



WARNER PACIFIC COLLEGE

COMPREHENSIVE SELF-EVALUATION REPORT

April 2012

Prepared for
the Northwest
Commission
on Colleges and
Universities



Warner Pacific College is an urban Christian liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them for the spiritual, moral, social, vocational, and technological challenges of the 21st century.

TABLE OF CONTENTS

INTRODUCTION	i
INSTITUTIONAL OVERVIEW	ii
PREFACE	iv
Brief Update on Institutional Changes since Last Report.....	iv
Response to Topics Requested in Most Recent Review by the Commission	iv
CHAPTER ONE: MISSION, CORE THEMES, AND EXPECTATIONS	1
Executive Summary of Eligibility Requirements 2 and 3	1
Eligibility Requirement 2: Authority	1
Eligibility Requirement 3: Mission and Core Themes	1
Standard 1.A: Mission	1
Development of the Mission Statement, Academic Vision, Values, and Core Themes	1
Mission Statement	1
Mission, Core Themes, and Expectations	1
Definition of Fulfillment of Mission	4
Process for Rating Acceptable Threshold of Mission Fulfillment.....	4
Interpretation of an Acceptable Threshold of Mission Fulfillment	6
Standard 1.B: Core Themes	9
Core Theme 1: Impacting Urban Environments	9
Descriptive Title and Definition of the Theme	9
Objectives	10
Achievement Indicators and Rationale for Assessability	10
Core Theme 2: Creating a Christian Learning Community	12
Descriptive Title and Definition of the Theme	12
Objectives	13
Achievement Indicators and Rationale for Assessability	13

TABLE OF CONTENTS

Core Theme 3: Providing a Liberal Arts Education	17
Descriptive Title and Definition of the Theme	17
Objectives	18
Achievement Indicators and Rationale for Assessability	19
Core Theme 4: Encouraging Enrollment and Retention of Students from Diverse Backgrounds	21
Descriptive Title and Definition of the Theme	21
Objectives	23
Achievement Indicators and Rationale for Assessability	23
Core Theme 5: Preparing Students for 21st Century Challenges	26
Descriptive Title and Definition of the Theme	26
Objectives	27
Achievement Indicators and Rationale for Assessability	27
Chapter Summary.....	31
CHAPTER TWO: RESOURCES AND CAPACITY	32
Executive Summary of Eligibility Requirements 4 through 21	32
Eligibility Requirement 4: Operational Focus and Independence	32
Eligibility Requirement 5: Non-Discrimination	32
Eligibility Requirement 6: Institutional Integrity.....	32
Eligibility Requirement 7: Governing Board.....	33
Eligibility Requirement 8: Chief Executive Officer	33
Eligibility Requirement 9: Administration.....	33
Eligibility Requirement 10: Faculty	33
Eligibility Requirement 11: Educational Program.....	33
Eligibility Requirement 12: General Education and Related Instruction.....	34
Eligibility Requirement 13: Library and Information Resources	34
Eligibility Requirement 14: Physical and Technological Infrastructure	34
Eligibility Requirement 15: Academic Freedom.....	34

TABLE OF CONTENTS

Eligibility Requirement 16: Admissions	35
Eligibility Requirement 17: Public Information	35
Eligibility Requirement 18: Financial Resources	35
Eligibility Requirement 19: Financial Accountability.....	35
Eligibility Requirement 20: Disclosure.....	35
Eligibility Requirement 21: Relationship with the Accreditation Commission	36
Standard 2: Resources and Capacity.....	37
2.A Governance.....	37
Governing Board	39
Leadership and Management	40
Policies and Procedures/Academics	41
Students	42
Human Resources	43
Institutional Integrity.....	44
Academic Freedom	45
Finances	45
2.B Human Resources.....	46
2.C Educational Resources.....	50
Degree Programs.....	53
Curriculum Design	86
Library and Information Resources	87
Prior Experiential Learning.....	87
Transfer Credit.....	88
Undergraduate Programs.....	88
Graduate Programs	91
Continuing Education and Non-Credit Programs	98

TABLE OF CONTENTS

2.D Student Support Resources.....	98
Learning Environment.....	98
Safety and Security.....	100
Recruitment and Admissions.....	101
Completion of Eliminated Programs	103
Catalog	104
Publications	105
Secure Retention of Records.....	105
Financial Aid Programs and Procedures	106
Financial Aid Repayment and Loan Default Rates	107
Academic Advisement.....	108
Co-curricular Activities	109
Auxiliary Services	110
Intercollegiate Athletics.....	111
2.E Library and Information Resources	111
2.F Financial Resources.....	113
2.G Physical and Technological Infrastructure	118
Physical Infrastructure.....	118
Technological Infrastructure.....	121
Chapter Summary.....	124
CHAPTER THREE: INSTITUTIONAL PLANNING	126
Standard 3.A: Institutional Planning.....	126
Chapter Summary.....	140

TABLE OF CONTENTS

CHAPTER FOUR: CORE THEME PLANNING, ASSESSMENT, AND IMPROVEMENT	141
Executive Summary of Eligibility Requirements 22 and 23	141
Eligibility Requirement 22: Student Achievement:	141
Eligibility Requirement 23: Institutional Effectiveness:	141
Standard 3.B: Core Theme Planning	141
Standard 4.A: Assessment	145
Systematic Collection and Analysis of Data.....	145
Systems of Evaluation and Assessment of Programs and Services	146
Standard 4.B: Improvement.....	149
Holistic Assessments by Core Themes, Intended Outcomes, and Achievement Indicators	149
Core Theme 1: Impacting Urban Environments	149
College-wide Surveys and Assessments Related to Objective 1	151
College-wide Survey and Assessment Data Related to Objective 2.....	153
College-wide Survey and Assessment Data Related to Objective 3.....	154
College Involvement in Urban Trauma Intervention	154
Highlights from Departmental Assessments: Core Theme 1 Impacting Urban Environments ..	155
Core Theme 2: Creating a Christian Learning Community	159
College-wide Survey and Assessment Data Related to Objective 1	161
College-wide Survey and Assessment Data Related to Objective 2.....	161
College-wide Survey and Assessment Data Related to Objective 3.....	163
Highlights from Departmental Assessments: Core Theme 2 Creating a Christian Learning Community	163
Core Theme 3: Providing a Liberal Arts Education	168
College-wide Survey and Assessment Data Related to this Core Theme	170
Highlights from Departmental Assessments: Core Theme 3 Providing a Liberal Arts Education.....	176

TABLE OF CONTENTS

Core Theme 4: Encouraging Enrollment and Retention of Students from Diverse Backgrounds ..	180
College-wide Survey and Assessment Data Related to Objective 1	182
College-wide Survey and Assessment Data Related to Objectives 2 and 3	184
Highlights from Departmental Assessments: Core Theme 4 Encouraging Enrollment and Retention of Students from Diverse Backgrounds	186
Core Theme 5: Preparation of Students for the Challenges of the 21st Century	190
College-wide Survey and Assessment Data Related to All Objectives.....	193
Highlights from Departmental Assessments: Core Theme 5 Preparing Students for 21st Century Challenges	198
Chapter Summary.....	203
CHAPTER FIVE: MISSION FULFILLMENT, ADAPTATION, AND SUSTAINABILITY	204
Eligibility Requirement 24	204
Standard 5.A: Mission Fulfillment.....	204
Institutional Effectiveness Committee Charge	206
Definition of Work.....	206
Standard 5.B: Adaptation and Sustainability	216
Impacting Urban Environments	220
Creating a Christian Learning Community	220
Providing a Liberal Arts Education.....	220
Encouraging Enrollment and Retention of Students from Diverse Backgrounds	220
Preparing Students for 21st Century Challenges	220
CONCLUSION	224

INTRODUCTION

Warner Pacific College presents this Comprehensive Self Evaluation Report in compliance with the requirement to document progress toward mission fulfillment according to the Accreditation Standards approved in January 2010 by the Northwest Commission on Colleges and Universities. These Standards challenge member institutions to review their missions, to identify the means by which Core Themes arising from the mission are aligned, and to analyze the ways in which assessment and planning influence budgeting decisions, program integrity, adaptability and sustainability.

The preparation of this report, indeed the entire process required for effective evaluation of the college's commitment to continuous improvement, has been a broadly inclusive effort. Through the leadership of its ten-member Accreditation Committee, the college has engaged the faculty and staff individually and through such bodies as the Assessment and Curriculum committees, as well as during faculty retreats, regular meetings of the Academic Council and monthly faculty meetings. The Board of Trustees of the college has also participated in discussions and read drafts and the final version of this report.

Several simultaneous developments, described in detail below, accompanied the honing of the college's mission. As a short-hand version of its mission, the college adopted the motto, "Where faith and scholarship lead to service."

Faculty developed new majors and refined aspects of its liberal arts Core Curriculum. Due in part to this emphasis, Warner Pacific received recognition from *U.S. News & World Report*, ranking among America's Best Colleges in 2008, 2009 and 2010 (Baccalaureate Colleges in the western region). Faculty emphasis on service learning and student affairs leadership in promoting outreach opportunities resulted in the Corporation for National and Community Service (CNCS) honoring Warner Pacific College in 2008, 2009 and 2010 with a place on the President's Higher Education Community Service Honor Roll for exemplary service efforts and service to America's Communities. This is the highest federal recognition a school can achieve for its commitment to service-learning and civic engagement. Most recently, Oregon Campus Compact awarded the college a grant to support its efforts to partner college student mentors with at-risk middle and high school students in order to encourage them to stay in school and graduate.

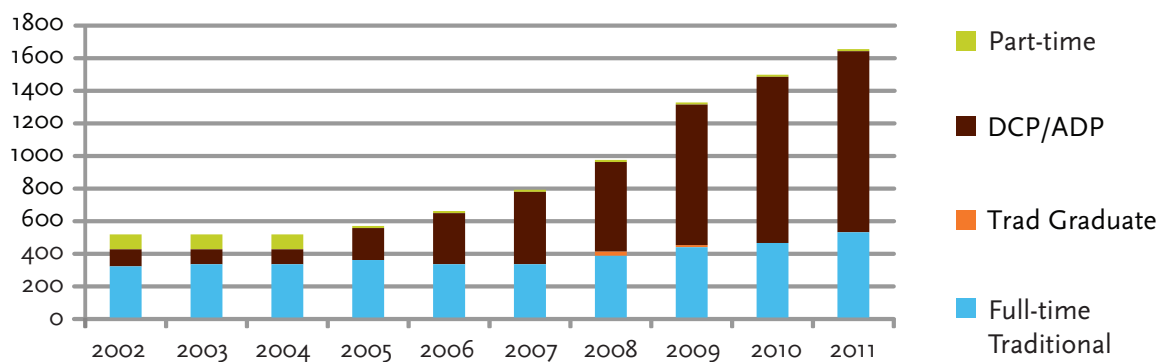
Warner Pacific College has matured remarkably since its last Comprehensive report and full visit ten years ago. A deepened understanding of its mission in higher education has resulted in strengthened academic and co-curricular programs, reinforcement of dedicated faculty and staff, and acceptance of a leadership role within the Portland community. As a result, enrollment has reached all time highs, requiring expansion to additional learning sites, as well as improvement and expansion of existing facilities. Moreover, the college has never been stronger financially. This report demonstrates the reasons why the college faces the future with confidence in the viability of its mission and in the institution's ability to sustain its commitments.

INSTITUTIONAL OVER VIEW



Warner Pacific College operates as an agency of the Church of God (Anderson, Indiana) and as a place of education and service for people who desire a distinctive liberal arts education in a vital Christ-centered community. Founded and incorporated in Spokane, Washington as Pacific Bible College in 1937, the original mission of the college was to prepare church leaders for its supporting denomination. Seeking a more central location in the Pacific Northwest, the college moved to Portland in 1940. In 1959 the name of the institution was changed to Warner Pacific College to honor one of the founders of the sponsoring church and to reflect a growing liberal arts emphasis. Regional accreditation followed in 1961; the most recent reaffirmation of accreditation by the Northwest Commission on Colleges and Universities occurred in 2011 with acceptance of the institution's Year One Report.

While Warner Pacific has always been a "Church of God college," it serves people of all faiths and persuasions from Portland, the State of Oregon, the northwest region, other parts of the nation 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 approximately 1,700, including master degrees and adult degree completion programs. The college has also expanded from its central campus in southeast Portland to include six 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.



INSTITUTIONAL OVERVIEW

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, Bachelor of Health Care Administration, and Bachelor of Science in Human Development degree programs. Master degree programs in Education, Management, 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 natural 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 the National Association of Intercollegiate Athletics, Division II.

The college maintains membership in a wide range of organizations and associations. These include the Council for Christian Colleges and Universities, Council of Independent Colleges, the Oregon Alliance of Independent Colleges and Universities, the National Association of Independent Colleges and Universities, the Tuition Exchange, and 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 its Year One Report in March 2011, scarcely one year before this Year Seven Comprehensive Evaluation and visit. This compressed schedule of reports required the college to be especially vigilant and responsive to the various standards and requirements of the Commission. In the ensuing year, the college experienced continued growth in enrollment and programs, conducted two academic program reviews that included external evaluators, hired a new senior administrator (Vice President for Community Life and Chief Diversity Officer), and began preparation for facilities expansion on its main campus. One significant challenge, detailed in Chapter Two, emerged from concerns raised by the Teacher Standards and Practices Commission of the state of Oregon. After several weeks of discussion, the TSPC granted the college the right to continue to recommend candidates for initial teaching licenses, based on several conditions. These conditions were stipulated with timelines, culminating in a site visit in Fall 2013. Preliminarily, in its February 2012 meeting, the TSPC acknowledged that the college had been faithful in meeting the agreed upon conditions thus far and specifically commended the work of the Interim Director. The college anticipates fulfilling all of the conditions set forth in its agreement with the TSPC in exemplary fashion.

Warner Pacific continues to plumb the depths of its role as an urban, Christ-centered, liberal arts institution. In light of the challenges and opportunities inherent in the combination of those three elements, the president initiated a new strategic planning process that will come to fruition in Spring 2012. Aligning that plan with the college's core themes—synthesized with the NWCCU's report and visit cycle—promises to bring greater coherence to the college's corporate identity and effectiveness.

RESPONSE TO TOPICS REQUESTED IN MOST RECENT REVIEW BY THE COMMISSION

An Evaluation Panel from NWCCU reviewed Warner Pacific's Year One Report on April 25, 2011, and responded with one commendation and three recommendations. The Panel commended the college for explicitly outlining the challenges it faces in educating its students to achieve fulfillment of mission. The Panel also recommended three types of review: (a) a thorough review of the process to ensure that clear thresholds for mission achievement are established (Standard 1.A.2); (b) a review of the objectives to ensure that they are grouped in logical fashion and are clearly focused on the objective to which they refer (Standard 1.B.2); and (c) a review of the indicators of achievement to ensure that they align well with each objective (Standard 1.B.2).

PREFACE

In response to the recommendations, the Vice President for Academic Affairs arranged meetings with the Accreditation Committee, the President and Executive Cabinet, and other staff and faculty involved in strategic planning and assessment. As a result, Chapter One reflects specific responses to the Recommendation. For clarity, the following provides brief descriptions of those responses.

Recommendation 1: The process for achieving an acceptable threshold for mission achievement (p. 6 of the report) is unclear. The Evaluation Panel recommends a thorough review of the process to ensure that clear thresholds for mission achievement are established. (Standard 1.A.2)

In response to Recommendation 1, the college conducted two test trials of the process of evaluating mission-fulfillment, one with the President and Executive Cabinet in June 2011, and another with the Institutional Effectiveness Committee in February 2012 (see Exhibit 1.1, “Executive Summary of Institutional Effectiveness Ratings”). The Director of Institutional Research and Assessment (soon to be re-titled as the Director of Institutional Effectiveness) led both groups through an orientation to the process of determining the achievement of thresholds and in the evaluation process itself. The Director, in consultation with several offices on campus, also compiled extensive data in reference to these thresholds. Chapter One has been edited in light of these processes, to include expanded definitions of the terms used to describe and determine mission fulfillment. Chapter Four provides detail of the process of establishing the thresholds of mission fulfillment. Chapter Five also contains a discussion of the review process and its results.

Recommendation 2: As some objectives listed under certain Core Themes seem to be more logically placed under other Core Themes, the Evaluation Panel recommends a review of the objectives to ensure that they are grouped in logical fashion, and are clearly focused on the objective to which they refer. (Standard 1.B.2)

Recommendation 3: The evaluation panel recommends that the college review the indicators of achievement to ensure that they align well with each objective (Standard 1.B.2)

For Recommendations 2 and 3, the Accreditation Committee, the President, Vice President for Academic Affairs, and the Director of Institutional Research and Assessment discussed, reviewed, refined and edited the objectives under each of the core themes. These edits have reduced duplication and focused the objectives more clearly to the designated theme. For example, several duplications between the urban theme and the diverse students themes were discussed and removed, even to the extent of considering elimination of the diverse students theme in favor of a blended Urban/Diversity theme. The President and the majority of the committee, however, felt strongly that the themes should remain separate because the intended purposes of

PREFACE

urban (both the outreach to the city and the academic study of urban issues) and diverse students (ethnicity and many other attributes of students and staff) are truly distinctive and involve unique objectives. The committee rewrote and increased the focus and specificity of each theme for the current report. In addition, Dr. Daymond Glenn, Vice President for Community Life and Chief Diversity Officer, contributed to the redrafting of the section describing the diversity core theme. His insights, borne of professional training and personal experience, proved invaluable. Dr. Glenn recently led the community through a “diversity audit” which promises to sharpen even further the intent and methodology for achieving mission fulfillment in this area.

In general, the college found the work of the evaluation panel to be extremely helpful in clarifying the expectations of the standards. Though the college has considered itself to be “mission-driven,” the Commission’s new standards call upon the institution to demonstrate what is meant by fulfillment of that mission through a careful articulation of objectives and thresholds. The college welcomes the process of peer evaluation as a methodology for enhancing continuous improvement of its programs and personnel.

CHAPTER ONE



1

Mission, Core Themes, and Expectations

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2 AND 3

ELIGIBILITY REQUIREMENT 2: AUTHORITY

Warner Pacific College is authorized to operate and to award degrees by the states of Oregon and Washington. See Exhibits 1.2 “Oregon Authorization,” and 1.3 “Washington Authorization.”

ELIGIBILITY REQUIREMENT 3: MISSION AND CORE THEMES

As indicated more extensively in the following paragraphs, Warner Pacific’s Board of Trustees approved the college’s Mission Statement in 1998. That mission statement and the attendant core themes clearly express the institution’s intent to serve the educational interests of its students by providing access to degrees consistent with the standards of higher education and through the stewardship of its resources.

STANDARD 1.A: MISSION

DEVELOPMENT OF THE MISSION STATEMENT, ACADEMIC VISION, VALUES, AND CORE THEMES

In 1997 Warner Pacific College launched a broadly inclusive process to create a new strategic plan, Target 2003, as well as a new statement of the college’s Mission, Vision and Values. Every department of the institution and its constituencies contributed to discussions of these elements through focus groups, individual conversations and a “Vision Summit.”

MISSION STATEMENT

By 1998 the framework of Target 2003 was in place and a new mission statement began to emerge. After several revisions and much discussion, the Board of Trustees approved the institution’s new mission in November of 1998. This action complies with Eligibility Requirement 3.

CHAPTER ONE

Warner Pacific College is an urban Christian liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them for the spiritual, moral, social, vocational, and technological challenges of the 21st century.

One of the challenges for groups working on the mission statement was the recognition of the interwoven nature of the elements of the mission statement and the college's intent for its students. In 2005 the college launched two processes that would make explicit its approach to realizing this mission. First, the president charged the faculty with development of an Academic Vision that would be compelling, distinctive, and true to the heritage of the college. Next, through the leadership of a new vice president for advancement, the next phase began—creation of a new Strategic Plan. Both of these processes and their resulting documents wrestled with the tightly knit nature of the key elements of the mission.

Since 2006, the development of Core Themes by Warner Pacific College resulted from several initiatives, including creation of an Academic Vision, analysis of a comprehensive market-position study, initiation of a new strategic planning process, and finally the identification of the Core Themes themselves. Some detail of each of these elements follows.

Academic Vision. During the 2006-2007 academic year, President Jay Barber asked the faculty to develop an academic vision to provide the framework for the future of the educational enterprise of Warner Pacific College. In December of 2006, the faculty endorsed the six pillars of the Academic Vision and presented it to the president. The pillars are as follows:

Pillar 1: Faith Response

Pillar 2: A Process of Healthy Maturation Throughout the Warner Pacific Community

Pillar 3: Excellence in Academic and Co-curricular Programs

Pillar 4: Student Preparedness

Pillar 5: College Personnel Development

Pillar 6: Taking Advantage of the Urban Environment in Which We Live

See Exhibit 1.4, “Academic Vision” for the complete document.

Strategic Plan. President Barber appointed a Strategic Planning Steering Committee in late spring 2006 to work in harmony with the development of the Academic Vision. Committee membership included two professors, the Director of Residence Life, and Vice President for Institutional Advancement Dr. Andrea Cook, who is now the college President. The planning committee met to develop the process and timeline for campus and constituent engagement in strategic planning. The formal strategic planning process commenced with a meeting that included more than sixty Warner Pacific College employees and thirty students. Additionally, draft priorities were distributed to more than 500 external constituents with a request

CHAPTER ONE

for feedback concerning the direction of the strategic plan. In preparation for these meetings, the committee collected data to inform the process. All employees were invited to participate in an all-day planning event on August 10, 2006. Co-chairs for seven Task Teams led the process of identifying categories, objectives, action steps and metrics. Students and alumni also joined the process and provided valuable insights.

Based on these positive responses, the task teams submitted drafts to the Strategic Planning Steering Committee (SPSC), which in turn posted the compilation in an electronic file available to all employees. President Barber received the draft document in April 2007 and the college's Board of Trustees approved the Strategic Plan document a month later. The Priorities of the Strategic Plan identified eight key areas:

Priority I: Operational Excellence

Priority II: Enhancement of Academic and Co-curricular Programs

Priority III: Design, Develop and Maintain the College's Physical Plant

Priority IV: Advance the Image and Enhance Fund-Raising Income

Priority V: Increase Enrollment through Recruitment and Retention of Students

Priority VI: Recruit, Support, Develop and Retain Employees.

Priority VII: Uses of Technology

Priority VIII: Embracing the Urban Context

See Exhibit 1.5, "Strategic Plan, 2007-12," for the complete document.

Market Position Study. In 2007 the college contracted with Richard Harrison Bailey/The Agency (RHB) for completion of a comprehensive market-position study. RHB conducted many focus groups, interviews, audits, and surveys to identify the key distinctives of Warner Pacific College. Their final report identified clear challenges and opportunities for the college's future. The president presented the results of this research to employees and the Board of Trustees. Warner Pacific staff then collected and compiled data from additional research, including the Student Satisfaction Inventory and the Admitted Student Questionnaire. Subsequently, the administration, faculty, and staff of Warner Pacific adjusted the Strategic Plan to include emphases identified in the RHB study. See Exhibit 1.6, "RHB, Market Position Study," for the complete document.

As the Northwest Commission unveiled the reorientation of its accreditation standards in 2010, those involved in the planning operations at the college indicated above were excited to note how these commitments reflected what the Commission came to refer as "Core Themes."

CHAPTER ONE

DEFINITION OF FULFILLMENT OF MISSION

Admittedly, the concept of measuring mission fulfillment was new to the college in 2010. Prior to that year, strategic planning updates, preparation of board reports and periodic institutional self-scrutiny formed the basis of college-wide assessments. In addition, academic departments and support activities measured their contributions to the well-being of the college, often with implied reference to the institution's mission.

In hindsight, the case can be made that these measurements were compatible with the current focus on Core Themes. However, Warner Pacific is committed to responding to the NWCCU's efforts to break down the silo-like nature of institutional life. Measuring mission fulfillment, therefore, considers "Primary Indicators of Achievement" that often cross the porous boundaries between tightly woven core themes. Details of these measures may be found in Chapter Four of this report. In summary, the college uses the following definition of mission fulfillment:

Mission Fulfillment is defined as achievement of an acceptable level of performance in each Core Theme, as determined by measurement of the Primary Indicators of Achievement.

