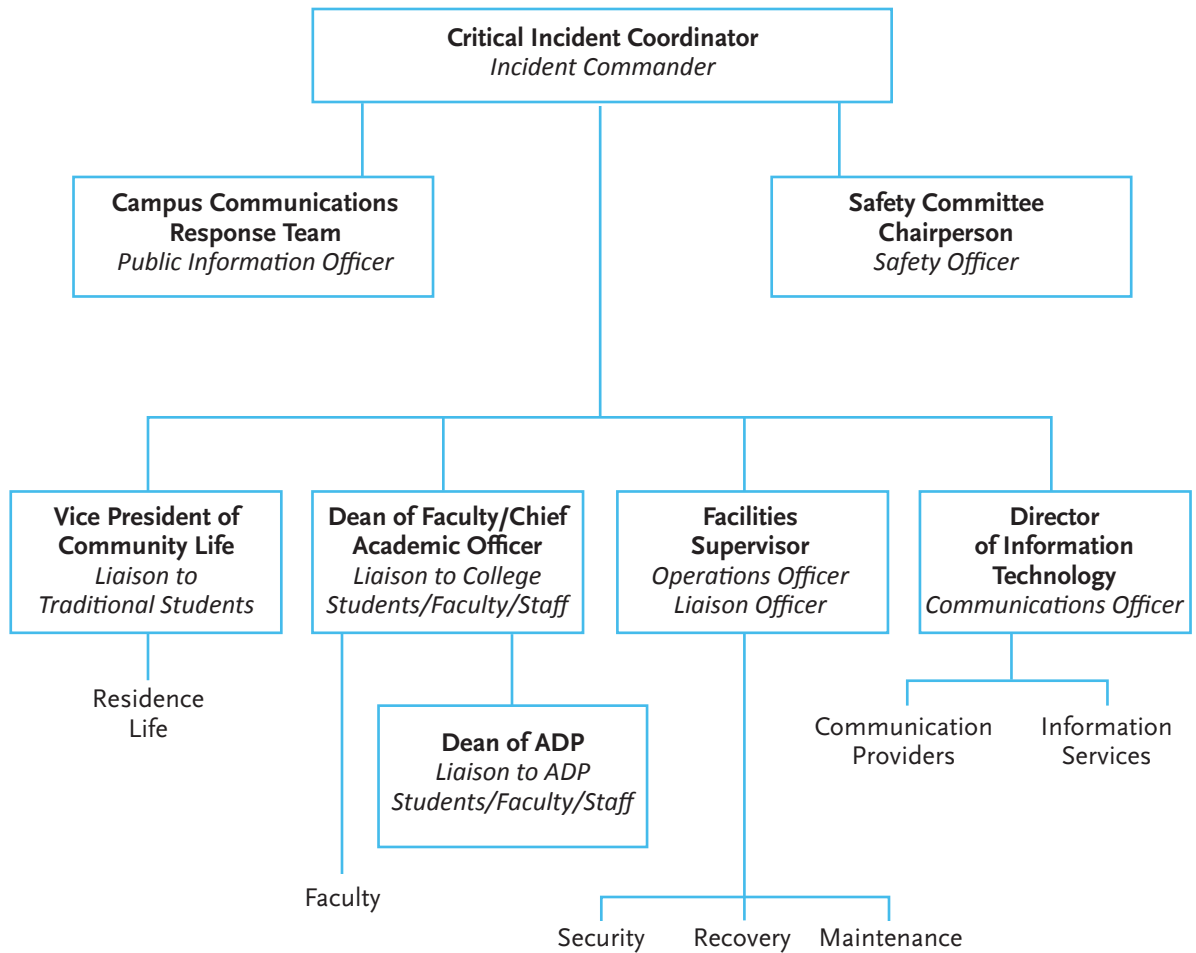
Critical Incident Response Team Contact List	2
Critical Incident Response Team Organization	3
Response Protocol for a Campus Emergency	4-15
• Fire	
• Medical Emergency	
• Bomb Threat	
• Biological or Chemical Threat	
• Police Activity on Campus	
• Death of a Student, Staff, Faculty, or Visitor to Campus	
• Natural Events	
• Potential for Widespread Illness on Campus	
• Campus Response to a City-Wide Disaster	
• Campus Evacuation	
Critical Incident Response Team (CIRT)	16-22
• Mission	
• Positions/Responsibilities	
• Activation of the CIRT	
• Declaration of a Campus State of Emergency	
• Declaration of a Campus State of Emergency Priority Objectives	
Recovery Procedures	23-27
• Clean-up, Salvage and Recovery	
• Information & Communication Services	
• Facilities	
• Finance	
• Communication	
• Campus Safety	
• Target Timeframes for Restoration	
Reporting Procedures	28-29
Emergency Preparation	30

CRITICAL INCIDENT RESPONSE TEAM CONTACT LIST

POSITION	NAME	OFFICE
Critical Incident Coordinator	Primary: Steve Stenberg	503-517-1238
	Secondary: Nathan Dunbar	503-517-1206
Facilities Supervisor	Primary: Rick Quesenberry	503-517-1217
	Secondary: John Krout	503-517-1218
Dean of the Faculty/Chief Academic Officer	Primary: Cole Dawson	503-517-1221
	Secondary: Roger Martin	503-517-1035
ADP	Primary: Chris Turner	503-517-1320
	Secondary: Megan Enos	503-517-1319
VP of Community Life	Primary: Daymond Glenn	503-517-1056
	Secondary: Jared Valentine	503-517-1008
Director of Information Technology	Primary: Linda Rudawitz	503-517-1397
	Secondary: Jim Dorris	503-517-1396
Campus Communications Response Team Leader	Primary: Dale Seipp	503-517-1024
	Secondary: Shirell Hennessy	503-517-1123
Safety Committee Chairperson	Primary: Paul Hartman	503-517-1219
	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
Critical Incident Coordinator	Steve Stenberg	503-517-1238
- 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
Facilities Supervisor	Rick Quesenberry	503-517 1217
- Maintenance	John Krout	503-517-1218
Dean of the Faculty/CAO	Cole Dawson	503-517-1221
- 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
VP of Community Life	Daymond Glenn	503-517-1056
- Director of Student Life	Jared Valentine	503-517-1008
Dir. of Information Technology	Linda Rudawitz	503-517-1397
- Systems Manager	Jim Dorris	503-517-1396
- Systems Manager	Aaron Hockett	503-517-1203

CRITICAL INCIDENT RESPONSE TEAM (CIRT)

POSITION	NAME	OFFICE
Campus Communications Response Team Leader		
VP for Enrollment & Marketing	Dale Seipp	503-517-1024
- Market. & Campus Relations Mgr.	Shirell Hennessy	503-517-1123
Campus Communications Response Support Team		
- 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
Safety Committee Chairperson		
Paul Hartman	Paul Hartman	503-517-1219
- Director of Health/Wellness Serv.	Donna Johnson	503-517-1001

CIRT RESPONSIBILITIES

Critical Incident Coordinator (CIC)

- Coordinates the CIRT
 - a. Acts as a liaison to the College President
 - b. Activates Crisis Response communication procedures
 - c. Activates the CIRT and the Campus Communications Response Team
 - d. Reviews and approves all communications with various publications
 - e. 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

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



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



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.