PROCESS FOR RATING ACCEPTABLE THRESHOLD OF MISSION FULFILLMENT

In 2011 the college began implementing a process for evaluating mission fulfillment. The process includes extensive data and evidence collection, followed by reporting and presentation of data to representatives from all sectors of the college. The collection of this data culminated in a specific process for achieving a consensus judgment of mission fulfillment.

The Executive Cabinet conducted a tryout of the process in June 2011. This experience, in part, convinced the president of the need for a committee broadly representative of the college and qualified to make judgments of mission fulfillment. At the President's request, the college formed the Institutional Effectiveness Committee in November 2011. One of the key charges for this committee (see Exhibit 1.7, "Institutional Effectiveness Committee Charge") was to implement a process of annual review in light of the standards of mission fulfillment.

The committee makes annual judgments of mission fulfillment using a three-step process: (1) support of the Director of Institutional Effectiveness in reviewing data and evidence on Indicators of Achievement, (2) creation of consensus ratings of performance for each Core Theme Objective, and (3) distribution of these progress ratings to the Accreditation Committee, the Executive Cabinet, the Academic Council and to the college community. As a result of this process, recommendations for improvement will be grounded in solid institutional research and integrated into institutional planning cycles.

CHAPTER ONE

Chapter Four of this report (explicating Standard 3.B) describes in detail the objectives, achievement indicators, thresholds, and recent evidence in reference to each Core Theme. The following description indicates the structure of this review and evaluation process.

Each year, several units and departments of the college with oversight by the Office of Academic Affairs and the Director of Institutional Effectiveness (the Director of Institutional Research and Assessment prior to 2012), collect quantitative and qualitative data related to mission fulfillment. The dimensions of this process of evaluation are discussed below in terms of three levels of assessment and in reference to each Core Theme.

Level 1: Quantitative Institutional Research Data. This includes data collected for the *Integrated Postsecondary Education Data System* (IPEDS) and various nationally published “college guides” and other surveys. These data are combined with data from Enrollment Services, the Records Office, Financial Aid, and historical files of institutional research showing trends across years, such as in the Standard Data Set.

Level 2: Department and Unit Annual Assessments. Faculty and staff plan and conduct assessment studies in their departments and units employing the Nichols (1995) model of setting objectives and indicators for each Academic Department, Administrative, and Student-Support Unit in the college. Since October 2009, the departments and units have aligned their annual plans with the Core Themes of the college’s mission, typically using exams, local and alumni surveys, and external instruments, such as the Major Field Test, to corroborate qualitative data.

Level 3: College-wide Surveys and Assessments. These data include national surveys such as the Student Satisfaction Inventory, the *National Survey of Student Engagement*, the *College Student Inventory*, the *Diverse Learning Environment Survey*, and the *Adult Student Priorities Survey*. In addition, student learning is assessed through the Core Studies program using the *ETS Proficiency Profile* (formerly the ETS MAPP test) and through analysis of writing, surveys and interviews.

Where appropriate, performances in these areas are compared to other benchmark institutions. Though still in its infancy, the intention is to create comparison groups of institutions similar in size and mission that will provide insights into successful practices elsewhere. In most cases, the desired comparison group includes member institutions of the Council of Christian Colleges and Universities in the Northwest, as well as a few other private, faith-based institutions in the region. That list includes: Concordia University, Corban University, George Fox University, Northwest University, Northwest Christian University, Northwest Nazarene University, Seattle Pacific University and Whitworth University. Some comparisons will also include Warner Pacific’s sister institutions from the Church of God: Anderson University in Indiana; Mid-America Christian University in Oklahoma; and Warner University in Florida. Depending on the nature of the measurement, the goal in measuring mission fulfillment is minimally defined as achieving a median rating for the performance, compared to the college’s benchmark institutions.

CHAPTER ONE

INTERPRETATION OF AN ACCEPTABLE THRESHOLD OF MISSION FULFILLMENT

Beginning in Spring 2012, using all evidence for each achievement indicator (see the Tracking Table presented in Standard Four), the Institutional Effectiveness Committee rated mission fulfillment by employing the Delphi technique (Gupta & Clarke, 1996; Linstone & Turoff, 1975). The technique has been widely used since the 1960s in North America and Europe in cases of complex problem solving where information may vary from quantitative to qualitative and may be limited in some areas, requiring judgment from expert observers. Delphi is a family of techniques that typically features an expert panel and a series of rounds of information presentation and judgments (ratings) that are reported back to the panel as the basis for subsequent rounds of ratings. Panelists are given an opportunity (anonymously) to revise their judgments on the basis of feedback they receive.

The process should culminate in an annual consensus rating of performance on each core theme (as explained, for example, at <http://www.britishcouncil.org/eltons-delphi-technique.pdf>). Panelists reach consensus by using a numerical average rating for each Core Theme with subsequent discussion to confirm the result.

Figure 1.1 Process of Rating Mission Fulfillment for Core Themes: Steps and Delphi Technique

Steps in Determining Extent of Mission Fulfillment
Step 1: Each spring semester, the Institutional Effectiveness (IE) Committee, with representatives from administration, faculty, and staff departments (along with the President, Vice President for Academic Affairs, and Director of IE) will study indicators of achievement and other data on mission fulfillment. They will rate the fulfillment of the objectives for each Core Theme using the “Delphi Technique” (Gupta & Clarke, 1996; Linstone & Turoff, 1975).
Step 2: Ratings are made on a 5-point scale for each theme and objective. The scale is: 5-Very Strong, 4-Strong, 3-Acceptable/Improving, 2-Weak or Blocked by Obstacles, and 1-Absent or Very Weak. The first round of ratings are summarized and presented to the rating group. Subsequent rounds of ratings are collected as needed until consensus is reached. Ratings of 3 or more are considered the “ <i>threshold of acceptable mission fulfillment</i> .”
Step 3: Ratings are totaled each Spring, charted, sent to all chairs, directors, and administrators to present the current status and extent of achievement of mission fulfillment. Deficiencies (ratings of 2 or 1) are identified, relayed to the Executive Committee, President, and Budget Committee for targeting priorities for improvement.

CHAPTER ONE

Anchor Descriptions of Mission Fulfillment: Definitions of Each Rating Point

5 – Very Strong

Multiple sources of data show that the core theme is being fulfilled at a very high level. Numerous curricular programs with multiple courses, degrees, internships, and activities lead to very high levels of college effectiveness and student learning outcomes (significantly exceeding comparative data on peer colleges or nationally-representative categories such as four-year or private colleges). Co-curricular activities, such as those in student affairs, student leadership, missionary, and service-learning programs, result in high levels of effectiveness and student participation. Statistical trends show high levels of growth in the achievement indicators for the core theme.

4 – Strong

Multiple sources of data show that the core theme is being fulfilled at a high level. Most of the curricular programs with courses, degrees, internships, and activities lead to high levels of college effectiveness and student learning outcomes (somewhat above comparative data on peer colleges or nationally-representative categories such as four-year or private colleges). Most co-curricular activities, such as those in student affairs, student leadership, missionary, and service-learning programs, result in good levels of effectiveness and student participation. Statistical trends show some degree of growth in the achievement indicators for the core theme.

3 – Acceptable/Improving

Some sources of data show that the core theme fulfillment is improving and has reached an acceptable level. Some of the curricular programs with courses, degrees, internships, and activities lead to college effectiveness and student learning outcomes that compare well to (or slightly above or below) data on peer colleges or nationally-representative categories such as four-year or private colleges. Some curricular programs are new and only now are beginning to show promise of effectiveness. Some co-curricular activities, such as those in student affairs, student leadership, missionary, and service-learning programs, result in acceptable levels of effectiveness and student participation. Some activities are recent and only beginning to improve. Statistical trends show a somewhat stable level in the achievement indicators for the core theme. Some issues of college-wide resources, technology, facilities, enrollment, physical plant, or other attributes of the college show some improvement in effectiveness of programs and activities related to this core theme, but more needs to be accomplished.

2 – Weak or Blocked by Obstacles

Data is missing or shows weak trends related to this Core Theme. A few sources of data show that the Core Theme fulfillment is beginning to improve but is still weak or blocked by obstacles (e.g., lack of resources, personnel, facilities, or expertise) and has not reached an acceptable level. Only a few of the curricular programs with courses, degrees, internships, and activities lead to college effectiveness

CHAPTER ONE

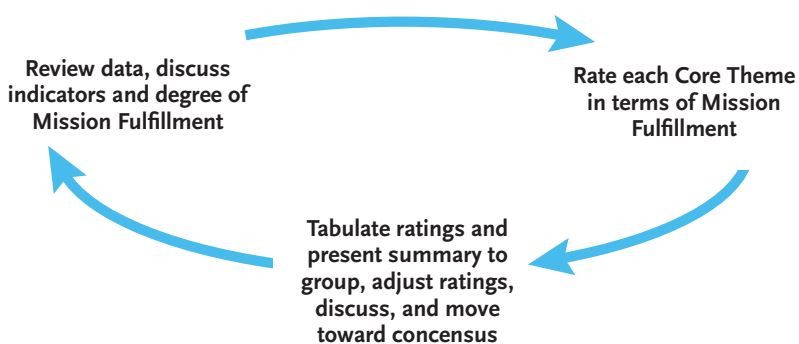
and student learning outcomes that compare well to (or slightly above or below) data on peer colleges or nationally-representative categories, such as 4-year or private colleges. Some curricular programs are missing or have significant deficiencies and have not shown sufficient promise of effectiveness. Some co-curricular activities, such as those in student affairs, student leadership, missionary, and service-learning programs, are missing or weak in effectiveness and student participation. Only a few activities are beginning to improve. Statistical trends show low levels on the achievement indicators for the core theme. Some issues of weak college-wide resources, technology, facilities, enrollment, physical plant, or other attributes of the college hinder the effectiveness of programs and activities related to this core theme.

1 – Absent or Very Weak

Data is either absent or shows very weak trends related to this core theme. Only a very few sources of data show that the core theme fulfillment is beginning to improve but is still weak or blocked by obstacles (e.g., lack of resources, personnel, facilities, or expertise) and are far from reaching an acceptable level. None of the curricular programs with courses, degrees, internships, and activities in this core theme lead to college effectiveness and student learning outcomes that compare well to data on peer colleges or nationally-representative categories, such as 4-year or private colleges. Many curricular programs are missing or have significant deficiencies that show no promise of effectiveness. Most or all of the co-curricular activities, such as those in student affairs, student leadership, missionary, and service-learning programs related to this core theme, are missing or are very weak in effectiveness and student participation. Statistical trends are absent or show very low levels on the achievement indicators for the core theme. Very prominent issues of absent or weak college-wide resources, technology, facilities, enrollment, physical plant, or other attributes of the college block or significantly hinder the effectiveness of programs and activities related to this core theme.

The figure on the right displays the flow of activities related to the evaluation function.

The Institutional Effectiveness Committee manages this flow, monitoring the collection of data, supporting the Director of Institutional Effectiveness, and promoting improvements based on results. The committee functions independently of the administration.



Delphi references: Gupta, U. G., & Clarke, R. E. (1996). Theory and applications of the Delphi Technique: A bibliography (1975-1994). *Technological Forecasting and Social Change*, October 1996. Linstone, H. A., & Turoff, M. (Eds.) (1975) *The Delphi method: Techniques and applications*. Boston, MA: Addison-Wesley

CHAPTER ONE



STANDARD 1.B: CORE THEMES

Through the process of developing Warner Pacific's Mission statement, Academic Vision, and current Strategic Plan, five clear distinctives, or Core Themes, emerged. The college understands the necessity to describe these in linear terms for the purpose of this report. However, the truth is that these elements are intimately intertwined with one another, forming a strong fabric rather than a chain made of individual links. The Core Themes are titled: Impacting Urban Environments; Creating a Christian Learning Community; Providing a Liberal Arts Education; Encouraging enrollment and retention of students from Diverse Backgrounds; and Preparing Students for 21st Century Challenges. Elaboration of each includes a contextualized definition, objectives, achievement indicators, and rationale for assessment. This report uses the present tense to describe objectives and achievement indicators in order to indicate the intended outcomes.

CORE THEME 1: IMPACTING URBAN ENVIRONMENTS

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."

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, this 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.

CHAPTER ONE

To this end, the Academic Vision and Strategic Plan commit the college to becoming a leader in the academic study of urban issues and co-curricular engagement with the city. Securing grant funding, hiring a nationally recognized urban sociologist, creating an urban studies major and minor, developing a Community Advisory Council and an Urban Commission, and drafting an Urban Plan represent methodical steps toward mobilizing an urban initiative. Faculty have revised course syllabi throughout the curriculum to include student learning outcomes related to the challenges and opportunities presented by urban life, exposing all students to this environment from a variety of perspectives.

Partnership with the Portland Leadership Foundation's Act Six Leadership and Scholarship program brings inner-city students to campus through scholarship and support programs to further connect the college to its neighborhoods. The college's relationship with Oregon Campus Compact, its faith and service requirements, participation in an annual Common Day of Service, internships and mentorships demonstrate the companion service-learning elements of engagement with the city. As a result, Warner Pacific's current students, as well as alumni, are employed in businesses and institutions that have direct influence on the lives of children, the poor, and homeless, as well as the corridors of power in the city. Current students cannot avoid the realities of this call upon their own courses of study, as well.

OBJECTIVES

These objectives sustain and enhance the ability of the college, through its students, faculty staff, administration and alumni, to exercise positive influences on the urban environment.

Objective #1: Become a regional leader in 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 transforming the urban environment.

ACHIEVEMENT INDICATORS AND RATIONALE FOR ASSESSABILITY

The three levels of analysis indicated under "Interpretation of Acceptable Threshold or Extent of Missions Fulfillment" frame the process of collecting and using data to determine the effectiveness of initiatives within each Core Theme. Specific measures for "Impacting Urban Environments" are summarized below using present tense to indicate intended outcomes.

For Objective #1: Become a regional leader in cross-curricular urban studies.

The college's urban identity is a major feature of its promotional campaigns. The number of students enrolling in the urban studies major/minor continues to grow and recognition of the college as a leader in the community is validated by invitations to engage in partnerships with the city, neighborhood organizations and civic groups. The Curriculum Committee continues to consider the implications

CHAPTER ONE

of the college's urban setting for the Core Curriculum and other majors. See Exhibit 1.8 for "Urban Studies" promotional material.

The college promotes community leadership programs in urban sustainability and reclamation, providing traditional students with real-world experiences in meaningful projects through its Community Advisory Committee and Urban Plan. The latter explicitly sets out markers for progress in academic programs, community building, and diversification of the student body, staff and faculty. These indicators are monitored by appropriate bodies on campus. See Exhibit 1.9 for "Minutes of Urban Studies Advisory Council."

For Objective #2: Prepare students for the challenges of urban living.

Through curricular and co-curricular programming the college showcases the advantages of urban life and promotes a positive view of the city's advantages and needs.

Skills and knowledge inculcated by the Core Curriculum and majors of the college prepare students to address the city's challenges through transformative leadership. See Exhibit 1.10, "Core Curriculum Outcomes."

The college includes evaluation of convictions, attitudes, and behaviors of students that are related to urban issues in questionnaires, surveys, interviews, and other documentation collected in relevant courses. Data are collected to assess student attitudes toward diversity topics and their understanding of the tenets of ethical decision making. See Exhibit 1.11, "Diverse Learning Environments Survey."

For Objective #3: Create programs that effectively reach out to specific populations of the city as a means for transforming the urban environment.

Primarily through the Urban Studies major and the Community Advisory Committee, the college assesses the needs of its surrounding neighborhoods and compiles information to support community involvement.

The college supports service-learning opportunities for all of its traditional students through specific course work, its internship requirements and in co-curricular programming. Students in the Adult Degree Program apply life/work experience to academic study and synthesize their classroom learning with employment. The college diligently searches for ways in which it can be a resource to the city. Examples include academic internships and practica, mentoring partnerships, the Urban Commission, the Community Advisory Commission, and partnerships with the Portland Leadership Foundation and public schools. The college monitors these efforts carefully, reporting to its constituents and to interested parties.

CHAPTER ONE



CORE THEME 2: CREATING A CHRISTIAN 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. Particularly over the last fifty years of its history, the college has engaged in a profound exploration of the ways that the “life of the mind” enhances the institution’s commitment to being “distinctly Christian.” In the Mission statement, as well as expressions of its Vision and Values, Warner Pacific announces its intent to promote Christian ideals and to commit its resources in service to others.

Central to its understanding of the commitments of a life of faith is Warner Pacific College’s determination to function as a Christian Learning Community. Educational institutions have traditionally focused on the teaching role of the faculty and the assimilation of knowledge and practices by the students. Although Warner Pacific has an established track record of teaching excellence, the concept of a “learning community” is an ideal that Warner Pacific College continually strives to achieve. A learning community requires a relational context in order to thrive, one that involves all faculty, staff and students. In all academic settings, Warner Pacific strives for a relational interaction among all participants. Twice weekly chapel services provide opportunities for traditional students, staff and faculty to stretch and learn together. Residence Life activities encourage student interaction and learning. The cohort model and learning teams within the Adult Degree Program capitalize on the inter-relational aspects of learning. Even casual coffee shop conversations result in unexpected learning opportunities for faculty, staff and students. The college promotes a holistic view of education so that every aspect of college life has the potential to be a learning experience.

Through many of the courses in the college’s Core Curriculum, students encounter the challenges of academic work within a community oriented by its beliefs. One course, common to both the traditional and the adult programs, illustrates the functioning of this community well. HUM 310, Faith, Living and Learning, employs a review of the personal faith journeys of others as a tool by which to challenge students to

CHAPTER ONE

reflect on their personal understandings of the biblical text and their theological perspectives. Students then determine how their understandings affect the way they choose to live their lives. Rather than indoctrinating students into a particular faith orientation, the approach emphasizes strong critical thinking skills, reflection, and application of belief to practice.

Alongside the classroom, the college encourages experiences that apply theoretical learning through such vehicles as service-learning projects, internships, practica, the faith and service requirement and the Common Day of Service. These activities reinforce the college's motto, "Where Faith and Scholarship Lead to Service," by calling upon students to engage their learning for the benefit of others. During the fall semester, the college cancels day classes for the Common Day of Service as students, faculty and staff are dispatched to sites where their skills and physical labor can benefit the college's neighbors. Whether in area schools, social service agencies, roadways, parks, nature preserves, churches or local businesses, the central teaching of service to others is underscored as a lifelong value.

Warner Pacific College's Christian learning community is also informed by the themes of the Church of God (Anderson, IN): holiness and unity. Recognizing that every effective learning community requires healthy discipline, the holiness tradition provides effective boundaries for living out its learning goals. These expectations are stated in documents ranging from the college's application for employment to the Academic Vision, which includes the pledge that "All faculty will model Christian faith and draw relevant connections between academic subjects, ethical implications, and Christian beliefs." Students subscribe to a community agreement that establishes expectations for civil, respectful behavior consistent with the ethos of the college.

OBJECTIVES

The following objectives identify the ways in which different elements of the college strive to fulfill the high standards of a Christian Learning Community.

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

Objective #2: Develop spiritual convictions as elements of core curriculum objectives

Objective #3: Promote commitment to a Christian Learning Community among employees

Objective #4: Enrich college-sponsored activities within an ethos of faith-based service

ACHIEVEMENT INDICATORS AND RATIONALE FOR ASSESSABILITY

The three levels of data and evidence analysis indicated under "Interpretation of Extent of Missions Fulfillment" frame the process of collecting and using data to determine the effectiveness of initiatives within each Core Theme. Specific measures for "Christian Learning Community" are summarized below in present tense to indicate intended outcomes.

CHAPTER ONE

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

Academic department mission statements and learning outcomes along with course syllabi identify the ways in which each articulates their academic disciplines within the faith orientation of the college. In the process of program review and evaluation, departments examine the effectiveness of their majors and minors in achieving all desired objectives, including faith development.

Annual assessment of academic majors includes factors related to the development of mature professional awareness and behavior within the context of the discipline. Through surveys and interviews students are given opportunities to comment on the integration of faith and scholarship.

In the traditional program, an extensive student-mentoring program creates additional venues for discussion of the student's development in character and faith. Mentors receive training and are annually reviewed.

Within the Adult Degree Program, the Campus Ministries office provides a suggested devotional for each class session. Use of the Adult Student Priorities Survey includes questions related to spiritual development in order to assess the effectiveness of integration of spiritual development into the curriculum.

For Objective #2: Develop spiritual convictions as elements of core curriculum objectives

Learning Outcomes for the Core Curriculum at Warner Pacific include elements related to Scriptural and Theological Knowledge and awareness of Convictions derived from a Christian worldview. These are addressed in at least three courses that contain specific objectives addressing issues of Christianity, the Wesleyan/holiness tradition and spiritual life in general. The degree to which these objectives are achieved is measured by the collection of anecdotal data, satisfaction inventories and surveys. See Exhibit 1.10, "Core Curriculum Outcomes."

Though spiritual growth is typically very difficult to measure, the college has been devising a combination of knowledge assessments embedded in existing courses or major/minor requirements and capstone-assessment methods to measure the effectiveness of efforts to achieve the core studies objectives. Survey trends across academic years (e.g., repeating of national surveys every 2-3 years) and comparisons between Warner Pacific and other CCCU or liberal-arts colleges show positive student satisfaction with Christian themes and improvement in faith and spiritual convictions on campus. See Exhibit 1.12, "Summary of National Survey of Student Engagement Results."

CHAPTER ONE

For Objective #3: Promote commitment to a Christian Learning Community among employees

Faculty and staff model Christian values not only through their specific job assignments but also through interactions within the community. Course reviews include opportunities for students to evaluate the ways in which the faculty represent themselves as models of Christian behavior, as well as how well faculty integrate faith discussions into course subject matter.

A key element of modeling falls into the categories of ethical decision making and practice. All employees are held to the highest standard in this regard.

In order to make explicit these expectations, all new permanent full-time employees are evaluated on their initial faith statements and participate in orientation sessions when they begin employment.

Annually, staff participates in a Professional Development Day. These often focus on issues related to the demands of working in a Christian learning environment. Staff also may take up to forty hours of “mission leave” per year to support projects ranging from volunteering at a local homeless shelter, reading to school children, or becoming involved with formal short-term missions.

The performance of all employees is reviewed annually.

For Objective 4: Enrich college-sponsored activities within an ethos of faith-based service

Campus activities demonstrate Christian outreach and service learning and are regularly evaluated for their effectiveness. Regular, planned interactions outside of the classroom between faculty, staff, and students in the traditional program provide opportunities to demonstrate the appropriate application of learning. Debrief and evaluations of such events as the Common Day of Service measure the value of the activity in light of the service objective.

Through the “Faith and Service” requirement for all traditional undergraduate students, the college reinforces its commitment to its neighbors. The “service” portion of this requirement places students in direct contact with individuals and organizations throughout the city that can benefit from volunteer support. This requirement may also be met by participation in short-term mission trips. Each of these opportunities is evaluated extensively for their effectiveness in meeting this objective.

Several faculty have integrated service-learning components in order to satisfy specific learning outcomes of their courses. Evaluation of these experiences is a part of the overall process of evaluation identified for the course.

CHAPTER ONE

The Adult Degree Program curriculum demonstrates the expectation that course content is being applied outside of the classroom and encourages students to reflect on that application through written assignments and class discussion. These activities become part of the graded material for the course and are also subject to student feedback in course reviews. In addition, the ADP faculty and staff organize a variety of campaigns, such as an annual backpack collection for children in need, food drives for hunger organizations and a special clothing initiative to collect winter gear for the homeless. Several students participate in these events.

CHAPTER ONE



CORE THEME 3: PROVIDING 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 with visions such as those expressed in the work of William Cronon (1999) and those of the *Liberal Education and America's Promise* (LEAP) project of the American Association of Colleges and Universities (AAC&U, 2007; Kuh, 2008). Therefore, Warner Pacific has designed the learning outcomes of the academic majors, the core curriculum and co-curricular activities to emphasize the exposure to and development of skills, knowledge, and convictions (categories of objectives similar to Kuh's "essential learning outcomes"). The outcomes equip a graduate to engage the processes of exercising personal freedom for him/herself, as well as supporting the expressions of freedom by others, within the boundaries of responsible community. From the opening weeks of the college's First Year Experience class, traditional freshmen read and discuss a Cronon essay, defining and explicating the concept of intellectual freedom in the context of higher education. Orientation sessions for students in the Adult Degree Program introduce the value of liberal arts education and encourage students to engage core curriculum classes as broadening and deepening experiences.

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. Categories in this list provide a background for continuing discussion in departments about what series of classes in the Core could be used to measure each objective. This understanding of

CHAPTER ONE

Core skills, knowledge, and convictions also supports continuing efforts by faculty to strengthen curricular components that would enhance students' choices of career paths.

Core skills include oral and written communication, critical thinking, technological skills, mathematics, information literacy, and interpersonal skills obtained in global and community service experiences.

The Core objectives encourage acquisition of knowledge of sacred texts, factors in cultural development and differentiation, decision-making alternatives, and the impact of technology on contemporary and historical societies.

The “convictions” emphasis in the Core Studies Objectives, linked as well to the Core Theme of Christian Learning Community, elaborates on the college’s motto, “Where Faith and Scholarship Lead to Service.” While students are required to demonstrate behavior consistent with principles of respect for self and others, stewardship, integrity, and diversity, there is no attempt to indoctrinate them into a particular expression of faith. Consistent with the liberating function of education, the intent is to free students, through critical thought, from the oppressive habits of careless presuppositions. These intentional inquiries into the connections between belief, behavior and learning yield a more mature graduate.

In October, 2011, the faculty formed a Core Studies Committee 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 will conduct its study during 2011-12 and report recommendations to the faculty in the spring, 2012.

OBJECTIVES

The following objectives identify the ways in which different elements of the college strive to fulfill the high standards of a Liberal Arts education

Objective #1: Organize and deliver a Core Studies curriculum centered on the acquisition of Skills, Knowledge, and Convictions

Objective #2: Identify means by which new degree opportunities are evaluated, developed and implemented to align with Liberal Arts outcomes

Objective #3: Student self-discovery and self-efficacy are enhanced by curricular and co-curricular initiatives

Objective #4: Student engagement in co-curricular leadership, off-campus, and service learning activities encourages responsible uses of knowledge

CHAPTER ONE

ACHIEVEMENT INDICATORS AND RATIONALE FOR ASSESSABILITY

The three levels of analysis indicated under “Interpretation of Acceptable Threshold or Extent of Missions Fulfillment” frame the process of collecting and using data to determine the effectiveness of initiatives within each Core Theme. Specific measures for “Liberal Arts education” are summarized below in present tense to indicate intended outcomes.

For Objective #1: Organize and deliver a Core Studies curriculum centered on the acquisition of Skills, Knowledge, and Convictions

Students develop a broad range of academic, communicative, technological, and employment-related skills, knowledge, and convictions across academic programs that enhance students’ academic success and promote students’ career choices. See Exhibit 1.10, “Core Curriculum Outcomes”

Through national assessments and tests, such as the ETS *Proficiency Profile* and the *National Survey of Student Engagement* (given on a 3-year rotation schedule) the college develops a comprehensive profile of student performance. In addition, data collected through the annual assessment of majors and the Core Curriculum of the college is analyzed for potential areas of improvement. See Exhibit 1.13, Summary of *Proficiency Profile* Results,” Exhibit 1.12, “Summary of *National Survey of Student Engagement* Results.”

For Objective #2: Identify means by which new degree opportunities are evaluated, developed and implemented to align with Liberal Arts outcomes

Faculty conduct periodic systematic review of all academic programs and required general education courses. The Academic Council is responsible for implementing the New Program Development Protocol. Members of the council include academic department chairs, the Dean of the Adult Degree Program, the Registrar, the Director of the Library, and the Director of Teacher Education.

The Core Studies committee of the faculty conducts reviews of the general education program. These efforts help to determine the viability of potential additions to the academic program, given a variety of factors. Academic departments are encouraged to consider new programs, especially in light of the college’s emerging urban identity. In October 2011, President Cook issued 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 encourage four others to submit their ideas through the regular budgeting process.

CHAPTER ONE

For Objective #3: Student self-discovery and self-efficacy are enhanced by curricular and co-curricular initiatives

All first-time freshmen in the traditional program participate in the First Year Experience (FYE). Taught by full time staff and faculty, and supported by student mentors, FYE assists students making the transition to college life. The college evaluates FYE and student tutoring/mentoring programs using the *College Student Inventory* (a retention measure collected during the summer prior to the first year), the *Student Satisfaction Inventory*, and the *National Survey of Student Engagement*. These measurements reveal positive growth in retention and student success.

Other student products from coursework (e.g., Hum 310, Hum 410, EN 101, Rel 320) reflect the interface of faith, living, and learning. The Leadership Development program administered through Student Affairs for traditional students, provides another avenue for maturation of a sense of self. In both the traditional and ADP courses, use of nationally developed instruments (*Adult Student Priorities Survey*, *ETS Proficiency Profile*) provide data that is considered in substantiating Mission Fulfillment. Collection of this data is done on a rotation schedule described under Objective 1 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. Various departments, programs, and courses within the college may add specific teamwork/mentorship measures or data as Secondary Indicators that can also be collected and analyzed.

For Objective #4: Student engagement in co-curricular leadership, off-campus, and service learning activities encourages responsible uses of knowledge

Academic departments and co-curricular programs engage in interdisciplinary meetings and collaborations on classes, programs, and internships. Learning outcomes for co-curricular programming are assessed annually for effectiveness.

Assessment plans for academic and co-curricular programs reflect multiple opportunities for students to demonstrate responsible uses of their knowledge. Increasing numbers of students engage in programs of information, debate, and civic actions in response to cultural and ethical issues facing the local and regional community. Students increase their awareness of global needs and concerns through involvement in international education and mission trips. Measuring students' participation in professional seminars, professional societies, and increased enrollment in graduate programs are just a few ways of assessing their awareness of the professional dimensions of their education.

CHAPTER ONE



CORE THEME 4: ENCOURAGING ENROLLMENT AND RETENTION OF STUDENTS FROM DIVERSE BACKGROUNDS

DESCRIPTIVE TITLE AND DEFINITION OF THE THEME

Warner Pacific College has drawn students from diverse backgrounds throughout its history. Unsatisfied, however, with a passive approach, the college has become more aggressive recently, by restructuring its tuition model in order to attract more students of economic diversity, especially in urban areas of Oregon and Washington. To that end, in 2009 the Board of Trustees approved a reduction of tuition charges for traditional student tuition by 23% in an effort to make its program more financially accessible. This decision placed Warner Pacific's tuition about 35% below the average for private colleges in the Northwest.

Furthermore, scholarship programs like Act Six are designed to ease the adjustment of students entering the college from diverse backgrounds, especially first-generation college attendees. Also, a number of college courses, outreach programs, and student-life activities promote acceptance of students from diverse cultural backgrounds. Thus, the college continues to seek ways to recruit a diverse student body and create an infrastructure of support to truly serve them once on campus. One measure of success in this area is the recognition that 32.9% of entering traditional students in fall 2010 were classified as "minorities." By the fall of 2011, 28% of the total student population reporting ethnic identity considered themselves members of a designated minority. Equally impressive, over 30% of all students attending Warner Pacific are classified as "first-generation" students. In terms of socio-economic background, 53% of traditional and 43% of ADP students are Pell eligible; 97% of all traditional and at least 70% of all ADP students receive some form of aid. By continuing to resist the trend of spiraling tuition, it is now the least expensive private college in the Northwest.

The college fulfills its mission statement by bringing together a diverse student body through a variety of delivery systems and academic offerings. The various academic majors and programs on the traditional campus, as well as through the Adult Degree Program, provide timely access, expanded opportunities,

CHAPTER ONE

excellent instruction, and extensive support for all students. The college views such diversity as not only a reality of life in the United States and abroad, but as a tremendous asset supporting liberal arts education, in a Christ-centered environment.

In this context, 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. 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. Though all faculty and staff are expected to uphold standards common to the Christian faith, in personal practice they represent a breadth of denominational affiliation and theological viewpoints that provides a model of diversity in the many expressions of faith and religious preference for the students.

The success of the Adult Degree Program over the last five years may also be used as testimony to the college’s commitment to diversity. The ADP’s entry-level program, the Associate of Arts in Organizational Dynamics (AAOD), typically enrolls students with limited or no prior college experience but with desires to seek the benefits of education that will enhance their professional development. The ADP’s associate, baccalaureate, and master-level curriculum offers students the opportunity to study at times and places convenient for the working public in a large geographic area.

The students come to the college from many different backgrounds; they are small business owners, government employees, corporate executives, home-based parents, grocery clerks, non-profit social service workers, bank tellers, painters, and auto mechanics. They primarily live within a 60-mile radius of one of the college’s learning sites. Many students were raised in Oregon and Washington, but some originally lived in other parts of the United States. A few escaped the Bosnian wars of the 1990s or emigrated from other countries such as England, Mexico, or Ukraine. Some students served in the military and/or speak multiple languages. Warner Pacific has been designated as a “military friendly” institution (*5th Annual Guide to Military-Friendly Colleges & Universities 2011-2012*). The diversity represented in ADP’s 1,100 students thus mirrors the population of its surrounding communities.

Recruitment partnerships with organizations involved with high school students—such as ASPIRE, AVID, Young Life, Portland Leadership Foundation and the Fellowship of Christian Athletes—provide the college greater access to a variety of students who may not otherwise approach a private liberal arts institution on their own. The college’s agreement with the Portland Leadership Foundation provides ten full-need Act Six scholarships annually. The college awards these scholarships to PELL eligible students in the Portland area who have leadership potential and who need financial and social support to engage and thrive in a four-year college experience. The students live on the Warner Pacific campus, but may attend Portland

CHAPTER ONE

Community College for up to two years in order to build academic skills in programs not available at Warner Pacific, and to complete general education requirements. Once prepared, the students enroll fully at Warner Pacific to complete their baccalaureate studies.

In addition to the services, policies, and initiatives that the college supports, the institution engaged the search to fill a new Executive Cabinet position, the Vice President for Community Life and Chief Diversity Officer, with the same intentionality. This position provides strategic leadership and management in campus life to include campus engagement, living and learning engagement, and urban engagement. As a member of the Executive Cabinet, the Vice President for Community Life and Chief Diversity Officer participates in setting broad organizational goals, objectives, and policies, especially as they relate to the core operations of community life. The college hired Dr. Daymond Glenn to fill this very important institutional role. Dr. Glenn came to the college from previous higher education posts as a tenure-track faculty member, administrator, and student affairs professional. Dr. Glenn approaches education from a critical perspective, and he is concerned with addressing the disparities that exist between groups in schools and society. His research interests include the college experiences of undergraduate black males attending predominantly white institutions; conceptualizing, rethinking, and addressing multicultural education; critical multiculturalism; and college diversity policies.

OBJECTIVES

The following objectives identify the ways in which different elements of the college strive to meet the needs of students from diverse backgrounds.

Objective #1: 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 and multicultural education.

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

ACHIEVEMENT INDICATORS AND RATIONALE FOR ASSESSABILITY

The three levels of analysis indicated under “Interpretation of Acceptable Threshold or Extent of Mission Fulfillment” frame the process of collecting and using data to determine the effectiveness of initiatives within each Core Theme. Specific measures for “Diverse Backgrounds” are summarized below using present tense to indicate intended outcomes.

CHAPTER ONE

For Objective #1: Recruit and retain students and employees who reflect the diversity of our society.

Increased recruitment of and support for first-generation college students from diverse backgrounds results from intentional engagement with Portland Public and east Multnomah County school districts. The college's Urban Recruitment Coordinator tracks success in meeting established goals within the overall recruitment and retention strategies of the college. The Act Six Coordinator assesses the program both internally and by comparison with other institutions with Act Six cohorts. Assessment and evaluation of current ADP offerings and class site locations will determine effectiveness for adult students of diverse backgrounds.

Furthermore, the Office of Human Resources sets and monitors goals for percentages of minority candidates to be included in applicant pools for any open position at the college.

Current and on-going demographic descriptions of the college continue to be reported internally, as well as externally, using the IPEDS and the institution's Standard Data Set.

To retain faculty, staff, and students of diverse backgrounds, Warner Pacific realizes it must do more than strive to create a welcoming environment for all. In this light, the college conducts and assesses the effectiveness of institutional culture, policies, and practices in order to support and assist in the multicultural development of its faculty, staff, and students. These assessments provide insight into how the college frames the discussion on—and develops programs and initiatives for—supporting a diverse student demographic and educating the campus community about salient multicultural issues that may disproportionately impact a diverse student population. Some of the salient issues may include, but are not limited to, embracing diverse perspectives, exploring the social construction of culture, analyzing power and privilege, unpacking how knowledge is constructed, and addressing the challenges and possibilities of being an urban institution that is “in the city and for the city.”

During the 2011/2012 school year, the college's Chief Diversity Officer, with the assistance of a consultant from Biola University, conducted an institution-wide Diversity Assessment. The assessment used a mixed methods approach to gather data from the institution; however, a large part of the assessment was qualitative in nature and used semi-structured interviews that included students, faculty, adjunct instructors, staff, and administration from across departments, divisions, and disciplines. The assessment culminated in a report that included recommendations that were used to help shape, guide, and further the college's ongoing commitment to a systematic approach to diversity.

The college seeks to create a community of students, staff, and faculty that value and affirm the diversity of its local, national, and global environment. Annual reports on progress toward these goals are reviewed in connection to performance reviews of the Enrollment Management Department and the Human Resources Department; both work collaboratively with the Office of Diversity.

CHAPTER ONE

For Objective #2: Develop and implement student learning outcomes that foster knowledge, skills and dispositions related to diversity issues and multicultural education.

Course outcomes and curricula are adjusted and distributed across majors and departments to focus on diversity issues and to improve knowledge, skills, and convictions related to diversity. The college conducts semi-annual surveys of student attitudes and behaviors toward students from diverse backgrounds (e.g., UCLA/HERI *Diverse Learning Environments* survey), and collects assessment data on student learning and satisfaction by ethnicity and the other categories of diversity to determine possible differences among the subcategories.

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

Warner Pacific's academic and co-curricular programs work to ensure that students from diverse populations are fully engaged and their perspectives are integrated in all college programs. Co-curricular, outreach, service learning and mission projects increase the number of students involved in working with diverse populations; this also raises consciousness about important social issues that disproportionately impact diverse populations.

All academic departments and units of the college collect and analyze evidence of student knowledge, attitude, and skill improvements due to these curricular additions. Evaluation of attitudes is included in training on human diversity and especially in urban-outreach initiatives, service-learning programs, and co-curricular activities in the community to assess the effectiveness of such training.

The Director of the Academic Support Center maintains an effective system of tutoring, mentoring, and monitoring students who enter with low high school grades and students on probation for GPAs lower than 2.0. Enrollment Services and the faculty contribute comments and observations through an online, campus-wide tracking system for at-risk students. The Director evaluates the effectiveness of peer tutors and staff mentors with surveys and interviews and tabulates results across academic years for students on probation. The program has been highly successful in retaining and equipping students for academic success.

The Chief Diversity Officer, in collaboration with the Director of Institutional Research and Assessment, evaluates the effectiveness of college strategies on demographics, campus culture, and urban outreach through such instruments as the *College Student Inventory* retention system or *Diverse Learning Environments (DLE)* online survey (UCLA/HERI, 2011). Assessment focuses on change and growth of student attitudes, skills, and behavior in teams and cooperative urban projects.

CHAPTER ONE



CORE THEME 5: PREPARING STUDENTS FOR 21ST CENTURY CHALLENGES

DESCRIPTIVE TITLE AND DEFINITION OF THE THEME

In its understanding of the “challenges of the 21st century, 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, 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.

The AACU studies also culminated in a new vision for college general education in their widely distributed list of Essential Learning Outcomes (ELOs), described in Kuh (2008) and available on their website (www.aacu.org/leap). The four categories of ELOs are: knowledge of cultures and the world, intellectual and practical skills, personal and social responsibility, and integrative and applied learning. Kuh (2008) reports a survey of employers who rated college graduates “not well prepared” on global knowledge and self-direction as well as skills such as writing and critical thinking; hence these outcomes are emphasized in the ELOs. Warner Pacific College’s commitment to preparing students for 21st century challenges is clearly stated in the Strategic Plan and in the Academic Vision developed by the faculty in 2007. These planning documents stated, “We envision an active and engaged student body, academically and socially prepared for participation in a community of scholars pursuing academic excellence, supported by and with participation from all programs, departments and members of Warner Pacific College.” Thus, Warner Pacific graduates are expected to gain from the college 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.

CHAPTER ONE

The achievement of the five objectives that follow rests heavily upon the Core Curriculum and the Student Affairs Department of the college. The faculty-created Core Studies Learning Outcomes (also referenced in connection to the “Liberal Arts Education” Core Theme) 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. As with most colleges in the western world, Warner Pacific’s liberal arts courses and experiences are diverse and include a wide array of academic disciplines, such as humanities, social and physical sciences, mathematics, and fine arts. Also, at Warner Pacific, Core Studies recognize the rapid expansion of knowledge and speed of technological innovation and are designed to contribute to the preparation of students to be well grounded, as well as flexible and open to new knowledge. Finally, the Student Affairs Department endeavors to create learning outcomes for each of its activities that mirror, reinforce or extend those stated for the academic program. This intentional synergy creates a web of seamless learning for the student.

OBJECTIVES

The following objectives identify the ways in which elements of the college strive to prepare students to meet the challenges of the 21st century. Many of these are manifestations of skills, knowledge and convictions described in other Core Themes.

Objective #1: Provide students opportunities to explore their spiritual natures and confront current spiritual challenges through the academic and co-curricular programs of the college.

Objective #2: Enable students to make sound moral and ethical decisions in an increasingly diverse and post-modern society.

Objective #3: Encourage social development as part of training effective change agents in society.

Objective #4: Provide students with information, knowledge, and skills regarding vocational options based on their majors, dispositions and calling.

Objective #5: Train students in technological skills as well as in the ability to use technology wisely.

ACHIEVEMENT INDICATORS AND RATIONALE FOR ASSESSABILITY

The three levels of analysis indicated under “Interpretation of Acceptable Threshold or Extent of Mission Fulfillment” frame the process of collecting and using data to determine the effectiveness of initiatives within each Core Theme. Specific measures for “Preparing Students for the 21st Century Challenges” are summarized below using present tense to indicate intended outcomes.

CHAPTER ONE

For Objective #1: Provide students opportunities to explore their spiritual natures and confront current spiritual challenges through the academic and co-curricular programs of the college.

Students at Warner Pacific College experience a Christian learning community, reflect on their personal faith journey, and participate in discussions concerning faith traditions, biblical and theological issues that relate to their lives. Contemporary challenges in this area include: a lack of understanding of the biblical and theological foundations which have guided the church throughout history; the existence of deep divisions in the American church; the fading influence of the church in a pluralistic society; and a disconnect between belief and practice, particularly in the areas of economic and social justice.

Key courses, such as the Bible as Literature; Spiritual Formation; and Spirituality, Character and Service present compelling opportunities for exploration of one's spiritual life. As part of the Core Curriculum, student performance in these courses is assessed to determine the degree to which convictions are deepened. In addition, the Student Affairs department collects and analyzes qualitative and quantitative survey data in order to evaluate its Spiritual Life programs. An innovative longitudinal study currently underway will construct and implement an interview method of observing the growth of spiritual awareness, and specifically the characteristics of "awe and reverence," among students.

For Objective #2: Enable students to make sound moral and ethical decisions in an increasingly diverse and post-modern society.

The college strives to make its students aware of the importance of ethical decision making and the necessity to develop skills to carry out responsible decision making processes. Contemporary challenges in this area include: discerning the "good" in the midst of conflicting voices; maintaining a personal ethic while respecting others with whom one disagrees; and applying ethical standards consistently in one's fields of influence. Moral and ethical decision making and behavior measures are collected in a number of courses including Advanced Composition: Argument (En 200); Faith, Living and Learning (Hum 310); and the Senior Humanities Seminar (Hum 410).

The college previously participated in an annual Ethics Bowl competition, sponsored by the Oregon Independent College Foundation. Pitted against teams from nine other institutions in Oregon, Warner Pacific's team won the inaugural competition and never placed lower than third. As this organization has been undergoing a transition, the future of this competition is being evaluated. The Leadership Development Program, administered through Student Affairs, also provides training in sound decision making processes. These curricular and co-curricular experiences are assessed annually.

CHAPTER ONE

For Objective #3: Encourage social development as part of training effective change agents in society.

Recognizing that working in groups is a requirement for effective functioning in society, students are encouraged to join various types of groups and teams, both in formal and informal settings. Contemporary challenges in this area include: exercising one's talents without intimidating peers; encouraging authentic community; and creating venues for civil discourse on controversial issues. Use of such instruments as the *Student Satisfaction Survey* or the *Diverse Learning Environments* online survey (UCLA/HERI, 2011) on a tri-annual rotation schedule measure Freshman versus Senior change in this area.

For Objective #4: Provide students with information, knowledge, and skills regarding vocational options based on their majors, dispositions and calling.

Couching the term "vocation" in the context of liberal arts education requires that students approach their particular calling through the lens of the liberal arts; that is, though students may be prepared via their major to pursue a calling in alignment with their gifts and passions, that calling is contextualized by their core studies experience. Contemporary challenges in this area include: the prevalence of the commodification of education; and the temptation to be "degree" rather than "education-focused," balanced with the legitimate concerns of the marketplace on the preparation of graduates for the "world of work."

The college provides disability services and career counseling in the Career and Life Counseling Center in recognition of the interrelated aspects of decisions about one's orientation to life, work, and meaning. The Center collaborates with offices such as Institutional Research and Assessment to analyze the *College Student Inventory* (CSI) and other instruments in order to support retention initiatives. These efforts are assessed regularly for impact on enrollment, student concerns over career development and openness to college support in this development. Similarly, a Career Specialist works primarily with ADP students, collaborating with other Student Affairs staff on career fairs, workshops, and interview coordination. Annual assessments in business, education, social work, human development, and other vocationally-related majors or degree programs are aligned to this outcome for evaluation. The college community is strongly committed to the emphasis of the current generation of students on "gainful employment."

For Objective #5: Train students in technological skills as well as in the ability to use technology wisely.

Students have adequate knowledge of the technology required in today's workplace and embrace the technologies of the future in a responsible manner. Contemporary challenges in this area include: viewing technology as an end rather than a means, and being tempted to pursue the latest fad, while acknowledging the enhancements technology brings to every aspect of human life. Courses such as

CHAPTER ONE

Advanced Composition (EN 200) and other research-based courses address information literacy and ethical uses of technology. Courses such as Science and Technology (Hum 210) and Earthkeeping (HUM 212) explore the impact of technology on society and the environment. Much of the Business and Natural Sciences curriculum is based on knowledge of and expertise in the use of technology appropriate to these disciplines. Learning outcomes in each of these curricular areas are regularly assessed for effectiveness and currency. In addition, 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. On a 3-year cycle, rotating assessments are conducted in (1) critical thinking and other general achievement skills (using the *ETS Proficiency Profile*); (2) written essays expressing communication skills, knowledge, and convictions; and (3) each student’s service learning, community outreach, moral and ethical convictions, spiritual formation, and other convictions via essay, interview, or questionnaire.

Finally, the Instructional Technology Committee monitors developments in software and hardware that could both enhance student learning in various subjects, as well as expose students to new technologies.

CHAPTER ONE

CHAPTER SUMMARY

As with most institutions of higher learning, Warner Pacific College balances its identity between the heritage from which it was created and the future for which it is preparing its students. In this context, the college has seen dramatic growth in recent years, adding hundreds of students to its Adult Degree Completion program and establishing a steady pattern of increases to its traditional student body. The Mission of the college has remained unchanged during this period of growth. As an attempt to encompass the totality of an enterprise, the college's mission statement reflects this balance.

Warner Pacific College is an urban Christian liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them for the spiritual, moral, social, vocational, and technological challenges of the 21st century.

Following the development of an extensive Strategic Plan for the five-year period, 2007 to 2012, based on months of discussion and input from faculty, staff, students, and alumni, as well as input from a contracted public survey of the college's "market position," five Core Themes emerged. The themes stem directly from the Mission Statement: **Impacting Urban Environments, Creating a Christian Learning Community, Providing a Liberal Arts Education, Encouraging Recruitment and Retention of Students from Diverse Backgrounds, and Preparing Students for the Challenges of the 21st Century.**

Thus, Warner Pacific is focused on educating students, taking a holistic view that goes beyond intellectual development to include the spiritual, emotional, and personal characteristics of each student. The Learning Outcomes and Indicators of Achievement for each of the core themes provide evidence of this development, measured by the ability of the graduates of Warner Pacific to demonstrate success in various areas of life, including their chosen vocations, avocations, and fields of service within the context of the expected challenges of the 21st century.

Obviously, the many interconnections among the themes and among their achievement indicators speak to the woven nature of the institution's mission. For example, response to the Challenges of the 21st Century requires knowledge of the Urban environment, its Diverse population, employing critical thinking modeled in the Liberal Arts. Being part of a Christian Learning Community is enhanced by the diversity of ideas, values, experiences and individuals that make up the WPC community. Maintaining such a community requires keen critical and creative thinking skills amongst all of its members.

Warner Pacific strives to embrace these elements in combination with one another, though often acknowledging the paradoxical nature of these connections. The college is committed to such a task for it believes its motto, "Where Faith and Scholarship Lead to Service," holds the promise of the transformation of individuals, communities, cities, nations and the world.

CHAPTER TWO



2

Resources and Capacity

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4 THROUGH 21

The following are brief summaries of topics covered in much greater detail within the context of Chapter Two of the comprehensive self-evaluation.

ELIGIBILITY REQUIREMENT 4: OPERATIONAL FOCUS AND INDEPENDENCE

Warner Pacific is a private, not-for-profit college, offering degrees and programs consistent with the expectations and practices of higher education institutions in the United States. The college's Board of Trustees authorizes the administration to operate according to policies that are consistent with the standards and requirements of the Northwest Commission. The board operates independently of control by any other body.

ELIGIBILITY REQUIREMENT 5: NON-DISCRIMINATION

Consistent with its core theme of encouraging diversity, the college embraces non-discriminatory policies and practices with reference to recruitment of employees and enrollment of students. The college publishes these policies in its catalog and website.

ELIGIBILITY REQUIREMENT 6: INSTITUTIONAL INTEGRITY

The college conducts its affairs in adherence with the highest ethical standards. These standards are stated explicitly in the Faculty Handbook and the Personnel Policies Handbook. Board members annually sign conflict of interest statements. Furthermore, membership in and/or adherence with the standards of good practice of such organizations as the Association of Fundraising Professionals, the North American Coalition for Christian Admissions Professionals, the American Association of Collegiate Registrars and Admissions Officers, and the National Association of Student Financial Aid Administrators demonstrates the institution's commitment to integrity in all of its dealings.

CHAPTER TWO

ELIGIBILITY REQUIREMENT 7: GOVERNING BOARD

Warner Pacific College's Board of Trustees functions within a policy governance model, as outlined in its Board Policy Manual. According to its Bylaws, the board consists of 15-23 members, one-third of whom are ministers of the Church of God, Anderson, Indiana. In addition, the bylaws state that no trustee may have contractual, employment, or personal or familial financial interest in the institution or in any decision made by the institution. The board elects its own members, who are ratified by the General Assembly of the Church of God, Anderson, Indiana in their annual meeting. The board elects its officers from its own ranks.

ELIGIBILITY REQUIREMENT 8: CHIEF EXECUTIVE OFFICER

The Board of Trustees appointed Dr. Andrea Cook as Interim President in May 2008 at the retirement of Dr. Jay Barber. Following a national search, Dr. Cook was named president by board action in November 2008, pending ratification by the General Assembly of the Church of God, which occurred in June 2009. According to the board's bylaws, Dr. Cook is a member of the board, but may not chair it.

ELIGIBILITY REQUIREMENT 9: ADMINISTRATION

The administration of the college consists of the president, the vice-president for academic affairs, the vice-president for operations, the vice-president for institutional advancement and external relations, the vice-president for community life and chief diversity officer, and the associate vice-president for academic affairs and dean of the adult degree program. Each of these individuals is supported by department chairs, directors, coordinators, and assistants in carrying out the mission of the college.

ELIGIBILITY REQUIREMENT 10: FACULTY

Selection of faculty for full time teaching and administrative assignments follows a rigorous search, screen and interview process. Teaching effectiveness is the highest criteria both in the selection process as well as the annual evaluation of teaching faculty members. The college strives to maintain a strong core of full time teaching faculty, supplemented by highly qualified part-time and adjunct faculty.

ELIGIBILITY REQUIREMENT 11: EDUCATIONAL PROGRAM

The college offers associate, bachelor and master degrees, all of which are predicated on published learning outcomes that uphold rigorous expectations for student performance. Faculty have developed the curriculum based on commonly accepted standards in higher education, best practices within disciplines, and consonance with the mission and core themes of the college.

CHAPTER TWO

ELIGIBILITY REQUIREMENT 12: GENERAL EDUCATION AND RELATED INSTRUCTION

The general education program at Warner Pacific (often called the Core Curriculum) requires students to complete courses of study that seek to liberate them from erroneous preconceptions, provide them with fundamental skill for further learning, and instill in them a love of learning. Students must pass courses in composition, the humanities, religion, social sciences, mathematics, science, health and human kinetics, and fine arts.

ELIGIBILITY REQUIREMENT 13: LIBRARY AND INFORMATION RESOURCES

The faculty and staff of Otto F. Linn Library provide students and faculty with access to an abundance of educational material as well as support for the acquisition of information literacy. Through membership in the Orbis Cascade Alliance, students and faculty have access to over twenty-nine million books, journals, and other resources. Located at the center of the Mt. Tabor campus, the library is a convenient gathering place for both formal and informal learning for traditional students. All of the resources of the library are also available on-line for the convenience of students at other campuses.

ELIGIBILITY REQUIREMENT 14: PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

The fifteen-acre main campus on the south slope of Mt. Tabor is home to the traditional student population of the college as well as several cohorts of the Adult Degree Program (ADP). This site houses at least eleven typical classrooms, special use classrooms for music, science and early childhood education, residence halls and apartments for students, dining facilities, a large auditorium and a smaller chapel, a gymnasium, and the most of the administrative offices of the college. In addition, the ADP offers course work at six other sites, conveniently located throughout the Portland metropolitan area. Two of these sites also house administrative offices for the program. The college strives to provide each of these campuses with appropriate technological capability to enhance the education experience of all students and provide faculty with the means by which to accomplish their learning outcomes.

ELIGIBILITY REQUIREMENT 15: ACADEMIC FREEDOM

The college honors academic freedom for its students, faculty, staff and administration. Both in principle and in practice, the college upholds the search for new knowledge, the potential for reinterpretation of prior knowledge, and the free expression of well-grounded judgments. The Faculty Handbook identifies academic freedom as a major tenet of the work of the faculty. Furthermore, funding for faculty development demonstrates the college's support for the active, unlimited pursuit of knowledge.

CHAPTER TWO

ELIGIBILITY REQUIREMENT 16: ADMISSIONS

The *Warner Pacific Catalog* and the *Bulletin of the Adult Degree Program* enumerate the requirements for admission to all of the programs of study at the college. On occasion, the college admits a student who does not meet the admission criteria on “warning” or “probation.” The Admission Review Committee, subcommittee of the Academic Policies Committee, considers mitigating circumstances and judges the student’s potential for academic success in making these exceptions.

ELIGIBILITY REQUIREMENT 17: PUBLIC INFORMATION

The *Warner Pacific Catalog* provides the public with information regarding the mission and core themes of the college, its current policies, tuition, room and board and fees, financial aid, degree requirements, course descriptions, and the names and credentials of administrative staff and faculty. The public may gain access to this information through the college’s website, as well. In addition, the website makes pertinent information regarding institutional effectiveness, such as this report, available to the public.

ELIGIBILITY REQUIREMENT 18: FINANCIAL RESOURCES

The Board of Trustees of Warner Pacific College requires that the institution work within a balanced budget. As a tuition-driven institution, on occasion, economic forces have created circumstances that necessitated budget cuts and lay-offs at the college and even operational deficits. The administration of the college has taken several steps in order to address these contingencies and to establish a firm and stable financial foundation. As a result, in the last two years the college has ended its fiscal years with substantial positive net variances.

ELIGIBILITY REQUIREMENT 19: FINANCIAL ACCOUNTABILITY

Board of Trustees policy requires that an audited annual financial report be submitted to its Finance Committee no later than 120 days following the close of the fiscal year (May 31). The college contracts with an independent firm, KPMG, to provide this service. Following their review, the Finance Committee presents the audit to the full board in its fall meeting.

ELIGIBILITY REQUIREMENT 20: DISCLOSURE

The administration of Warner Pacific College is committed to the peer evaluation system and standards created by the Northwest Commission on Colleges and Universities. Accordingly, the college discloses all information required by the Commission in order to conduct its evaluation and accreditation functions.

CHAPTER TWO

ELIGIBILITY REQUIREMENT 21: RELATIONSHIP WITH THE ACCREDITATION COMMISSION

Warner Pacific College has been accredited by the Commission, or its predecessors, since the early 1960s. The college highly values the benefits of such recognition and therefore accepts and agrees to comply with all of the standards and policies promulgated by the Commission. The college also accepts that, in carrying out its responsibilities, the Commission may make the nature of its actions regarding the college available to the public in general or to such agencies requesting the information.

CHAPTER TWO



STANDARD 2: RESOURCES AND CAPACITY

2.A GOVERNANCE

The college is governed by its Board of Trustees, according to the bylaws of the institution and its Board Policy Manual (BPM). New members to the Board, as well as the college president, are ratified by the General Assembly of the Church of God (Anderson, IN). The bylaws, articles of incorporation and BPM were last revised in 2011 (see Exhibits 2.1, “Warner Pacific College Bylaws,” 2.2, “Warner Pacific College Articles of Incorporation,” and 2.3, “Warner Pacific College Board Policy Manual.”). The college’s Board of Trustees operates through a policy governance model in which the board sets policy and the president, through her administration, implements practices to ensure policy compliance. The BPM articulates all of the functional areas of the college with respective expectations for performance. The president reports compliance on those policies to the board at each of its regular meetings.

At Warner Pacific, various constituencies oversee multiple areas of responsibility in reference to employees, curriculum, programs, finances, student affairs, athletics, the library and a variety of other functions. When it comes to curriculum, for example, any faculty member may propose changes to a course syllabus, major, or program, through a clearly defined process for approval of that proposal. This includes the relevant department, and in the case of substantive changes, the Curriculum Committee, the Academic Council, and the full faculty, as well as accreditation approval, before implementation. Other areas of the campus have similar processes in place to implement changes.

Ultimately, the Executive Cabinet (EC), which includes the President and all college vice presidents representing the areas of Academic Affairs; Finance and Operations; Advancement; Enrollment; and Community Life, oversees all decision-making bodies of the college. Through this broad representation, the EC seeks to receive input from all areas of the college to inform decisions. While consensus across the college is the goal, the president reserves the right to make a decision where consensus does not exist. One

CHAPTER TWO

significant example of the breadth of input on important decisions is the annual budget setting process, which begins with all college budget managers presenting their proposals to each other and the EC at a meeting each January.

One of the objectives of this process is that each budget manager has an opportunity to have the department's needs and goals heard by his/her colleagues; this in turn means that each budget manager is able to see the broad range of budget requests and how his/her own department's requests fit into the larger picture. Additionally, the administration shares the forecasts and assumptions with budget managers upon which the budget is based, as well as a framework for decision making regarding budget requests. All budget requests are to be linked to the college's Strategic Plan and the goals articulated by the EC (mission fulfillment, balanced budget, regulatory compliance, support for growth, and academic enhancements.). While the EC ultimately prepares and presents the final budget for the board's approval, the process of receiving and sharing budget requests provides an opportunity for employees across the college to give input into shaping the budget.

Other areas where broad input has been sought and integrated into the college's direction are the Strategic Planning process, the Academic Vision process, market position research, campus master planning, and the Urban Commission process. In each case, members from across the college community participated in the crafting of vision and language for the college's reality and future.

The respective vice presidents also receive information and recommendations from the Administrative Council and the Academic Council, constituent assemblies with broad representation and individual stakeholders.

Finally, the college hosts multiple faculty and institutional committees, some standing/some ad hoc, for the purpose of developing and proposing policy, action, and problem-solving. One example of this is the Accreditation Committee, initially a short-term committee that has become a standing committee, gathered for the purpose of responding to the NWCCU's standards for accreditation and ensuring, with the oversight of the CAO, the college's adherence to these standards.

The recent revision of the bylaws of the board of trustees and the implementation of a board policy manual has significantly clarified relationships and responsibilities of the board, the EC, the budgeting process, and various college committees, providing the needed foundation for even greater success in the implementation of the college's mission, vision, and values.

Some of the challenges the college currently faces are due to the significant growth – both in enrollment and staffing – which means that many processes and practices, as well as employees, are new. While these are seen as “good problems to have,” the challenges are no less real. Areas that the college continues to seek

CHAPTER TWO

to improve include communication to and from administration, adequate and appropriate staffing, and organizational maturation while redefining its identity not only as a larger institution than ever before, but also one which seeks to live into its urban mission.

GOVERNING BOARD

According to the bylaws adopted at the May 2011 meeting, the Warner Pacific board of trustees “shall consist of 15-23 members.” The structure requires that at least one-third are ministers of the Church of God, Anderson, Indiana. The bylaws also indicate that no member can be directly employed by the college. Each year the board members are required to sign a conflict of interest statement disclosing any potential conflicts. According to the bylaws “neither the Chair of the Board nor other voting members shall have contractual, employment, or personal or familial financial interest in the institution or in any decision made by the institution.”

The board acts as a committee of the whole; however in accordance with the bylaws and board policy manual, the board has authorized the Executive Committee to make decisions on the board’s behalf in the event that a decision is necessary prior to the regularly scheduled board meeting. In that event, the entire board is notified and the decision is discussed at the next full board meeting.

The bylaws describe the responsibilities of the board as follows:

- a. Select a president to manage the college
- b. Elect officers from among its membership
- c. Serve on standing committees
- d. Review and approve the annual budget
- e. Set policies of the college
- f. Approve all long-term plans involving capital improvement
- g. Perform other function prescribed in the bylaws or policy manual

The board is committed to review and revise the Board Policy Manual on a regular basis. Any changes to the policy manual are ratified by the entire board at its regular meeting.

Through its committee structure (Program, Finance/Audit, Investment, Advancement, Governance and Executive Committees), the board regularly reviews the institutional quality, effectiveness, integrity, financial stability, and viability. The president provides regular interim reports to the board, communicating the overall state of the institution. Each regular board meeting is framed by an official report which includes not only the president’s reflections but also supplemental material from each of the vice presidents.

CHAPTER TWO

In 2009, the board hired Andrea Cook, Ph.D. as the current president of Warner Pacific. The board has entrusted Dr. Cook with the responsibility of managing the institution and implementing the board policies. In May 2011, the board conducted a verbal evaluation of Dr. Cook which concluded with a mutual affirmation of the goals to be met in the subsequent year.

LEADERSHIP AND MANAGEMENT

President Cook has spent her entire career in higher education. After completing her baccalaureate degree in elementary education at Northwest Nazarene College in 1977, President Cook served as Director of Financial Aid and later as Director of Admissions at Judson Baptist College. Between 1983 and 1987, she was the Associate Director of Financial Aid at the University of Oregon. She then began a 15-year stint at George Fox University, where she held a number of positions, including Director of Admissions and Marketing for Continuing Studies, Registrar, and, finally, Vice President for Enrollment Services from 1993 to 2002. President Cook served as Vice President for Institutional Advancement at Goshen College (IN) from 2002-2005 before taking the same role at Warner Pacific. She became Interim President in May 2008, and was unanimously selected to become the college's seventh president in November 2008. President-Elect Cook was ratified by the General Assembly of the Church of God in June of 2009 and began her first five-year term as President of Warner Pacific College.

President Cook holds both a master degree and a Ph.D. in Educational Policy and Management from the University of Oregon. Her doctoral dissertation addressed the role of faculty intervention in student retention. Shortly after being installed as president, Dr. Cook assembled her Executive Cabinet (EC). The EC is comprised of six members including Dr. Cook: Dr. Cole Dawson, Vice President for Academic Affairs, has 30+ years of experience in higher education. He is a gifted instructor and has significant administrative experience. Dr. Toni Pauls, Associate Vice President for Academic Affairs and Dean of the Adult Degree Program, has 20+ years of academic experience with a focus in adult higher education. The academic division of the institution oversees all academic departments, academic advising, the Adult Degree Program (ADP), Library Services, Registrar, Teacher Education (including the Early Learning Center).

Kevin Bryant, Vice President for Institutional Advancement and External Relations, has significant experience in fundraising and institutional advancement in higher education institutions and other not-for-profit organizations. Included in the institutional advancement division of the institution are Alumni/Parent/Church Relations, and Marketing and College Relations. Steve Stenberg, Vice President of Operations, has 25+ years of experience in industry including capital project management. The operational division of the institution entails Human Resources, Campus Safety, Maintenance, Information Services, Bookstore, Finance, Facilities and Conference Services. The newest member of the EC is the Vice President for Community Life, Dr. Daymond Glenn. Dr. Glenn comes to the college with extensive experience in student affairs and academic life. He also serves as the college's Chief Diversity Officer. He is responsible for all Student

CHAPTER TWO

Affairs departments (Academic Support, Campus Ministries, Career and Life Counseling, Leadership and Development, Health and Wellness, the Act Six program, and Residence Life) as well as Athletics. Enrollment Management (traditional Admissions and Student Financial Services) reports directly to the President.

The Warner Pacific Leadership and Organizational chart and résumés for all cabinet members are available in Exhibit 2.4 “Warner Pacific College Organizational Chart.”

POLICIES AND PROCEDURES/ACADEMICS

The faculty handbook, specifically sections 107-109, contains the institution’s policies related to teaching, service and scholarship. These include expectations relating to the fulfillment of the annual contract, including expected teaching load, committee responsibilities, and guidelines for promotion in academic rank. Also included is the structure and requirements of the academic committees. Additionally, expectations are clearly outlined in the faculty members’ individual contracts. The Faculty Professional Concerns Committee reviews regularly these policies and recommends amendments when necessary. See Exhibit 2.7 “Faculty Handbook” for full descriptions.

Academic policies related to academic performance, transfer of credit (to and from the institution), graduation requirements, and academic integrity are clearly articulated in the college catalog and on the college website. The ADP bulletin describes policies unique to ADP students.

The Records Office staff distributes copies of the current Warner Pacific catalog to traditional students when they matriculate to the college. Similarly, ADP student services staff distributes an electronic version of the current ADP Bulletin (see Exhibits 2.5, “Warner Pacific College Catalog,” and 2.6, “Warner Pacific College, Adult Degree Program Bulletin”) to matriculating ADP students during their orientation to the program. The Warner Pacific catalog and ADP bulletin are also available through the college’s website. These documents contain information related to admission requirements for each program, graduation requirements for all majors and degrees, grading policies, information related to academic standing (e.g. warning, probation) and information regarding the appeals and grievance processes. Additionally, the college Registrar assigns academic advisors to all traditional students. These advisors are full time faculty members, capable of helping students understand and interpret the policies and assisting in the appeals process, if necessary. ADP academic counselors are full time advisors, whose advisees are assigned by cohort (i.e. each member of an ADP cohort has the same counselor).

The library page of the college website provides details regarding access to and use of the library and information resources. The college librarians are also available to visit individual classes on request to give students an orientation to the library system. Faculty are encouraged to integrate elements of the college’s informational literacy plan into their courses.

CHAPTER TWO

The Warner Pacific catalog includes information related to the transferability of credits to and from Warner Pacific College on pages 31-32. In addition to accepting credits from regionally accredited colleges and universities, Warner Pacific evaluates coursework from colleges listed in the American Council on Education's "Accredited Institutions of Postsecondary Education" for acceptability. Though most credits are evaluated on a course-by-course basis, Warner Pacific has established several articulation agreements with area community colleges, trade schools, and four-year institutions that allow the registrar to examine incoming transcripts by specific programs as well. These details are pertinent for prospective students looking to transfer to Warner Pacific, and current students planning to transfer to another institution. The catalog also provides academic information that is relevant to other outside entities, (e.g. other colleges, foundations and donors). This information includes Warner Pacific's history and mission statement, accreditation bodies and student right to know information required by law, course descriptions, learning objective and course requirements for all majors, and all degree requirements.

STUDENTS

Policies governing student life, academics, academic support including ADA, appeals, and behavioral expectations are defined for all Warner Pacific students. The college catalog and the student handbook, *The Squire*, describe all policies related to traditional students. Traditional students receive information about those policies in multiple settings and have access to both publications in hard copy and online. Residential students attend a mandatory meeting at which policies and expectations are discussed, and all traditional students agree via signature that they have received a copy of the student handbook.

Students in the Adult Degree Program receive information about policies and support through the ADP Bulletin. ADP staff verbally inform students of the most commonly exercised policies (attendance, ADA, withdrawal dates, graduation requirements, etc.) at each cohort's orientation, and all students are given an electronic copy of the Bulletin on the flash drive they receive at orientation. The ADP Bulletin is also available through the college website. Additionally, each course syllabus restates several policies including attendance, withdrawal, and ADA compliance.

Changes in policy may be proposed from multiple sectors of the college, including student focus groups, staff input, and the college administration. Policies are generally discussed by the relevant committee (standing or *ad hoc*), and proposals for changes are overseen by the appropriate body (including but not limited to the Academic Policies Committee, college faculty, student affairs staff, and the Executive Cabinet). The college's legal counsel also reviews documents such as the Community Covenant.

The college provides academic support to all Warner Pacific students (traditional and ADP). Services may include free tutoring, placement testing, and access to additional accommodations under the ADA policy. The Office of Enrollment Management, in conjunction with the Office of Academic Support, assigns students in the traditional program who are identified as academically "at-risk" to an academic mentor (usually a

CHAPTER TWO

staff member of the college), and closely tracks the progress of these students via attendance and grades. The Director of Academic Support supplements these efforts with tutoring services and often intervenes personally if circumstances warrant. The college has opened discussions with Portland Community College regarding access to developmental courses for Warner Pacific students needing assistance in specific areas.

Academic support for students enrolled in the ADP is handled a bit differently. The non-term nature of the ADP calendar precludes “term tracking” of grades. Instead, ADP students are placed on “warning” after earning less than a “C-“ in any undergraduate course (“B-“ for graduate students). The associate registrar for the Adult Degree Program notifies the student of the warning status and suggests steps that might be taken (i.e. contacting the academic counselor or the Academic Support Center) if additional academic assistance is needed. The Academic Support center provides tutoring for ADP students as well.

The college’s website contains all admissions standards for both the traditional and adult programs. The college provides a process for consideration of an applicant who does not meet regular admission standards. In such cases, a committee of college representatives reviews the student’s application seeking to balance the student’s deficiencies against the probability for success in each unique circumstance. Should either program desire to amend admission standards, the traditional Department of Enrollment Services or ADP Leadership Committee submit a detailed proposal describing the requested change, including rationale, implementation strategy, and anticipated institutional impact to the Academic Policies Committee. The committee reviews the proposal and, once approved, passes the proposal on to the faculty for their consideration and approval.

Students in the traditional program have access to and are encouraged to participate in a broad range of co-curricular activities, including athletics, performing arts, and leadership. Roles, responsibilities, policies, and information regarding participation in these activities are included in *The Squire*, the college catalog, and through multiple communications, including posters around campus, emails, chapel announcements, and other publications. Students in athletics and leadership are required to sign contracts that define their roles and responsibilities while participating in those activities. As appropriate, ADP students are also informed of and invited to participate in these events, generally announced by email.

HUMAN RESOURCES

Warner Pacific College maintains a Personnel Policies Handbook as well as a Faculty Handbook that covers policies specific to the faculty. (See Exhibits 2.7, “Warner Pacific College, Faculty Handbook” and 2.8 “Warner Pacific College Personnel Policies Handbook”). In both documents, policies governing employee roles, responsibilities, rights, appeals processes, working conditions, and protections are delineated. Electronic copies are available on the college’s shared drive. The goal of these documents is to empower employees with information to help ensure, alongside the efforts of human resources, that all policies are applied consistently and fairly. If a question of interpretation arises, the Executive Cabinet makes the final decision.

CHAPTER TWO

Both handbooks are reviewed on a regular basis by appropriate parties, and changes to either handbook are overseen by relevant committees (e.g., Faculty Professional Concerns Committee), approved by the governing bodies (Executive Cabinet, full faculty), and reviewed by legal counsel. Updates are communicated to employees in appropriate settings. Staff and administrative faculty are also reminded of their rights, responsibilities, and roles during the annual evaluation process.

All employee files are secured in locked cabinets; past employee files are maintained for seven years in a locked storage facility on the Tabor campus.

INSTITUTIONAL INTEGRITY

To ensure consistency and accuracy of information from Warner Pacific College, the Department of Marketing and College Relations has established and published visual standards and practices guidelines for all external printed communications (including online content), and serves as the facilitator for other communications, such as interviews with media. Content of publications is reviewed by appropriate offices, including academic departments and committees, human resources, registrar, marketing, and the Executive Cabinet; specific documents, such as governing handbooks and legally binding documents, are also reviewed by the college's legal counsel to ensure ethical standards and legal compliance. Under the leadership of the registrar, academic departments and respective offices within the college review and revise the catalog annually. Employee handbooks specify appeals and grievance policies including the process and timeframe by which they will be handled.

Employees of Warner Pacific are expected to adhere to certain behavioral standards when representing the college. These standards are stated in the employee and faculty handbooks and are included on the faculty contracts that are signed on an annual basis. Additionally, the college's Community Covenant, published in the traditional student handbook, *The Squire*, defines student behavioral expectations; a modified version befitting adult students is also included in the ADP Bulletin. These standards have been reviewed by the college's legal counsel as well.

Intellectual property rights are defined in the Faculty Handbook and reviewed regularly by the Faculty Professional Concerns Committee. Any changes are reviewed by legal counsel.

Warner Pacific's accreditation status with the NWCCU is stated according to NWCCU standards in the college catalog, the ADP bulletin, and on the college's website. The website also provides a link to the NWCCU website.

In 2004, the college entered into a contract that provides support for marketing of and recruitment for the Adult Degree Program through the Institute for Professional Development (IPD). In light of new federal regulations, the college and IPD completely revised the contract in 2011. The new contract, including the

CHAPTER TWO

Transfer of Credit agreement and Memoranda of Understanding (MOUs), conform to the latest Department of Education regulations. (See Exhibit 2.9 “Warner Pacific College—Institute for Professional Development Contract”). The Executive Cabinet and administration of IPD review the contract annually to ensure relevancy and continued adherence to the college’s mission; new MOUs are established as needed. The president apprises the college’s board of trustees of developments in this relationship via reports at its three meetings each year.

The college conducts all fundraising activities in accordance with the ethical guidelines of the Association of Fundraising Professionals. In addition, the institution recruits students in accordance with the ethical standards of North American Coalition for Christian Admissions Professionals and American Association of Collegiate Registrars and Admissions Officers, and administers financial aid in accordance with federal and state regulations as well as the ethical standards of National Association of Student Financial Aid Administrators.

ACADEMIC FREEDOM

Policies governing academic freedom and responsibility are published in the Faculty Handbook, reviewed by the Faculty Professional Concerns Committee and approved by the full faculty and Board of Trustees. Additional support for these policies is found in the Academic Vision and Strategic Plan documents as well.

The college demonstrates support of academic scholarship through multiple means, including professional development funds for the pursuit of scholarship, and an annual monetary award for excellence in scholarly productivity. In addition, three times annually, the faculty present their latest research and practices in gatherings called the Faith and Scholarship forums. These are open to all faculty, staff and students. The college affirms and promotes diverse academic perspectives based on sound reason and research, while also upholding a commitment to its Christian foundation. In so doing, Warner Pacific fulfills its core themes related to providing a liberal arts education within a Christian framework.

FINANCES

In general, the Board Policy Manual (BPM) describes the policies and procedures of the college related to finances (see Exhibit 2.3, “Warner Pacific College Board Policy Manual”). The board reviews implementation of these policies at each of its meeting based upon the recommendations of the Finance Committee. The college’s Office of Business and Finance makes quarterly reports to the Finance Committee. These reports are, in turn, discussed with the full board. The college’s auditors from KPMG LLP review all internal accounting policies, as well as any policy that changes the management of financials. Auditors also receive copies of minutes from the Finance and Investment Committees of the board to ensure congruency with policies. Section 8, “Audit and Compliance” of the BPM clearly delineates these stipulations.

CHAPTER TWO

The board's Investment Committee recommends decisions related to the institution's holdings. On the advice of a consultant, policies regarding investments and endowments have been strengthened in the last four years. Those policies were reviewed and approved by the board through the process described above.

A regular reporting structure and practice keeps the board apprised of the financial management of the college. The college's Office of Business and Finance manages day-to-day decisions. Should an emergency arise, the board chair may convene a meeting of the Executive Committee of the Board, which includes the board's vice chair, treasurer, and college president.

A rendering of the structure of the college's leadership appears in Exhibit 2.4, "Warner Pacific College Organizational Chart."

2.B HUMAN RESOURCES

The Executive Cabinet oversees all personnel issues, including approval of new positions and filling of vacancies in existing positions, based on specifically articulated institutional priorities. The director of human resources led an effort to revise staff position descriptions in the spring of 2010 to assure consistent formatting and accurate reflection of duties and responsibilities. The specific subjects covered on the position descriptions include:

- Fair Labor Standards status and FTE Level
- Department and Reporting Relationship
- Summary Description (includes all supervisory responsibilities)
- Essential Functions (includes authority and decision making responsibilities)
- Minimum and Preferred Qualifications
- Physical Demands in the Work Environment

Once approved, the Director of HR posts staff and faculty openings internally via email, on the college website, on appropriate job boards, and other specifically selected venues to attract a diverse population of candidates. The director encourages all interview panels to include at least one non-Caucasian individual, which represents the college's commitment to ethnic diversity.

Beginning in 2002, the college implemented a Results and Support Management Agreement system by which administrators and staff were reviewed annually. Reviews focused on performance on elements of the job descriptions, divided into a) specific roles, b) responsibilities within those roles, and c) tasks required to fulfill those responsibilities. Each responsibility had a specific "result" (i.e. performance goal) and "support" (supervisor support required to achieve the result) that were evaluated annually. These reviews ultimately informed decision about base compensation, merit increases in pay and (where appropriate) internal promotions.

CHAPTER TWO

Assessment of the program revealed employee dissatisfaction with its cumbersome and inflexible application. As a result, the director of human resources led the creation of an internal Performance Evaluation System, which evaluated general job performance in the following areas:

- a. Productivity/Quality of Work
- b. Interpersonal Relationships
- c. Use of Resources
- d. Initiative and Innovation
- e. Customer Service
- f. Problem Solving
- g. Commitment to the College's Mission

The process also provided opportunities for the employee and supervisor to set and evaluate the achievement of specific annual goals in reference to the growth of the employee. A test group of employees implemented a pilot of this new program in the fall of 2009. Following review by the Administrative Council of the college, all staff employees participated in the process beginning in the spring of 2010.

The college provides multiple opportunities for the professional development of the faculty, staff and administrators, including:

- a. All employees participate in appropriate orientation activities prior to beginning their regular job responsibilities.
- b. Faculty gather for a full-day retreat during the week preceding the start of the traditional fall semester. The schedule includes training on new programs/processes, opportunities for input, updates on services available, and occasions for fellowship.
- c. "Faith and Scholarship" forums expose the community to lines of research and other scholarly activities of the faculty and staff.
- d. Faculty also offer "brown-bag lunch" opportunities to discuss topics of mutual interest throughout the academic year.
- e. Faculty have access to professional development funds in the amount of \$200 per academic year for any use. Additional funds are available to support scholarly conferences, publishing activities, performances, and other aspects of professional development.
- f. The college encourages advancement in learning through a graduate school assistance program for faculty, staff and administrators.
- g. Faculty are also eligible for sabbatical leaves and specialty contracts, which provide release time for special projects.

CHAPTER TWO

- h. One day of the mid-term break during the traditional fall semester is set aside for staff development opportunities. Similar to the faculty retreat, it is designed to offer staff members training, dialogue and fellowship opportunities.
- i. The Department of Human Resources offers periodic training opportunities to enhance the employees' job performance as well as in areas of personal interest.
- j. College budget managers participate in training designed to enhance their supervisory skills and to create an even more positive work environment.
- k. Specific job training opportunities are made available on an as-needed basis, including site visits to other institutions and technology training.

Warner Pacific hires faculty who are highly qualified, both in terms of their academic degrees as well as their experience in teaching and fields related to their subject areas. The Faculty Handbook identifies three categories of faculty: teaching faculty, administrative faculty, and adjunct faculty. Requests for teaching faculty positions emerge from the academic departments, are approved by the Executive Cabinet subject to available budget support, and are advertised in appropriate local, regional and national venues. Under usual conditions, a search committee (chaired by the appropriate department chair and comprised of no fewer than three faculty members, one of whom must be a faculty member from outside the department or program) undertakes the search and screen process, recommending at least two candidates for on-site interview where possible.

Academic department chairs recruit and secure adjunct faculty teaching within their respective departments. Some candidates are required to teach a sample lesson, or to work with a mentor faculty member prior to taking on full responsibility for a class. All teaching faculty and adjunct instructors must hold at least a master degree, and have demonstrated expertise in the subject area being taught. On rare occasions, individuals with exceptional professional expertise in a particular area but who do not hold an advanced degree may be approved to teach a course.

Warner Pacific College has struggled in its history to compensate faculty adequately. Several years ago, the college identified the median salary level of the Council of Christian Colleges and Universities as its goal within each rank. According to analysis of the CCCU's 2008 survey, however, Warner Pacific lagged by 25-35% behind this benchmark. In that year, with the assistance of a Faculty Salary Taskforce, the administration devised and implemented a plan beginning with the 2009-10 contract year to reach its goal within five years. Weighted in favor of the junior ranks, the increases in the first year amounted to 17.5% for Assistant Professors, 14.1% of Associate Professors, and 9.8% for Full Professors.

CHAPTER TWO

In the 2010-11 and 2011-12 academic years, the administration incorporated salary increases averaging 8-10% for each rank. In those same years, the poor national economy caused many of the colleges in the CCCU to offer only small salary increases, well below the projected 3% of the college's catch-up model. The combination of aggressive increases by Warner Pacific and modest advancement of the benchmark meant that the achievement of the salary goal will likely happen with the 2012-13 contracts. Compensation for adjunct faculty has increased at a more modest rate in the last two years. Current budget conversations include a more aggressive plan for these increases.

The college carefully monitors class size in order to enhance the potential for student learning. Because of the intentionally participative learning process, ADP modules are designed for a limit of 25 students. Similarly, composition classes, other high workload, and science lab sections for students on the traditional campus are capped. The Academic Council recently commissioned a study that confirms this practice in reference to our benchmark institutions. As course enrollments near the cap, department chairs may consult with the dean if additional sections of closed classes may be necessary to meet student demand and need. No course at Warner Pacific enrolls more than 50 students in a given section.

As of September 2011 the college employed a total of 116 instructors (29 full time teaching faculty, 87 part-time instructors). Of full time teaching faculty, 10.3% represented minority groups, and 37.9% were women.

A full time teaching load is 12 credits per semester, with specific adjustments made for particularly labor-intensive courses (e.g. science labs, performing groups, physical activity courses). In addition, each full time teaching faculty member advises students as assigned within his/her area of expertise, serves on at least one institutional committee, assists with admission and registration activities, and participates in chapel, convocation and commencement ceremonies. Additional teaching or administrative assignments are usually compensated with reduction of teaching load or overload pay.

Full time teaching faculty are evaluated annually through the following means:

- a. One course per semester is reviewed through student survey and faculty memo of reflection.
- b. Each faculty member submits an annual narrative to the academic vice president, outlining particular areas of teaching, scholarship, and service, reviewing the major accomplishments of the year, and outlining goals for the coming year.
- c. The department chair (or designee) visits at least one class session of each faculty member in his/her department annually.
- d. Every spring, each faculty member has a conversation with his/her department chair to review all of the above materials. This conversation results in a written summative review of the faculty member's year. This document remains a part of the faculty member's permanent file.

CHAPTER TWO

The evaluation process for adjunct instructors in the traditional program is somewhat more rigorous than that of full time faculty:

- a. Adjunct instructors are required to conduct student survey reviews in each class taught each semester. This may occur at the mid-point of the semester, the end of the semester, or both, as requested by the department chair.
- b. The department chair (or designee) visits each course taught by the adjunct instructor at least once. If cause for concern is identified, more course visitations may be conducted throughout the semester.
- c. At the end of each semester, each adjunct faculty member has a conversation with his/her department chair to review all of the above materials. A written summary of the conversation, will be placed in the adjunct's permanent file.

Where deficiencies in the performance of full time faculty are identified, the faculty member is required to participate in one of two tracks of assistance, as identified by the dean of the faculty in consultation with the department chair, until the faculty member meets adequate performance levels. One track includes the assignment of a faculty mentor as part of a **plan for improvement** which may include the following: dialogue about teaching styles, course management, advising, student/teacher interaction, scholarship, and /or service depending on the identified deficiencies. Specific documentation of progress and outcomes is determined by the mentor faculty, the department chair, and the dean.

In the second track, identified as **probationary status**, the faculty member for whom a deficiency (or deficiencies) has been identified completes a comprehensive professional growth plan that addresses the areas of teaching, scholarship and service. The plan contains specific objectives with measurable outcomes. Evaluation of progress is ongoing in an effort to help the faculty member to achieve a satisfactory rating. However, continued deficiency (or deficiencies) or unmet objectives may lead to a determination of non-renewal. The faculty handbook (Exhibit 2.7, Section 318) describes each of these processes in detail.

2.C EDUCATIONAL RESOURCES

Since its 2002 full-scale report and visit, Warner Pacific College has fulfilled its institutional mission by continuing to extend its academic offerings, build its educational infrastructure and invest in student learning. The following table briefly illustrates the range of these changes.

2002	2012
Rudimentary and fragmented assessment process	Sophisticated and comprehensive assessment of learning outcomes
20 majors, 26 minors, 1 master degree program	29 majors, 28 minors, 6 master degree programs
Small degree completion program housed on main campus	Adult Degree Program enrolls over 1100 students in three degree levels at seven sites

CHAPTER TWO

Limited online instruction and support	Extensive use of Moodle and publisher- based online resources supplement classroom instruction
Informal process of curricular change	Implementation of new program protocol
Reliance on traditional definitions of student preparation and motivation	Re-conceptualization of challenges posed by first-generation college students
Limited intentional recruitment of students from diverse backgrounds	Partnership with the Portland Leadership Foundation to implement the Act Six Urban Leadership and Scholarship initiative; engaged an Urban Recruitment Coordinator and an Act Six Coordinator; hired a Vice President for Community Life and Chief Diversity Officer
Library consortium provided access to ca. 5 million volumes	Membership in the Cascade Alliance provides access to ca. 29 million volumes
Fulltime teaching faculty salaries 25-35% below benchmark	Fulltime teaching faculty salaries at or near benchmark

Accompanying these changes has been a complete turn-over of the college's administrative team since 2002. The president, vice president for academic affairs, vice president for operations, associate vice president for academic affairs, and vice president for college advancement assumed their current roles in the period from 2005 to 2010. The vice president for community life took office in the fall of 2011. President Cook's inaugural address in September 2009 reaffirmed commitments to the college's mission, particularly to its urban identity as highlighted in the core theme "Impacting the Urban Environment." This has meant a thorough review of the curriculum, using the institution's geographic location as a lens through which to view the opportunities for the college to serve its community.

The college's mission includes a commitment to the core theme of preparing students for the "spiritual, moral, social, vocational and technological challenges of the 21st century." The bedrock of that preparation is the academic program. Beginning with the Core Curriculum and integrated throughout all degrees offered by the college, is a dedication to student learning that makes a difference in their lives and in the communities in which they will serve.

Academic departments conduct annual assessment of each of the majors offered. Assessment plans require articulation with the department's mission as well as with one or more of the core themes as a demonstration of the intentional integration of these crucial elements.

In a broader perspective, departments conduct periodic program evaluations that take into consideration the performance of majors in categories, such as number of students enrolled, graduation rates, post-graduate

CHAPTER TWO

study or employment. Assessment plans and reports, as well as the program evaluations, are available in Exhibit 2.10 “Assessment Plans and Reports.” In four recent cases, departmental evaluations have been supplemented by processes that included external review panels. The Religion and Christian Ministries Department and the Education Department hosted “blue ribbon panels,” designed to take 360-degree views of their programs. Internal evaluations of the ADP have been enhanced by input from the college’s marketing and recruitment partner as well as a formal consultant through The Genysis Group. The Social Science Department used four consultants to explore new opportunities to strengthen and expand the department’s offerings. Somewhat less formally, departments engage evaluation and planning in the anticipation of new hires, either through addition or replacement. Most recently, this has taken place in the Department of Natural Sciences and Health, the Music Department, the Religion and Christian Ministries Department, the Humanities Department, the Business Department, and the Social Science Department.

The college identifies requirements for majors and minors in the catalog, ADP Bulletin, its website and in departmental promotional pieces. These venues also include expected learning outcomes consistent with the courses of study. Approval of all courses and degrees follows a procedure that ensures involvement at the departmental, Curriculum Committee and full faculty levels. These steps verify that each proposal adheres to institutional policies and standards consistent within higher education. See the “Program Submission Checklist,” Exhibit 2.11.

Warner Pacific’s traditional program catalog, ADP bulletin and website also clearly identify requirements for admission to and graduation from the college. The college offers three levels of degrees: associate, bachelor and master. Briefly, the associate degrees require a minimum of 62 semester credits, are organized around a specific subject area and general education requirements, and must be completed with a minimum of a 2.0 grade point average. The bachelor degrees require a minimum of 124 semester credits, are organized by major and general education requirements, with upper division credit minimums, and must be completed with a minimum of a 2.0 grade point average. The master degree credit requirements range between 33 and 41 semester credits, are organized according to the content of the degree, and completed with a minimum grade point average (varies by program). In addition, all degrees include residency requirements.

Warner Pacific College has a consistent and documented policy for accumulating student credits in courses, majors, minors, and degree programs. Academic credit granted for courses is based on the amount of time a class meets per week for a semester. One credit per semester ordinarily represents three hour of the student’s time each week: one hour in the class and two hours in outside preparation. Most of the courses in the traditional undergraduate program are three-credit classes, 15 weeks in duration, on a semester calendar, giving a total of 45 clock hours in class (135 clock hours, including outside preparation). This description adequately captures the definition of credit hours, similar to other higher education institutions nationally. The catalog and departmental checklists describe the number of credits, specific learning outcomes, and required courses for each degree program.

CHAPTER TWO

The Adult Degree Program (ADP) utilizes a more intense schedule with nearly continuous enrollment. Most courses require four hours of class work and 12-20 hours in outside project/study work per week. Most undergraduate courses are on five-week schedules for a total of 20 clock hours in class (80-120 clock hours, including outside preparation), for three academic credits. The credit-hour system in ADP is comparable to other accelerated adult programs in the region. Each degree program in ADP (associate, bachelor, and master) have specific lists of required courses, learning objectives and credits which are published and listed in course syllabi. This information is also given to students personally by ADP enrollment counselors and academic counselors. The respective chairs of the college's academic departments monitor the learning outcomes of these degree programs for comparability between the adult and traditional programs.

DEGREE PROGRAMS

The seven academic departments of the college (i.e. Business, Education, Humanities, Music, Natural Sciences and Health, Religion and Christian Ministries, and Social Science) oversee the basic structure of the curriculum and degree programs offered. Admission and graduation requirements of each program are clearly articulated in the college catalog and ADP Bulletin.

Individual descriptions of each department including details about the history and mission, programs offered, programmatic changes made, assessment, and faculty for each department follow.

A. Department of Business

The Business program at Warner Pacific College has been in existence for over 30 years. It is well-integrated into the core themes of the college, including a liberal arts orientation, is reflective of the urban identity of the college, serves a wide variety of students, and rests on a Christ-centered approach to learning.

The mission of the Department of Business is to prepare ethical, self-confident, knowledgeable, and technologically competent business professionals able to perform effectively in a global and multi-cultural environment characterized by rapid technological and social change. The three major components necessary to achieve the mission are:

1. Teaching: Preparing students for the present and future challenges of a complex, dynamic and global business world.
2. Learning: Keeping current in business disciplines through professional research and development.
3. Service: Recognizing [the] responsibility to provide resources and support to the college and the local and regional business community.

CHAPTER TWO

The Department of Business administers undergraduate and graduate degrees in both the traditional and Adult Degree Program formats. Specifically, the degrees and their program formats are listed below. A complete list of each program's core competencies and required courses are contained in Exhibit 2.12 "Business Department Programs."

Graduate Programs (ADP format):

1. Master of Science in Accounting
2. Master of Science in Management and Organizational Leadership

Baccalaureate Programs:

1. Bachelor of Business Administration (ADP format)
2. Bachelor of Science in Business Administration (traditional program format)
3. Bachelor of Accounting (ADP format)
4. Bachelor of Science in Accounting with a (required) second major in Business Administration (traditional program format)
5. Bachelor of Health Care Administration (ADP format)
6. Bachelor of Science in Health Care Administration (traditional program format)

Associate Programs:

1. Associate of Science in Organizational Dynamics (ADP format)
2. Associate of Science in Business Administration (traditional program format)

During the 2005-2006 Academic Year, the Department of Business initiated an aggressive program to upgrade the curriculum, eliminate unnecessary or duplicate courses, add prerequisite courses to the required course list where appropriate, and eliminate marginal degree programs. The department consulted numerous business leaders, surveyed existing students and program graduates, and analyzed assessment data related to student competence and satisfaction. The intent was to build a program whose content was relevant in the contemporary business environment that would give graduates the necessary skills to be successful. The resulting changes are summarized in Exhibit 2.13 "Business Department, Assessment Based Improvements."

New major programs in Accounting and Health Care Administration were developed in both the traditional and ADP formats. Details of the marketing and assessment processes leading to these new programs are included in Exhibit 2.14, "Accounting and Health Care."

Appreciating the value of a broad education, the department has been proactive in encouraging students to earn double majors in Business Administration and Social Science, or Business Administration and Human

CHAPTER TWO

Development. At least 16 business students have graduated with a double major over the last five years. In the co-curricular realm, the department initiated a Business Club in 2008. The Business Club gave students an opportunity to work on special projects that benefit the local community as well as the Warner Pacific community. It also gave students a forum to discuss business related issues. In 2009, the department initiated a new chapter of Students in Free Enterprise (SIFE), a national business organization. In 2010, the SIFE team participated in a regional competition in San Francisco, California and won second place for their efforts. In the spring of 2011, the college's SIFE team won their division of this competition and traveled to Minneapolis to compete in the national tournament.

The Department of Business recognizes the evolving nature of conducting business in a technology-driven, global world. As such, several initiatives have been in development since 2010-2011:

1. All quantitatively-oriented courses (Accounting, Finance, and Operations Management) have been converted to instruction in Microsoft Excel. The students must now use Excel formulas for all their calculations and design the appropriate spreadsheet application for all their in-class and homework problems.
2. Development of a Business Research Center. The purpose of the center is to perform department and institutional research, to include assessment and marketing research for new programs and degrees, and ultimately to perform research for external businesses. There are very few local institutions offering management and/or marketing research at an affordable cost. The department sees this as a way for the business students to obtain real-world research experience, and well as a way for the department to build working relationships with companies in the local community.
3. Modification of BUS 342, Marketing Management, to accommodate establishment of the Business Research Center. Students will take basic automated statistics in BUS 393, and then apply that knowledge in actual management and marketing research studies in BUS 342. Selected students will then take two semesters of BUS 495, Internship, and work in the Business Research Center (utilizing commercial research hardware such as compilers and servers).
4. Development of both Six Sigma Certification and Program Management Certification programs. Not only should these certification programs significantly increase student competitiveness in the contemporary business environment, but many companies are requiring their existing employees to obtain these certifications in order to be promoted or to work on specific projects.

The department is also considering proposals for additional degree programs, including a Master of Science in Finance, a Master of Business Administration, a Bachelor of Science in Sports Management, and a Master of Science in Health Care Administration.

CHAPTER TWO

Assessment is at the core of these new proposals. In order to gather the best possible data, the Department of Business has been developing and implementing the following assessment programs:

1. Core competencies for each major program .The department has correlated each core competency to a specific course in each major program and is currently rewriting each course objective and linking the objective to its specific core competency.
2. Student End-of-Course Evaluation prototype that has been approved by the Faculty Professional Concerns Committee for classroom testing. The document is currently being used to assess all traditional business courses. The form was designed to allow direct correlation with the existing ADP Student End-of-Course Evaluation document. This has allowed the department to develop a single database to correlate the assessment outcomes of both traditional and ADP courses based on curriculum, course objectives, group activities, instructor performance, and the student's overall experience.
3. All ADP faculty/instructor end-of-course evaluations are reviewed on a bi-weekly basis.
4. All traditional and ADP curricula are reviewed on an annual basis.
5. An assessment instruments are used in both the traditional and ADP Programs to evaluate student learning outcomes, employing three basic tests:
 - a. A pre-test to be given to all entering freshmen declaring a business related major (traditional programs)
 - b. A test to be given at the end of the traditional student's sophomore year, all transfer students entering as juniors and ADP students entering a Department of Business major program
 - c. A test to be given to both traditional and ADP students when they complete their specific business degree program (seniors).
6. Development of a Human Resources database on all adjunct instructors. The Department of Business reviews all adjunct instructor applications for hire on a bi-weekly basis. The department reviews the results of each applicant's sample teaching, verifies the applicant's teaching credentials, and makes an initial as well as follow-up assessment of the courses the adjunct is qualified to teach. Periodically, a member of the full-time business faculty visits the adjunct's classroom and assesses the adjunct's performance. The department takes all actions required to resolve any discrepancies as they occur.
7. Review and revision of the department's alumni survey.

The Department of Business currently consists of three full-time professors who teach in both the traditional and accelerated programs. Greg Dean, the department chair has 18 years of industry and military experience through the U.S. Air Force, along with 16 years of teaching at the college level. During his tenure as chair, he has overseen the development of three new majors and one graduate degree program, plus

CHAPTER TWO

two comprehensive revisions of the departmental offerings. He teaches coursework in marketing, finance, management, and business policies.

Dr. Roger Martin holds two master degrees and a Ph.D. in business and organizational systems fields. He has applied his 30 years of experience at Boeing and his Six Sigma Green Belt Certification to his 15 years of teaching in the areas of accounting, organizational design, economics, and communications, and his oversight of the SIFE program and Business Club. In addition, he has initiated a program through Missions@WP in which teams of students travel to selected locations (e.g. North Dakota and Honduras) to teach productivity enhancement and business profitability through the conceptualization and writing of business plans.

A licensed CPA, Shelly Hartzell joined the faculty in 2011, with an emphasis in teaching the accounting majors in both the traditional and adult programs. Her experience as manager of a corporate tax department and senior tax accountant allow her to bring real-world experience into her classes. Currently, the department is conducting a search for a fourth professor, a specialist in the health care administration degree area.

B. Department of Education

The Department of Education describes its mission as follows: *to provide a personal and caring Christian learning environment that prepares future educators*. Key objectives for students to demonstrate include learning activities appropriate to human developmental stages, professional behavior expected of today's teachers, learning activities that are representative of the diversity in the classroom, assessments to gauge learning and inform instructional decisions and a commitment to life-long learning and self-evaluation.

The Department of Education prepares candidates for initial teacher licensure in Oregon. This is provided through an undergraduate program leading to a Bachelor of Science degree and through a Master of Arts in Teaching (MAT) degree program offered through the Adult Degree Program. The program operates in compliance with the Oregon Teacher Standards and Practices Commission (TSPC) and its Administrative Rules. In addition, the department offers a Master of Education degree through the Adult Degree Program. The department mission and objectives therefore combine the emphasis on current instructional practice within a Christian learning environment to have the optimal impact on students (See Exhibit 2.15, "Teacher Education Handbooks").

As a department, the education faculty regularly meet to discuss such issues as the evaluation tool of the Student Teaching I and Student Teaching II work samples, course assessment analyses, student course reviews, student teaching assessments, college supervisor assessments, mentor teacher assessments, and student, exit surveys. Professional development activities for all faculty teaching education courses or supervising teacher candidates include training on TSPC standards and updates on commission activities and interpretation of standards, work sample training, review of evaluative procedures, and discussion of current trends, best practices and emerging opportunities in the field.

CHAPTER TWO

The Teacher Education Consortium serves vital functions of oversight and advisement to the department. The consortium consists of the following members:

Member Name	Represents	Affiliation
Ahlquist, Sandra	Faculty Member	Warner Pacific College
Blacksmith, Ken	MED Student	North Clackamas S.D. Milwaukie High School
Foltz, Dr. Lou	Faculty Member	Warner Pacific College
Frank, Rick	Administrator	Pioneer School
Mather, KayLynn	Community Teacher MAT Instructor	Gresham Barlow School District Clear Creek Middle School
Pauls, Dr. Toni	Associate Vice President for Academic Affairs, Dean of the ADP	Warner Pacific College
Pratt, Bev (Chair)	TIF Project Manager	Chalkboard Project
Ruddell, Elizabeth	WPC Undergrad Student Rep	Warner Pacific College
Sinclair, Dr. Juanita	Director of Teacher Education	Warner Pacific College
Stephens, Michael	4/5 Classroom Teacher	Gresham Barlow School District Powell Valley Elementary School
Stewart, Bill	Director of Curriculum & Assessment	Gladstone School District

The consortium meets four times during the academic year as well as in a two-day retreat. Its agendas include overview of enrollment in the program, review of annual report to TSPC, analysis of assessment data, development of budget proposals to support the program, and program evaluation procedures (see Exhibit 2.16, “Teacher Education Consortium Bylaws”).

A recent two-year assessment of the work sample scoring rubric in which non-education faculty were asked to use the rubric to evaluate work samples, resulted in a confirmation that the rubric is a valid tool. Using the inter-rater method, non-education faculty results were compared with education faculty assessments of the same revealing a strong correlation between the two. A follow-up external evaluation of the use of the scoring rubric revealed the need for additional training for supervisors on the use of the instrument.

CHAPTER TWO

The programs are also assessed at the end of each Student Teaching 2 course by teacher candidates completing the program. Analysis of student surveys on satisfaction with the overall undergraduate program and curriculum offerings revealed an average score of 3.5 on a scale of 1-4, with 4 being strongly agree. The department will continue to compare successive student evaluations to continue to improve the program where indicated by the results. For the MAT program, approximately 80 percent of the respondents rated the program and curriculum offerings as average of 3 out of 4.

Students pursuing licensure in early childhood (pre-kindergarten through 4th grade) and/or elementary (3rd grade through 8th grade [self-contained classrooms]) major in Elementary Education. Students pursuing licensure in middle school (5th grade through 10th grade) and/or high school (7th grade through 12th grade) or in Physical Education or Music (grades K-12) double major in their chosen content areas and in Education. Departmental learning outcomes mirror the Oregon Administrative Rules for these teaching license candidates which are:

- Candidates plan instruction that supports student progress in learning and is appropriate for the developmental level
- Candidates establish a classroom climate conducive to learning
- Candidates engage students in planned learning activities
- Candidates evaluate, act upon and report student progress in learning
- Candidates exhibit professional behaviors, ethics and values

For several years, enrollment in the undergraduate Education program has been relatively flat (though there was a small increase during the 2010-2011 academic year). Due to lower enrollment, many of the education courses in the traditional program are now offered once a year, requiring careful scheduling of students to complete their programs in a reasonable time. Scheduling for transfer students, a growing percentage of the program, requires some juggling of the sequence in which classes are taken; but this has not had a detrimental effect on student preparation.

The MAT program offered in the ADP format has seen steady growth since it was initiated in 2008, with two to four cohorts of 15-20 students beginning each year on average. The Director of Teacher Education has the responsibility for all issues related to licensure and budget and for the administration of the programs as required by the TSPC. The department chair has the responsibility for curriculum, evaluation, scheduling, and planning and working with the M.Ed. program director. Detailed description of this program may be found in the section of this report which addresses graduate degrees.

Teacher candidates participate in clinical experiences with state-licensed teachers in local public or accredited private schools and in the Early Learning Center, an on-campus laboratory school providing preschool instruction to three- and four-year-olds. Placement of students in local schools is a persistent

CHAPTER TWO

challenge as several other teacher education institutions seek to place their students in the same schools. The department continues to develop relationships with districts and individual schools to provide easier access to classrooms and experienced, practicing teachers. Based on an analysis of the market for new teachers, and the difficulty of securing sufficient numbers of placements for teacher candidates, the department implemented a co-teaching model of student teaching in order to improve the willingness of classroom teachers to open their classes to Warner Pacific students. Statistics published by St. Cloud State University (<http://www.stcloudstate.edu/soe/tqe/coteaching/default.asp>) demonstrate that in classrooms where co-teaching has been instituted, K-12 student test scores increase more than if there was no student teacher present. This eliminates the concern that the presence of a student teacher may hinder K-12 student learning. In addition, classroom teachers do not need to relinquish their classes for extended periods of solo teaching time as is done with the traditional model of full time student teaching. In 2010, the department hosted a two-day workshop, with national leaders in this movement, for teacher-preparing institutions in the Portland area.

Classroom teachers from two partnering school districts began training in this model during the spring semester of 2011. The first experience of the co-teaching arrangement began with the fall semester of 2011.

The program complies with state and national assessments. Section 207 of Title II of the Higher Education Act, commonly known as the “Report Card,” mandates that colleges collect data on the performance of their teacher education programs. This material is available in Exhibit 2.17, “Title II Report Card.”

The department completed a regularly scheduled site visit by the Teacher Standards and Practices Commission of the state of Oregon in the spring of 2010. The resulting report indicated that, in spite of a strong record of preparation of teachers, Warner Pacific’s program needed to improve in several areas. The commission stated that education course syllabi needed to be more complete with standards and scoring rubrics clearly indicated, that consortium members should be more involved in making suggestions for changes in the program through stronger communication, and that evaluations of students ought to be more data driven. The visit team was also concerned that the department could not produce evidence of recent experience with students in the K-12 environment for those teaching professional education courses (see Exhibit 2.18, “TSPC Site Review Evaluation Report, 2010”). The department submitted a follow-up report in the fall of 2010 explaining how these issues had been addressed (see Exhibit 2.19, “Department of Education, Response to TSPC Evaluation”). The TSPC scheduled another visit for the program in the spring of 2011 to determine the college’s progress on the six areas of concern.

In light of TSPC’s concerns, the department and the college’s administration sought further to strengthen the program in two ways. First, the department prepared detailed responses to each of the six areas with updated data from fall 2010 in anticipation of the spring 2011 visit. These responses sought to demonstrate adherence with all Commission standards. (See Exhibit 2.20 “Department of Education Report, February 2011”).

CHAPTER TWO

Second, the dean of the faculty and the president of the college, with the assistance of the department, empowered an external review team, known as a Blue Ribbon Panel (BRP), to provide contextualized insights into the future of teacher preparation at Warner Pacific. In light of the highly unstable job market for new teachers in Oregon, the closure and consolidation of several schools in the Portland area, and the impending retirements of three of the full time professors in the department, this team was asked to assess the strengths of the department and near and long term challenges faced by teacher-preparing institutions. The department participated in the selection of members of the team, identified key individuals and groups that needed to be consulted, and engaged in interviews with the team members. By early summer the team reported its findings, including strong commendations in several areas and recommendations related to improvements to be undertaken. The latter focused on prior preparation for MAT students, concerns about instruction in assessment and classroom management, better tracking of graduates, clearer enumeration of instruction in state standards, and alignment of the curriculum with the state's core standards. The full report is available in Exhibit 2.21, "Program Review of Teacher Preparation Programs at Warner Pacific College."

On a parallel track, the TSPC follow-up visit took place in February 2011, reviewing the college's continuing progress on the six areas identified from the year before. That team's report indicated sufficient progress on five of the six areas to warrant a positive finding. The sixth area, Unit Personnel, concerned the recency of faculty experience with students in K-12 environments. See Exhibit 2.22 "Review Team Report." The department continued to address this remaining issue in the spring.

On July 8, 2011, however, the Executive Director of the TSPC informed the college that she would be recommending a different result stemming from the evaluation process. Upon reviewing not only the reports from 2010 and 2011 but also documents from previous years, her report restored the six concerns from 2010 and announced her intention to recommend to the full Commission, meeting on July 21st, that TSPC remove the college's authorization to recommend graduates for licensure. See Exhibit 2.23, "Executive Director's Recommendations for Proposed Resolutions." This recommendation came as a shock to the department and to the administration of the college because it reinstated concerns the college believed it had satisfied and it was a decision out of character with previous dealings with the TSPC.

The president immediately requested a meeting with the Executive Director in an effort to clarify the process by which the recommendation could be challenged. That meeting took place on campus on July 15th. In addition to the president and the academic vice president, the meeting included legal representatives for the Commission and the college, as well as the chair of the most recent visit team, the chair of the education department, and the newly appointed interim director of teacher education. The college learned that it would have the opportunity to provide evidence to the Commission that it was making good faith efforts on all of the issues of concern. It also learned of the administrative appeals process that could be engaged following the Commission's deliberation.

CHAPTER TWO

On July 21st President Cook appeared before the full Commission, supported by the academic vice president, the interim director of teacher education, the chair of the education department, members of the board of trustees, members of the external review panel, and legal counsel. For over two hours, college officials reviewed extensive documentation (see Exhibit 2.24 “Warner Pacific College at the Oregon Teacher Standards and Practices Commission, July 21, 2011”) that testified to its determination to comply with the standards regarding administrative oversight and record keeping, the heart of the Executive Director’s report. As a result, the Commission voted to reject the Executive Director’s recommendation to withdraw the college’s authorization to recommend for licensure.

The Commission then adjourned for lunch, during which, at least one commissioner expressed confusion over the implications of the previous action, and requested a reconsideration of the prior vote. The Commission’s meeting the next day took up further discussion, barring further comment from the college. In the end, the Commission voted to uphold the Executive Director’s recommendation, though affirming that the college would continue to be authorized to recommend its graduates for teacher licensure while the steps toward full compliance were being negotiated.

Between July and October, 2011 the legal representations of the Commission and the college worked out the details of a Stipulated Order (see Exhibit 2.25 “Stipulated Order Granting Conditional Program Approval”) with their respective clients, and confirmed by Commission action in November 2011. The terms of this agreement put the college on the path of full compliance not only with existing standards but also with revised standards implemented as a result of Commission action at the same November 2011 meeting. These actions are expected to bring the state into alignment with the standards of the National Council of Accreditation for Teacher Education (NCATE). In its February 2012 meeting, the TSPC officially received the reports from the college due up to that point. Two commissioners commended the college for its diligence in meeting its obligations under the order and expressed satisfaction with the work done thus far, singling out for special recognition the work of the Interim Director of Teacher Education, Dr. Juanita Sinclair.

The college realizes that full implementation of the new TSPC standards will bring additional programmatic and personnel changes in the near future. In December 2011, the college launched searches for a new Director of Teacher Education and an additional full time faculty member in the department to replace faculty who will not be continuing after Spring semester 2012. Because teacher candidate preparation touches so intimately several of the core themes of the college, the department and the administration are determined to continue to strengthen every aspect of its presence on campus.

Dr. Juanita Sinclair, interim Director of Teacher Education and Director of the Master of Education program, has just completed a Juris Doctorate degree to add to her Ed.D, MM, and BA degrees. She has been a K-12 teacher, a principal, and a curriculum director in the public school system and has consulted with three

CHAPTER TWO

charter school start-ups. She came to Warner Pacific in 2009 after initiating and administering several online programs at Oregon State University.

Bill Flechtner, the chair of the Department of Education until January 2012, holds a master degree in teaching. He has been applying his 32 years of public school teaching to the teacher education program at Warner Pacific for the last 11 years, both at the undergraduate level and in the MAT program, and is the secondary education specialist. His commitment to the hands-on training of students is exemplified by his work with other education instructors to develop a co-teaching model for student teaching. He has also served on various statewide teacher education committees for the improvement of the student teaching experience and the development of the work sample. An active mentor of new advisers for student publications, he serves on a national board that trains teachers to mentor new instructors. He has received recognition for his work in journalism education by being named a teacher of the year and a master journalism educator.

Steve Arndt is a prolific author, having written four books on Oregon travel (*Roads Less Traveled in Oregon*) and is in the process of releasing two more, even as he researches yet another book in the series. He holds the equivalent of three master degrees, one in special education, one as a school principal, and one as a school superintendent. He is also the author of *Curriculum Planning, the Role of the Teacher*, the text used in the ED 281 and 283 classes. Through Missions@WP, he has traveled to Honduras to teach local teachers better methods of instruction. His book on teaching was translated into Spanish and is now used in several Honduran colleges and by teachers in Honduran public and private schools. Prior to his tenure at Warner Pacific, he was a 5th grade teacher for three years and a school administrator for 17 years.

Professors Flechtner and Arndt will conclude their service to Warner Pacific at the end of the 2011-12 academic year.

Marc Williamson, Interim Director of the MAT program, has 42 years experience in K-12 education as a third/fourth grade PE teacher, an elementary principal, and a district director of education. He supervised graduate students in teaching and educational leadership for two other local universities before joining the Warner Pacific faculty in the fall of 2011.

Two staff members are assigned to support the work of the Education department. Mary Vandiver is the licensure officer and is responsible for authenticating for TSPC the necessary documents for graduates of the program to receive their licenses. The documents are approved by the director of the program before they are submitted. Rachel Heath is the practicum and teacher candidate placement coordinator and is responsible for all needed placements of students in both the undergraduate and the MAT programs.

In the short-term, the department looks forward to satisfying the concerns of the TSPC that are articulated in the stipulated order referenced above. While full implementation of these requirements is not

CHAPTER TWO

scheduled until fall of 2013, the college anticipates that all areas of concern will be addressed satisfactorily no later than the fall of 2012. Longer-term goals of the department include successful transitions of new faculty hired to fill vacancies, and successful application to the National Council for Accreditation of Teacher Education.

C. Department of Humanities

The Department of Humanities serves two vital functions within the college: it hosts essential aspects of the general education curriculum in the form of the humanities series, fine arts courses, communications and English composition; and it offers six majors and seven minors. The department also hosts seven courses in the Adult Degree Program in support of its core curriculum requirements. The faculty in the department teach and advise students and engage in research guided by the highest standards of their respective disciplines and the following statement of mission or purpose:

To provide students with scholarly and practical opportunities for learning about the discrete disciplines of Communications, Drama, English, the Fine Arts, History, and Philosophy. Students are also offered the opportunity to ground their undergraduate experience in an American Studies major, a History and Social Studies major, or a Liberal Studies major, as well as the Humanities Core Curriculum courses. All humanities courses are designed to enact the general goal of the humanities department to instill in the student the significance of and the means by which discrete disciplines within the humanities interact not only with each other, but also with fields of study outside the traditional purview of the humanities. Learning is done with a conscious awareness of how the study of the humanities relates to a Christian worldview.

Fulfilling this purpose means students who major in one of the humanities areas will demonstrate: Mastery of specialized concepts: development of interpretive and formal frameworks for analysis

- Depth of perspective: overlay of historical, cultural, philosophical contexts
- Critical and creative thinking: constructing analysis through comparison, generating examples, collecting data
- Self-awareness: self-monitoring of perceptions, strategies; ability to evaluate process and product; use of resources
- Competency in research methods and sources Synthesis of materials into comprehensive writing projects Application beyond the classroom Performance/participation/leadership

The six majors housed in the department are American Studies, Communications, English, History, History and Social Science and Liberal Studies. The department also hosts an associate degree in General Studies and minors in American Studies, Communications, Drama, English, Fine Arts, History and Philosophy. The mean requirement for the majors is 36 credits, including several 100 and 200 level courses

CHAPTER TWO

which meet general education requirements and provide foundations for majors. As a consequence, these courses have large enrollments and require a specific skill set for instructors to support the learning outcomes for both categories of students.

The learning outcomes for all the majors include effective information gathering from primary and secondary sources, sophisticated oral and written communication, identification and analysis of cultural assumptions, purposeful engagement of urban contexts, and responsible interpretation for personal and professional contexts. The department's mission statement, as well as its lists of general and major specific learning outcomes, appear in the catalog and on the college's website. Students majoring in one of the humanities disciplines must complete an internship with an approved agency, program or institution. At this point, no humanities majors are offered through the Adult Degree Program.

A number of improvements in programs and majors offered through the department have been accomplished in recent years and more improvements are in process. The changes are an outcome of assessing the programs and degrees on several levels.

The humanities colloquy series is a distinctive characteristic of the college's general education requirements. At a time when general education is under pressure from major-specific learning, the college supports the way the humanities series takes seriously the students' human, not primarily economic, purpose in the world. In service to this purpose, the core curriculum requires students to take a series of courses with the "HUM" prefix. As originally constructed, these were:

HUM 210 or 211(sophomores)

HUM 310 (juniors)

HUM 410 (seniors)

At the inception of these offerings, students could have chosen one of two options for the required 200 level course. Several years ago the department developed a third course to provide more subject matter options for second year students and to respond to the increased national attention on the precarious state of the natural environment, including the city of Portland's reputation for earth-friendly research and building practices. The course, HUM 212, Earthkeeping, is co-taught by a member of the department and a colleague from the Department of Natural Sciences and Health. A fourth 200-level course was offered in the fall 2011, on an experimental basis. The course, HUM-213X, Politics and People of the Book, developed as part of an NEH grant proposal, challenges students to understand and respond constructively to the relationship of politics and religion in the world. The colloquy was taught this first time by a professor of history with participation by a member of the Department of Religion and Christian Ministries. The existing HUM 210, Science and Technology course was revised for fall 2010. The revision was in response to a change in instructors available to teach the course. The third year colloquy, HUM 310, underwent a major revision in

CHAPTER TWO

the Adult Degree design to bring it into closer alignment with the stated learning outcomes in the traditional program version of the course. Each of these courses are informed and shaped by the core themes of the college, especially with regard to the urban environment, the Christian learning community, the commitment to liberal arts, and addressing the challenges of the 21st century.

The Drama program saw the retirement of its director in the spring 2009. The program was led by an interim hire for the 2009-10 academic year. The retirement plan for the director included his position going to .75 FTE in his final year of teaching and this remained the case for the interim hire. In 2009-10, the department conducted a national search on the basis of the director's position returning to full time status. On-campus interviews for the top three candidates took place in the spring 2010 and a hire was completed. The new director and assistant professor spent the 2010-11 year assessing the state of the program's curriculum and physical facilities. A significant amount of time and labor went into improving the stage, seating and other features of the theatre space (a converted lecture hall); in addition, a Green Room and Sound Booth were constructed and storage for props and costumes renovated. The director collaborated with two English professors in the department on the selection of Berthelot Brecht's translation of Sophocles' *Antigone*. The play was staged in the fall and also used as a text in two literature classes. A Student Drama Handbook is being written to introduce new students to the program, including scholarship application and interview processes, job descriptions for stage managers and other student positions during productions. A draft of curriculum changes has been written and will be proposed to the full department in the fall 2011.

The department reconfigured the English and History majors in the last four years. Both sets of changes were responses to several factors, including research of comparable programs at other colleges and universities, state requirements for teacher certification, end of course student surveys, higher education shifts in the emphasis of majors as such, providing more options for general education requirements and declining enrollments.

The previous English major was essentially divided into two majors: Communications and English, with an emphasis on literature and education. Research of 16 college English programs revealed a trend away from organizing the major by genres and areas toward organizing it by themes and a greater emphasis on writing, both creative and journalistic. In recent years, the college's enrollment personnel reported a significant increase in student inquiries regarding journalism and communications offerings. These factors, in combination with a decline in the number of students majoring in English, prompted broad rethinking and redesign of the major. Building on the Communications minor developed a few years earlier, the new Communications major emphasizes the basics of journalism and visual communication. It equips students in the theory and analysis of images and messages via multiple media: print, film, graphic novel, internet etc. It has a strong ethical component and offers hands-on practice working on the college's literary magazine *Rocinante* and newsmagazine *Knight Times*.

CHAPTER TWO

The redesigned English major (with emphasis on literature and education) is intended for students who wish to concentrate on literature studies, including preparation for graduate studies, and for those pursuing licensure as Language Arts educators in the Department of Education. It emphasizes broad reading of transatlantic literatures in English, critical theory and a senior research course. A total of ten courses (30 credit hours) from the prior English major design were dropped and 11 new courses were developed. As indicated above, the changes were away from a genre and area organization of literatures to a theme organization, for example, Epic Literature and Mythology and Urban Literature. The prior area courses were replaced with two survey courses and additional literary content was shifted to the Senior Research course.

The changes in the history curriculum include the addition of a major in History and Social Studies. The major better reflects the range of knowledge required by the Oregon Teachers Standards and Practices Commission (TSPC) for teacher education. The major was designed using the TSPC requirements in conjunction with an audit of the curriculum in 2008. Another set of changes involved the redesign of courses offered as part of the History major. Three two semester-long 200-level survey series (U.S. History, World History and European History) were each replaced with 300-level Seminars and 200-level topical courses, for example, U.S. Immigration History, Royals and Revolutionaries. The change brought more focus to the learning outcomes for history majors and created more 200-level options of interest to students meeting general education requirements. The changes came in response to end of course student surveys conducted, indicating which requirements the courses filled for students and their attitudes toward these courses. For example, it was frequently the case that the prior 200-level survey courses had large enrollments but few history majors. Results from students taking the *Major Field Aptitude Test* in History also indicated a need for greater focus on non-western history. The reconfiguration of the major requirements sought to address this deficiency. Unfortunately, the Educational Testing Service has discontinued the MFAT for history, making linear comparisons of data impossible.

The Department of Humanities is responsible for key aspects of general education requirements of the college. One of the learning outcomes for the general education curriculum that bears heavily on the department is “demonstration of critical and creative thinking.” During the academic year 2010-11, the ETS Critical Thinking measure was completed by students enrolled in EN 200 (Advanced Composition: Argument). The results of this testing will be used to review EN 200 syllabi for improvement of student learning. This assessment instrument is also being used in appropriate general education courses in the Adult Degree Program.

For the years 2004-10 the English major was assessed using the MFAT English instrument, a portfolio of essays and research papers completed in upper division English courses by majors in English, and non-faculty supervisor evaluation of an internship related to the major. During this time period, the following learning objectives were assessed:

CHAPTER TWO

- Interpret diverse cultural expressions in works of literature
- Use frameworks of literary criticism to analyze and evaluate works
- Collaborate in aesthetic communities by articulating how literary studies affect professional, public life
- Use sophisticated stylistic choices in written communication

The summary of assessment data indicates that due to the small number of students assessed year-to-year it is difficult to make generalizations, especially with an instrument like the MFAT. An additional challenge stems from the recent reconfiguration of the English major. Over the next year, students matriculating under the prior design will have completed their programs, and a larger pool of students taught under the new configuration will become available. Allowing for these challenges, changes were made in response to assessment data. For example, the results for 2009 indicated that majors needed more work in “demonstrating awareness of a variety of schools of literary production.” This result was used to review syllabi to be sure schools of literary production are being stressed in appropriate courses.

There are six full time faculty members in the Department of Humanities. Terry Baker, the department chair, holds a Master of Divinity with an emphasis in philosophy and is ABD in Religious Studies: Philosophical Theology from the University of Virginia. He is dogged in his efforts to transcribe for students the value of philosophy and philosophic inquiry for all disciplines and for the development of deep learning wherever it may take place. His interest in the transformational nature of learning has shaped his involvement in strategic planning, academic vision development, the creation of a Student Philosophy Symposium, and the current version of the First Year Experience program. He approaches his classroom teaching as a venue for the socio-ethical development of all participants.

During the thirty years that Dr. Pamela Plimpton has been on the Warner Pacific College faculty, she has created more than twenty different course offerings for the college’s curriculum. She is uniquely situated to serve the college in curriculum development, as she has a range of areas of expertise from which to draw—the fine arts, literature, writing, critical theory, and experience studying and working overseas. Dr. Connie Phillips holds a Ph.D. in rhetoric and linguistics as well as an M. A. in English and American literature and teaches coursework in linguistics, literature, humanities, communication theory, journalism, and creative nonfiction. She recently developed coursework for the new major in communications and a new bimonthly student newsmagazine, the *Knight Times*.

Heidi Owsley holds a master degree with dual emphasis in applied linguistics and sociolinguistics. Her 17 years in English as a Second Language and her doctoral studies in education have included much multicultural education, which she has applied to her writing and teaching of courses on literacy across the curriculum and EN 245, Urban Literature, as well as to her involvement in mentoring and in the Act Six scholarship program. Further work in ecological education and in the literature of nature led her to write

CHAPTER TWO

the HUM 212, Earthkeeping course and have also deeply influenced her humanities and literature classes at Warner Pacific College.

Dr. Luke Goble brings his east coast intensity to all that he does, both inside and outside the classroom. With a B.A. in English and a Ph.D. in American Studies, he brings his passion for deep questions and interdisciplinary learning to all his classes, many of which deal with the histories and cultures of diverse peoples and places. His experiences living in Kazakhstan, Guatemala, and multiple inner cities lend practical experiences and wisdom to the teaching and learning process. His passion for students' holistic growth can be seen in his leadership of the First Year Experience program, regular collaboration with chapel, spiritual life, residence life programming, Act Six steering committee, and other student activities.

The newest department faculty member, Robin Gordon holds two interdisciplinary degrees in theatre, dance, acting, and new works creation. She has applied her education, professional training and development, ten years of professional acting experience, and two decades of artistic and administrative theatre experience to 14 years of teaching in the areas of theatre, acting, voice/speech, dance/movement, directing/composition, collaboration, cultural diversity in performance, and dramatic literature. With her extensive experience, she is uniquely qualified to serve as the artistic producing director of the drama program and to prepare students for numerous careers in and related to the arts. She is committed to collaboration across disciplinary borders and to the cultivation of theatre for social justice.

D. Department of Music

The department's mission states that *“through a classically-based program, the Department of Music exists to develop musicians of excellence and authenticity, able to glorify God through many musical styles and callings.”* Key objectives supporting this mission result in a focus on performance in ensembles and applied music lessons, the ability to understand the components of music theory/ear training, and exposure to a diversity of musical styles and genres. These objectives align with the college's mission, specifically through the core themes of providing a liberal arts education in a Christian learning community.

Each of the major programs (Music with an emphasis in Music Studies, Music with an emphasis in Performance, Music with an emphasis in Theory/Composition, Music & Youth Ministries, Music/Business, Music Education, and Worship Arts Leadership), includes a solid scope and sequence built on a carefully formatted balance of theoretical (e.g., music theory, aural skills, and music literature) and practical performance-based (e.g., performance groups and applied music) course requirements.

These majors range from 56 to 65 semester credits. The required courses in each have been carefully designed to support the acquisition of the learning outcomes within the majors. The department engages carefully selected artists to offer private lessons in order to build expertise on instruments and voice.

CHAPTER TWO

The Department of Music supports the participatory fine arts requirement of the Core Curriculum of the college by providing ensemble opportunities for the entire student body. The department offers the following ensembles: Concert Choir, Wind Ensemble, Warner Chorale, Vocal Jazz, Jazz Band, and Chamber Ensembles. To satisfy the cultural/historical requirement within the core, the department offers MUS 241, Introduction to Music Literature and MUS 341/342, Music History as options.

During the 2008-2009 academic year, the department substantially revised its “Music with an emphasis in Music Ministries” major in response to assessment data and to accommodate recent trends in the field. The resulting major is called Worship Arts Leadership.

The need for a more general major for students wishing to pursue a less-specific course of study was the impetus for the development of a third emphasis within the music major: “Music with an emphasis in Music Studies.” The new emphasis allows the student more flexibility in the selection of electives toward the completion of the degree program. The Music Studies emphasis was introduced in the 2010-11 academic year.

In addition, the department continues to pursue exciting options such as the development of a new vocal group called *Bridgetown* under the leadership of Jason Overstreet (founder and producer of the *a cappella* group, *RESCUE*). One goal of this group is to expose potential students, donors, church constituencies, and civic organizations to the value of musical education at Warner Pacific. This activity is enhanced by the creation of an on-campus recording studio, further explained below. Finally, the department and administration are in conversation about the possibility of launching a program in Worship Arts in collaboration with BeyondWorship, a ministry founded by assistant professor of music, Dr. Kelly Ballard. The potential is for this to be a course of study that includes residential as well as online elements, accessible for working adults.

In 2008, the college undertook a major renovation of the McGuire office and classroom complex. The Department of Music greatly benefited from the remodel, gaining a 13-station keyboard lab (each station contains a full and weighted piano keyboard with a PC installed with *Finale 2009*), five new practice rooms, two teaching studios (one including the piano studio that houses a Steinway grand piano and a Baldwin upright), a new teaching classroom (equipped with dry-erase boards with staves and acoustical curtains that surround the room for sound-deadening when rehearsing/recording), three new faculty offices, a music library/music lounge area, and a remodeled auditorium. In 2009, the Recording Studio was completed and equipped with Pro Tools, Melodyne, a MAC, 42” screen television for classroom projection, and new microphones. The significant upgrade in facility and technology enabled the department to offer new classes, such as MUS 250X, Introduction to Audio Recording (which filled to capacity in its first semester). The college also invested in a state-of-the-art sound system to support the tours events of *Bridgetown*.

CHAPTER TWO

The goals of the Department of Music have been transitioning in the process of replacement of one retiring member of the department and the reduction of the teaching load of another. Conversations within the department, with the academic vice president, and research of peer institutions centered on the identification of the ideal breakdown of assignments given the size of the faculty and the curriculum offered within the department. In this configuration, one position is primarily devoted to Music Theory/Core (this position is currently held by the department chair). Another position is the Worship and Choral Arts Specialist (which was permanently filled in August, 2011), and the final position is the Music Education and Band position.

As part of the assessment process, the department recently added an alumni survey for all of its majors. This has been an extremely helpful tool in identifying areas of strength and areas in need of growth.

Every semester, the department evaluates all applied music students through a process of juries. Each student is required to perform for a jury (a panel of faculty, both full-time and adjuncts, review the performance of each student). Juries reveal to both students and instructors whether performance standards are being met and if adequate progress is being made. Jury requirements were reviewed and solidified by faculty four years ago.

Three highly trained and experienced full-time faculty positions in the Department of Music carry the majority of academic instruction. Jennifer Cameron, the department chair joined the faculty in 2003. She holds a Master of Music and typically teaches music history, music theory and organizes the student recitals. With a degree in organ, two degrees in percussion, and a doctorate in pedagogy and performance, Dr. Dennis Plies exhibits interdisciplinary appreciation—the connectedness of music with life. Comfortable in both classical and jazz idioms, he seeks to help students find their “voice” and inspire them to learn all they can to express aesthetically and meaningfully. He has recently introduced the Warner Pacific community to TaKeTiNa, which is a process for activating human and musical potential through rhythm. The newest music faculty member, Dr. Kelly Ballard completed a Doctor of Ministry in Leadership degree, with a focus in Christian worship. He has three decades of experience in the local church, where he has served in youth ministry, music, and senior leadership roles. He has traveled extensively as a speaker, musician, clinician, recording artist, singer-songwriter, and consultant. He is the Director of BeyondWorship, an organization dedicated to assisting each local church as it finds, engages, and expresses its unique worship voice.

E. Department of Natural Sciences and Health

The mission of the Department of Natural Sciences and Health is to “*help students gain a solid foundation in the sciences, mathematics, and health in order to help them achieve their goals in their selected fields of service and to confront the technological, social, moral, and spiritual challenges to be faced in the future.*” The department recognizes the key role the sciences play in preparing students for the varied challenges of the 21st century. In

CHAPTER TWO

addition to the content knowledge of the various disciplines, the department is focused on evaluating theories, using technologies appropriately, valuing the scientific method, promoting community health and wellness, and drawing out the connections between faith and science.

In terms of the general education core, students at Warner Pacific College are required to complete one science class with a lab, and one math class 100-level or above. The math class can be waived if the student demonstrates equivalency on the math portion of the SAT (650) or ACT exam (a score of 28 or higher). Offerings for the science lab core class in the traditional program include Introductory Physical Science, Geology, Urban Ecology, and a 100-level General Biology course. At this point, most students are choosing the biology course. One alternative to these three courses for the core requirement in the traditional program is BIO215, Malheur Natural History Studies course offered each spring semester. This course is an interdisciplinary study of science with a one-week field trip to the Malheur Field Station in southeastern Oregon. For the general studies mathematics requirement, students in the traditional program can elect from College Algebra, Pre-Calculus, Statistics, or a liberal arts course entitled Math Concepts and Applications. The program also offers an Intermediate Algebra course that is used to strengthen algebraic skills. This course will not fulfill the core requirement, but can be used as an elective toward a baccalaureate degree program. Students taking degrees through the Adult Degree Program are required to take one science class and one math class as part of their core curriculum. The science class is an Environmental Studies course and the math class is the liberal arts math course, Math Concepts and Applications. Students, of course, may also choose to transfer in courses that meet these requirements.

On the health and physical education side of the department, students have two core requirements. Each student must complete HHK 150, Personal Health and Fitness as well as elective credits in two activity classes. There are many options for those activity classes, ranging from golf to rhythmic to team sports. Students who compete in the varsity athletic programs can earn one of their activity credits through that means.

The department offers three majors; a B.S. in Biological Science, a B.S. in Physical Science, and a B.S. in Health and Human Kinetics. In addition, minors are offered in Biology, Chemistry, Health, and Physical Education. Finally, there is an associate degree offered in Health Sciences. Students in this program fulfill the prerequisites needed for junior status entry into a typical nursing program.

Most students choosing a science major are Biological Science majors. They typically are pursuing a teaching license, a graduate program, or some branch of the medical profession. The Biological Science major selects from two areas of emphasis, general biology and human biology. Those students interested in teacher education are directed to the general biology emphasis, while those with an eye on graduate school or the medical field enroll in the human biology emphasis area. The physical science major is designed to support the needs of students seeking careers in chemistry, the physical sciences, or secondary education in these areas.

CHAPTER TWO

The Health and Human Kinetics major also has two optional areas of emphasis: exercise science and health fitness management. Exercise Science is a pre-graduate course of study geared toward careers in physical therapy, sports medicine, and research in the field. The Health Fitness Management emphasis is geared more for students with a desire to work in the fitness field, particularly in areas of management and training. This emphasis also includes a strong business component. The college also trains many physical education teachers. Students wishing to pursue a licensure in physical education declare a second major in education and complete a specified list of courses from both departments.

The Department of Natural Sciences and Health has gone through significant transition in the past few years. Part of that transition has been the merger of the Department of Science and Mathematics and the Department of Health and Human Kinetics into one unit, building on the close relationship between the departments, especially in the areas of the health sciences and the biological sciences. Most of the science classes are taught in Gotham Hall, where the science labs are located. The two biology professors also use the labs for their office space. Mathematics classes are taught in a variety of classrooms throughout the campus. Health and human kinetics classes are taught primarily in the two classrooms adjacent to the gym, as this allows for easy access to the gym, the exercise training area, and the weight room for needed activities. A couple of activity classes require special arrangements, such as the golf class that contracts to use a local driving range for some class sessions, and tennis, which uses the courts at a local high school.

This department serves an important role for students, both in the core curriculum and for majors in the area. In addition, students in this department can prepare for teacher education for schools in the public and private settings. This department partners with the Department of Education to offer licensure in Biology, Advanced Mathematics, and Physical Education.

Assessment for department majors is based on a series of defined competencies. For the science majors, the competencies include areas such as core knowledge, critical thinking, communication, the scientific process, and a Christian worldview. Annual assessment includes administering a standardized test to graduating seniors in the major in order to compare Warner Pacific science graduates to science graduates across the nation. The test used is the *ETS Major Fields* test. The test results are used to guide program updates and curriculum offerings. Most recently, the department created a new course, Urban Ecology, specifically to address the college's core theme regarding impact on the urban environment. Assessment of the effectiveness of the department's core curriculum contributions takes place through the use of the *ETS Proficiency Profile*, as described elsewhere in this document. As noted above, the department is also committed to the elements of the college's mission embracing the Christian learning community, liberal arts education, and equipping students to meet the challenges of the 21st century.

CHAPTER TWO

Competencies for the Health and Human Kinetics major include core knowledge, understanding historical developments and trends in the field, integrating science and social science to the discipline, evaluating research, and exploring the ethical and moral challenges within the discipline. Assessment data is used to evaluate and adjust the courses taught and the curriculum within those courses.

The department chair, Bart Valentine, also teaches a full load of math classes, with topics ranging from liberal arts mathematics to pre-calculus. He joined the full-time faculty in 2009 after many years as the college's head basketball coach. He has over 20 years of teaching experience.

After earning his Ph.D. and doing post-doctoral work in England, Dr. David Terrell went to Mexico to teach and to do research at the Mexican National University and the Mexican Petroleum Institute. His main focus was on the development of analytical techniques in the exploration of natural resources. During his time in Mexico, he developed a passion for dealing with environmental issues. Since coming to Warner Pacific College in 1998, he continues to be active in professional organizations such as the American Chemical Society (currently the Chair-elect of the Portland Local Section), the American Geophysical and the Pacific Northwest Association for College Physics.

Dr. Brad Tripp joined the faculty in 2001. Dr. Tripp earned his Doctor of Philosophy in Biology Education from the University of Northern Colorado. In addition, he holds a Masters Degree in Raptor Biology from Boise State University. He has done extensive research in raptor biology, particularly with the American Kestrel and the Northern Screech Owl. His current research is investigating the genetic and social monogamy in American Kestrels. Dr. Tripp has done much of his research at the Ridgefield National Wildlife Refuge, a local preserve. His work there has provided a natural lab for Warner Pacific students to study.

Dr. Elizabeth DuPriest earned a Ph.D. in Integrative Biomedical Sciences from and also worked as a Post-Doctoral Researcher at Oregon Health Sciences University, establishing herself as a molecular physiologist. In addition to continuing active engagement in research, her professional networking at OHSU has proven invaluable to students at Warner Pacific College. She has helped place students in several labs, which has already led to entrance to professional programs and published work for Warner Pacific alumni. She is currently writing a grant proposal to support summer funding for her research, including summer stipends for student researchers. She also serves as the faculty advisor for Warner Pacific's Pre-Health Science Club..

Tom Kunke has been a member of the Warner Pacific College faculty for 20 years. He holds a Master Degree in Health Education from Oregon State University. Professor Kunke brings a wealth of knowledge to the teacher education portion of the HHK program. His expertise has been instrumental in the development of many teachers over the years.

CHAPTER TWO

Robert Campy holds a Master Degree in Physical Education with specializations in exercise physiology, pedagogy, and sports management. He utilizes his varied past experiences, which include working with a university athletic training staff, as a personal trainer, and in a research lab, as well as teaching at public institutions at both the community college and university level, to help students understand the unique needs and opportunities inside and outside of the educational setting.

The Department of Natural Sciences and Health has recently shown great growth in student numbers. This has required full-time faculty members to take on additional teaching load and to hire additional adjuncts. Currently there are 17 sections assigned to be taught by adjuncts this year. In addition, the department has recently hired a half-time lab technician. This individual works with faculty and student aides to administrate all aspects of the laboratory experiences.

F. Department of Religion and Christian Ministries

The Department of Religion and Christian Ministries (RCM) exists to intentionally assist the church in forming leaders who will speak and act in the name and style of Jesus Christ. The department realizes that Christian ministry begins with a deliberate decision to live one's life under the lordship of Jesus Christ, to reach out in word and deed to draw persons into a relationship with Jesus Christ, and then to nurture them to Christ-like maturity. This type of leadership formation is biblical, relational, and purposeful.

As such, the Department of Religion and Christian Ministries at Warner Pacific College is committed to forming disciple-making leaders for the 21st century within a decidedly Wesleyan-Holiness framework. Ministry formation intentionally intertwines crucial elements of ministry preparation and recognition that scripture, tradition, reason, and experience establish the foundation for coming to know God and God's will for each life, both individually and within community. Most explicitly, the department addresses the college's core themes of impacting the urban environment, promoting the Christian learning community, participation in liberal arts education, embracing diversity, and equipping students for the challenges of the 21st century.

The department offers one major in Christian Ministries and four minors. The minors allow students to focus on particular aspects of ministry and interest: Biblical Studies, Christian Missions, Religion and Social Ethics, and Youth Ministry.

For students in the Christian Ministries major, there is a deliberate, well-constructed pathway for the acquisition and exploration of knowledge, skill, and convictions about ministry. The scope and sequence of this major consists of biblical studies, theology, church history, Christian ministry, ethics, spiritual formation, and world religions. As a result of the Blue Ribbon Panel (described below) and reflection on those findings, greater emphasis has been placed on practical, urban, twenty-first century approaches to ministry. Whereas in the past, students were invited into the program during their sophomore year, now students are welcomed

CHAPTER TWO

into the program at the beginning of their college career in order to extend the period of ministry formation. In the past, the academic side of ministry preparation was spotlighted. Now, a carefully designed ministry track has been established around the theme of “exploring God’s calling.” This has been paired with the academic rigor of ministry preparation. Students explore that call, experience that call, focus on that call, and, finally, present that call. In order to enable their calling, explore ministry-fit, and develop life-long ministry skills, students are required to participate in 135 hours of ministry internship experiences in traditional, para-church, and/or emerging ministry sites.

Woven in and around this guided ministry exposure and experience are content-rich academic courses in Bible, church history, theology, Christian social concern, ministry and world religions. While in the past, broad exposure to basic foundational realities of ministry were set in place, under the new curriculum the practical and real-world realities and implications of those foundational realities are exposed and explored. For instance, studying the Old Testament and teaching the Old Testament are joined. Church history is paired with a conversation about holiness, denominationalism, and contemporary theological movements worldwide. A study of world religions is paired with cross-cultural ministry. As such the academic side of ministry preparation is not divorced from the practice of ministry (Bible plus proclaiming God’s Word and teaching God’s Word). Also, the present day context (urban and cross-cultural) and the implications for ministry are explored.

The department sets forth a rigorous academic journey for its students. Bible, theology, ethics, and church history, among others, construct the foundational building blocks of ministry preparation. These building blocks assist the students to perceive the world around and within them and to ask good questions. This helps to facilitate informed decisions that lead the students to become faithful, responsible, and generous leaders within 21st century globalized contexts. As these biblical and ministry content underpinnings are being established, the curriculum engages the student in an exploration of a range of skills of ministry of hands-on ministry, such as writing, preaching, teaching, exegesis, and counseling, as well as others. In order to give students opportunities to “test out” their newly acquired knowledge and emerging ministry skills in the “real world,” students are expected to explore various ministry options through guided, intentional internships and service opportunities. By their junior year, the students settle into a specific ministry path and focus on it in-depth. The capstone of the program is the unwavering commitment to ground and form students in their Christ-like identity and character.

The department envisions graduates who are well-prepared academically, equipped and skilled in the tools of ministry, experienced in various forms of ministry, and well on their way toward looking like Christ and, in fact, being the hands and feet of Christ in this present day in the varying and multiple cultural contexts of the world. The specific learning objectives of the department are listed in the catalog and on the college website.

CHAPTER TWO

In the 2002 Institutional Self Study, the department reported it was “experiencing an increasing enrollment pattern over the past two years with an average of twenty students per course.” Recent students-per-course ratios continue to stand just above twenty students. However, this does not mean that the program has remained constant throughout the past ten years. The 2002 accreditation document did speak about declining enrollments in pastoral ministry courses. “Anecdotal evidence suggests that one factor contributing to these enrollment trends may be the postmodern perspective of new students who are less interested in institutionalized religion and more interested in an eclectic individualized approach to spirituality.” In the intervening years between 2002 and the present, decline continued in pastoral ministry courses and within the department as a whole. The department members tried without success to redesign the major and specific course offerings from 2007-2009 but were unable to come to an internal consensus on how to proceed and, when they did, were unable to move the projected revisions through the college curriculum committee.

This lack of departmental cohesion, apparent campus-wide lack of confidence, and declining enrollments prompted the administration to invite a Blue Ribbon Panel (BRP) to campus to offer outside assessment. The BRP consisted of Dr. Douglas Strong, dean of School of Theology at Seattle Pacific University; Rev. Steven Chiles, Church of God pastor and leading church planting voice within the community; Ms. Nike Greene, recent African American graduate of the department; and Dr. Arthur Kelly, former longtime faculty member at Warner Pacific and national leader within the Church of God movement. The BRP interviewed faculty, staff, administration, present and former students, other stakeholders, and the faculty within the department. While the full text of the BRP document appears in Exhibit 2.26 Religion and Christian Ministries Blue Ribbon Panel, a few summative comments are included here.

The BRP noted that, while there were courses of significant depth, challenge, and preparation being offered by well-qualified faculty, there was also an apparent lack of connection and cohesion between the department and the college. There was internal dissonance and dysfunction. The department was in serious need of restructure and the curriculum, while strong academically, was deemed weak in the areas of relevancy and practicality in light of twenty-first century ministry realities and challenges.

In response to this assessment data, the department has made significant adjustments and revisions. As a result, even in the midst of the curriculum redesign, completed and approved in the Spring of 2010, the department began to experience dramatic growth. Since the Spring of 2010, enrollment within the department has increased from the teens and low twenties to over 50 students, or nearly 10% of the total student population on the traditional campus. The reasons for this rapid and significant growth are many, some of which are identified as follows:

- Blue Ribbon Panel (BRP) which provided independent review of programs, personnel, curriculum, and ethos of the RCM department

CHAPTER TWO

- The resulting curriculum revision which places greater emphasis on Exploring and Experiencing God's Call
- While certain faculty were affirmed in their roles by the BRP, changes in teaching faculty has resulted in some retention of already existing students
- The receipt of an M.J. Murdock Charitable Foundation grant specifically designed to enhance authentic and sustainable ministry preparation for the twenty-first century
- Intentional collaboration with the Department of Enrollment Management that has effectively promoted the content, appropriateness, and viability of Department of Religion and Christian Ministries offerings
- Campus wide and stakeholder buy-in to the new curriculum and direction of the program

In addition to changes in the majors and minors, the BRP prompted the department to rethink the options it offered in support of the Core Curriculum. While retaining the single entry-level class (BI 151) for traditional freshmen and students in the associate degree track of the ADP, the department narrowed the range of options for the second and third classes within the Religion category of the Core. Another key factor in this decision revolved around the difficulty of assessing this area when students had been free to choose from over 25 options to fulfill the requirement.

There are presently three full time faculty members within the department. The department chair, Dr. John Johnson, holds a Master of Divinity and a Doctor of Ministry, completing a thesis that explored the connections between discipleship and higher education. He served nearly 25 years with his wife as a missionary educator and church planter in Korea, Egypt, Lebanon, and as the missions' administrator for Asia-Pacific—experience that informs his teaching in ministry and missions courses. As director of Missions@WP, he connects students cross-culturally in order that they might encounter, learn, and serve in places such as: Honduras, New Zealand, Tanzania, Japan, Taiwan, Myanmar, Bangladesh, India, and South Dakota. He is also the liaison from the college to the Church of God in the Pacific Northwest and beyond.

Dr. Steve Carver holds a Master of Divinity Degree and a Ph.D. in the area of Scripture. He has taught at Warner Pacific College for 16 years, and he occupies the endowed Milo Chapman Chair in Biblical Studies. Along with his teaching duties at Warner Pacific, where he teaches Bible and Biblical language courses, Dr. Carver has accomplished significant scholarship, including the presentation of a number of papers at scholarly conferences, and the publication of two books, one of which is currently being used as a textbook at Warner Pacific.

Dr. Cassie Trentaz holds a master degree with professional distinction in Theological Studies and an interdisciplinary Ph.D. that bridges Theology, Ethics, and the Human Sciences. An ordained minister with

CHAPTER TWO

the Church of God (Anderson, IN) she served the church for eight years at the U.S. national headquarters. She has combined her years of organizational work with seven years experience in pastoral care with those infected and affected by HIV and AIDS in the U.S. and East Africa, and has taught in the areas of theology and ethics in both of those regions of the world.

G. Department of Social Science

The Department of Social Science embraces the college's goals (offering selected academic and co-curricular programs that have a strong reputation among students, employers, and graduate schools), along with the core themes that guide all of its academic endeavors. 1) understanding of urban issues and outreach to urban areas—Portland and beyond, 2) demonstrating the benefits of living in a Christ-centered community, 3) exposing students to a wide array of liberal arts disciplines and specialization in one or more of them, 4) promoting understanding and outreach to students from diverse backgrounds, 5) preparing students for the challenges of the 21st Century through development of oral, written, quantitative, ethical, interpersonal, technological, and critical-thinking skills, knowledge, and convictions. Faculty integrate these commitments into their coursework and interactions with students and larger communities.

The mission of the Department of Social Science is to equip students to be:

- Knowledgeable in their field(s) of study
- Congruent in their integrity between professional preparation and personal lives
- Skilled in their areas of concentration
- Integrated in their approach to faith and their discipline(s).

This department houses seven majors, Human Development being offered on the traditional campus and in the Adult Degree Program. The latest course enrollment figures list 410 students enrolled in those seven degrees, which is approximately 24% of the total enrollment. Of that total, 115 (21%) are traditional program students, and 295 (26%) are Adult Degree Program students.

The majors are as follows: Developmental Psychology, Human Development, Human Development and Family Studies, Psychology, Social Science, Social Work, and Urban Studies. Four of the majors (Developmental Psychology, Human Development, Human Development and Family Studies, and Psychology) build upon a common core, which focuses on how humans change through the life cycle, along with implications for counseling, teaching, and research. The Family Studies curriculum adds specific courses that lead a successful graduate to a national certification as a family life educator by the National Council on Family Relations. The Developmental Psychology major is intended for students planning for graduate school in psychology and combines traditional psychological study with a strong background in the human biological sciences. The neuroscience course with its cadaver lab is one of the few of its types offered at the

CHAPTER TWO

undergraduate level. The Psychology major is one of the two new majors added to the curricular offerings, based upon feedback from Enrollment Services that some high school students were not matriculating at Warner Pacific because they did not see a degree that was specifically oriented toward a more general approach to the field of psychology. This new major provides an opportunity to study the development of the individual in relation to his/her mental processes, emotions, and cognitions with an emphasis located within the context of the individual's larger social environment.

The Social Science major provides opportunity for students in a variety of occupational settings in social services, law, government, law enforcement, and education. The Social Work major is designed for those aiming specifically at counseling or intervention with issues of social justice at the forefront of their concern. The second new major, Urban Studies, was enabled through a substantial grant from the Collins Foundation. This major was added, along with an Urban Studies minor and certificate, to expose students, by means of a faith-based framework, to the socio-historical forces that shape human life in cities, their historical development as well as the sociological, economic, political, and spiritual factors that influence the direction of cities in the future.

A Peace Studies minor has also enriched the social science offerings. This minor is an interdisciplinary field of study embedded in the Christian tradition of social justice and nonviolence. The curriculum addresses the problems of social oppression, violence, and war in the context of the challenges associated with implementing nonviolent conflict resolution in the quest for a peaceful world.

In an on-going process, the Department of Social Science reviews the scope and sequence of all coursework. During the school year 2009-2010, all courses that are offered as social science core studies were appraised to make sure that they reflected the departmental learning outcomes, that they served as legitimate foundations for a liberal arts education, and that all sections of the courses have similar learning objectives. A continuing project is for department members to search other existing courses for intentional and unintentional overlap. A planning retreat was held during the fall of 2010 to continue that process. The overall sequencing of courses is examined to assure that students begin with basic concepts and vocabulary necessary to form a foundation for the proposed course of study. Various learning styles are taken into consideration when curriculum is developed. Since all incoming students take the Gallup StrengthsFinder, the social science faculty have also assessed themselves using this instrument. Their top five themes of talent are used to work more fruitfully as department members as well as to teach with an awareness of their own and the students' areas of strengths. This department is committed to experiential learning that allows students to interact with the instructor, each other, the material, and the local and global communities.

CHAPTER TWO

The following outcomes have been assessed during the time frame of 2002-2010:

Developmental Psychology and Psychology major programs

- Understanding of human behavior through basic principles of developmental psychology and general psychology across life span
- Conducting archival research
- Articulating the integration of human development, psychology, and biology
- Understanding and ability in information literacy and conducting research
- Demonstrating and promoting an understanding and outreach to students from diverse backgrounds
- Being prepared for the challenges of the 21st Century through development of oral, written, quantitative, ethical, interpersonal, technological, and critical-thinking skills, knowledge, and convictions.

Results from various measures of assessment in Developmental Psychology and Psychology were used to validate and/or modify course content and instruction. A reconsideration of the concepts taught followed surveys of student responses. Verbal student feedback verified the benefit of conducting evaluative archival research. Plans for an external mastery exam were not carried out, but creation of an internal one is a viable future step. Students in HD 311, Prenatal/Early Childhood Development were asked to list concepts they had learned in PSY 140, General Psychology that they found useful in the current class. The ones recorded were given more emphasis in subsequent offerings of General Psychology. Exercises in information literacy increased students' awareness and knowledge of library and electronic resources.

Human Development major program

- Articulating the major theories of development
- Equally substantiating through research two opposing positions on contended issue in the field
- Demonstrating awareness of concepts, theories, models, and vocabulary in the field of human development
- Critically evaluating human developmental research
- Synthesizing concepts learned into a holistic view of persons and interacting systems

Data collected indicated that students were able to articulate six major theories of development with an emphasis on identification and articulation of specific behavioral skills. Surveys also showed that students could construct and support opposing viewpoints, and that they showed an equal facility in this task with business administration majors. Thus, the method of teaching both the theories and opposing viewpoints was continued. Comparisons of the value of concepts taught in several human development courses as judged by students and by practitioners in various occupational fields yielded mixed results. In some courses, students

CHAPTER TWO

put more emphasis on specific concepts and less on general principles of the field, and professionals prioritized general learning rather than specific principles. However, for other courses, just the opposite was found. At this point, instruction that includes both general principles and specific concepts will be continued in the classes assessed.

Human Development and Family Studies (HDFS) major program

- Exhibiting respect for a diversity of socio-cultural approaches
- Being capable of presenting family life education classes
- Knowing community and national resources available to parents
- Applying developmental theories as graduates analyze young children
- Knowing the dynamics of family relationships
- Exhibiting sensitivity to feelings of others
- Demonstrating awareness of the basic concepts of the field
- Knowing the importance of family process in healthy functioning as contrasted with structure.
- Demonstrating knowledge and skills to equip them to be effective family life educators Exhibiting integration of their personal faith and values around the topic of human sexuality.

Results from an assessment of HDFS students showed that they did not score as high as predicted on a measure of demonstration of non-judgmentalism in reference to a faith other than their own. The faculty instituted course modifications that emphasized the importance of valuing other faiths, and the rubric was reconstructed for more accuracy in measurement. Students did show appreciation for diversity in family configurations in another measurement. Student written reports revealed some proficiency in recognizing national and regional resources. The department constructed a survey to determine how well they were able to do so in professional settings. Based on these results, the department continued respective assignments in which students identified resources.

Students consistently scored high on internship supervisors' evaluations of their sensitivity to the feelings of others. This was continued as an emphasis in various courses. Other responses on the evaluations indicated that HDFS students recognized examples of family dynamics at work, but some areas were not as clear as projected. Subsequent courses made this matter a point of emphasis. A survey of graduates found that the focus on family process over structure was useful to them in their careers in the field. This highlighting was continued, based on the feedback. Finally, HDFS students have been rated in reference to their presenting a family life education curriculum throughout the assessment periods. Various parts on the scoring rubric have received higher marks than others, however. Hence, for example, public speaking expertise is currently being accented in course offerings.

CHAPTER TWO

Social Work major program

- Demonstrating social casework, group work and/or community organizing skills
- Analyzing the impact of social policies on client systems
- Demonstrating understanding of process whereby family functioning is assessed
- Demonstrating understanding of process whereby individual functioning within a person-in-environment framework is assessed
- Identifying the purpose and objectives of the social work profession
- Demonstrating awareness of basic concepts, theories, models, vocabulary necessary to understand social work

Data collected from Social Work majors indicated that the students scored somewhat lower on internship supervisors' evaluations in reference to "appropriate self-confidence" and "organizes time well." The instructor of the internship seminar placed additional focus on these two areas, along with taking into consideration where the students were in their internship experience. Social Work students were also assessed in the following areas:

- Being able to analyze the impact of social policies on client systems; the results of assessment here indicated that students needed more exposure to this facet of coursework.
- Understanding of assessment of individual and family functioning; data collected suggested further emphasis on instruments for this purpose.
- Demonstrate social casework, group work and/or community organizing skills; assessments from internship supervisors continue to suggest the need for further equipping of students in these areas.

All major programs

- Demonstrating understanding of and ability to use information resources by doing internet and library research
- Exhibiting integration of their personal faith and values around the topic of human sexuality.

The department determined to assess all students in Social Science majors in reference to information literacy. The results were mixed, with many students showing improvement in knowledge and skills in use of library and internet resources, while others showed the need for further instruction and experience in this area. All instructors will continue to emphasize information literacy in many classes, including both foundational and upper division courses, in which research skills are honed to a higher level.

The results of assessment of integration of faith and sexual values indicated that many of the students could clearly articulate those values in reference to sexuality. Several students showed some confusion; hence, assessment will continue in this arena.

CHAPTER TWO

Social Science faculty are committed to continuing their endeavors in environments of co-learning in which students are prepared for their next experiences—whether those are graduate school or employment. More than anything else, the faculty want to help their students live their lives fully, being equipped for whatever the future brings.

The department chair, Phyllis Michael, holds two master degrees: one in English Language and Communication and one in Counseling Psychology. She is also a Certified Family Life Educator with the National Council on Family Relations. She has taught at Warner Pacific for the past 18 years, creating and maintaining the Human Development and Family Studies degree. Since 1988 she has been involved in offering mental health and prevention services in under-served locations around the world. Currently, she is engaged in a training program for marriage and family therapists and family life educators in the People's Republic of China. To date, she has written twenty-three curricula that have been translated into Mandarin and taught to two cohorts originating in the House Churches. She received the Human Rights' Award in 2008 from the Oregon Counseling Association.

With a master's degree in Counseling Psychology and a Ph.D. in Human Development with a concentration in Personality Theory and Development and Adult Learning Theory, Dr. John Fazio completed post-doctoral studies in neuroscience. Over his three decades of service to Warner Pacific College, he has participated in a private counseling practice, served on several international disaster medical relief teams, and continues to be involved with a local emergency trauma response team. He is a member of the Association of Traumatic Stress Specialists, holding the Certificate for Certified Trauma Specialist. He also holds a current teacher license from the State of Oregon to teach all Social Science courses grades 5-12 and as a part-time school counselor.

Dr. Lou Foltz holds a Ph.D. degree in educational psychology and currently teaches courses in Learning Theory, Cultural Anthropology, Cultural Diversity, Human Development and Psychology of Religion at Warner Pacific College. He frequently speaks to parent and teacher groups on the subjects of brain-based learning theory and its interfacing with cultural systems. He has been an invited speaker at the Lilly International Conference on University Teaching over the past three years. He has also taught learning theory at the Kiev Linguistic University on three visits to the country. He serves as a project advisor to students in Kazakhstan and Ukraine who are participating in the Co-Serve International leadership program. He has studied Chinese culture and history at the Szechuan Union University, Chengdu, China. His interest in cultural learning has taken him to fifty-six countries so far, focusing on the cultural dynamics of small towns and villages. He has led four study tours to different regions of Europe and the United Kingdom and two tours to the Holy Land.

CHAPTER TWO

A licensed clinical social worker since 1986, Sandra Ahlquist has a Master in Social Work degree, as well as several years of doctoral work. Before coming to Warner Pacific, she was a therapist in community mental health for over 20 years. In addition, she is a Certified Family Life Educator with the National Council on Family Relations. She has taught at Warner Pacific for the past 15 years and was responsible for the creation of the Social Work major, which continues to grow and evolve. Her ongoing service in social work and family life education continues to inform her 15 years of teaching at Warner Pacific. It enables her, in collaboration with students, to develop meaningful internship experiences. Issues of oppression and social justice continue to influence her teaching and community service activities.

Director of Urban Studies at Warner Pacific, Dr. Caleb Rosado holds a Ph.D. from Northwestern University in Sociology with a focus on Urban Studies, Race Relations, and Sociology of Religion; and completed Post-Doctoral Studies at the University of Michigan in Latino Studies. He has been teaching full time for over 30 years in over ten colleges and universities. He is also a consultant with schools, government agencies and church groups on issues of diversity and urban transformation. He is widely published, his latest articles appearing in the *Urban Studies Journal* and the *Global Missiology English*. He is sought after as a speaker for conferences, national and community events, diversity training, and academic keynotes.

In December 2011, the department hosted an external review panel in support of its efforts to think more formally about the future of its programs. Data were collected through a review of existing departmental materials, interviews and focus groups with college and department administrators, department and non-department faculty, and students. Telephone interviews were conducted with graduates, student intern supervisors, Urban Program Advisory Board Members. In addition an email survey of ADP faculty and students was conducted. The report listed the following strengths:

- The Department is comprised of gifted and committed faculty (full-time and adjunct), evidenced by strong academic capabilities and competencies.
- The Department views its ability to attract and serve a diverse student population as an important asset.

Perhaps the most striking issue coming from the review has to do with the Social Work program. For several years that program has been growing, not only in enrollment but in sophistication as well. The external review notes this strength, while recommending that the college seriously consider application for specialized professional accreditation for a Bachelor of Social Work major. This will require additional faculty and other resources to accomplish. Other recommendations included: consideration of consolidation of the three human development majors into one, with three optional emphases; exploration of other majors or master degrees; transition planning in light of impending retirements. The report in its entirety is found in Exhibit 2.34, "Social Science Department Review."

CHAPTER TWO

CURRICULUM DESIGN

The Warner Pacific faculty is perhaps best described by its mission statement (further described in section 101.3 of the faculty handbook):

We are:

A community of faith in Jesus Christ

Committed to academic excellence

Dedicated to scholarship

Exemplifying Christian service

Proposals for new courses typically emerge from within a given department. Exploration of the potential for a new major or program begins with discussion of the new program development protocol by the Academic Council. This body (made up of all academic department chairs, Director of Library Services, Registrar, Vice President for Academic Affairs/Dean of the Faculty, and Associate Vice President for Academic Affairs/Dean of the Adult Degree Program) determines which of the academic departments will take responsibility for oversight of the process of determining the feasibility for such an offering. Key to these preliminary discussions is a determination of the compatibility of the proposal with the mission and core themes of the college. See Exhibit 2.27 “New Program Development Protocol” for details of the process. In the fall of 2011, President Cook provided another incentive for the consideration of new programs when she issued a Request for Proposals to be submitted to the cabinet. The intent of this process was to provide funding for feasibility studies of potential programs to enhance enrollment or strengthen existing offerings. Faculty and staff groups submitted twenty proposals, of which eight were funded and two were recommended to be folded into the regular budgeting process. Any feasibility studies that result in program proposals would follow the established process of full approval.

The faculty Curriculum Committee is charged with reviewing and recommending to the full faculty any proposed course or program changes. The proposal process requires several steps, including discussion and approval at the departmental level; confirmation that the course/program does not duplicate current offerings; discussion with other department(s) that may be affected by the proposed change(s); and submission of a packet of information describing the proposed changes, rationale, and the process (see Curriculum Committee forms in Exhibit 2.11, “Program Submission Checklist”). The committee reviews the proposal for fit with the college mission, appropriate scope and rigor, and to assure fiscal viability. Because of the broad spectrum of departmental representation on the committee, different perspectives are often raised by committee members, sometimes resulting in suggesting for changes or additions to the proposal. Those suggestions are returned to the department for their response. Once the proposal has been approved by the committee, it is recommended to the full faculty for their consideration. The faculty must have at least seven days (more frequently one month) to review the document before the formal vote. Approved proposals go into effect the next academic year.

CHAPTER TWO

As stated in Section 310 of the faculty handbook, recruitment of new faculty is “a cooperative effort by the faculty, department chair, and CAO.” The search process begins with the creation of a job description for the new position, typically by the chair of the department in conjunction with the Office of Human Resources. The chair organizes and convenes a search committee of no fewer than three faculty members, one of whom must be from outside the department. After telephone interviews, reference checks, and committee discussion, the committee recommends at least two candidates for on-campus interview with the search committee, the CAO, and other appropriate parties. Interviews for full-time positions include opportunities for the candidates to present a typical lesson, discussions with students and with faculty and staff beyond the search committee, and informal social gatherings. The president retains final approval of all faculty hiring decisions.

Warner Pacific’s commitment to teaching is clearly articulated in the “committed to academic excellence” section of the faculty handbook (Section 101.3), “Devoted primarily to teaching, the faculty serves students through various disciplines that provide knowledge and skills, impart professional training, foster the development of the whole person, and contribute to the formation of a mature, sensitive, and moral consciousness.” Faculty write their syllabi to identify explicitly the intended outcomes for each course. The syllabus checklist (see Exhibit 2.28, “Checklist for Course Syllabus”), includes the following descriptors of course outcomes: are attainable; do not overlap with other outcomes; are stated in terms of what the student is to do; use behavioral terms which can be measured; indicate an appropriate learning outcome/student change; follow a logical task analysis of the course description and competency; reflect competencies related to method, theory, and content; and reflect competencies related to integration of faith and learning.

LIBRARY AND INFORMATION RESOURCES

The teaching faculty work closely with library faculty and staff, ensuring that information resources are integrated into the curriculum and learning process. Information literacy is a priority as evidenced by the faculty vote on the WPC Information Literacy Resolution in April, 2007, as well as placement in the strategic plan and the academic vision. Teaching faculty invite librarians into the classroom, providing both instruction and relationship building with the students. In addition, the teaching faculty hold students accountable for strong, peer-reviewed citations in their bibliographies, and they continue working with the librarians on integrating information literacy into the curriculum.

PRIOR EXPERIENTIAL LEARNING

Prior learning experience at Warner Pacific falls into three general categories:

1. **Testing**, including Advanced Placement, International Baccalaureate, CLEP, DSST, and Proficiency Testing completed in residence. These are objective tests, with standardized grading processes.
2. **Certificate and Military experience**, following the guidelines specified by the American Council on Education. Where the number of credits is not specified, credit is granted based on seat time / 15 (i.e.

CHAPTER TWO

the number of hours per one semester credit of resident class time). Continuous Education Units (CEUs) are accepted as .62 credits each.

3. **Prior Learning Experience (PLE) paper**, including
 - a. Syllabus with learning objectives.
 - b. Research into the subject, including appropriate citations. Written in academic essay format.
 - c. Detailed narrative description of student's experience in the subject area.
 - d. Documentation of experience (e.g. photos, reference letters, certificates, awards, etc.)

PLE papers are evaluated by a WP faculty member with appropriate expertise in the field.

Prior learning experience credit is clearly reflected on the WP transcript as being earned through a non-traditional vehicle (e.g. CLEP credit is listed under a "CLEP Test" header.) PLE credit granted by WPC (through proficiency exams or PLE) is listed in the semester during which it was granted (e.g. PROF: Personal Health and Fitness). PLE credit may not duplicate credit earned by any other (traditional or non-traditional) means. No more than 30 PLE credits may be counted toward the student's baccalaureate degree requirements.

TRANSFER CREDIT

Warner Pacific accepts credit from regionally accredited colleges and universities; applicability toward Core Studies requirements is determined by the registrar in consultation with the appropriate department chair. Applicability toward major or minor requirements is determined by the student's academic advisor, in accordance with departmental policy. In addition, Warner Pacific College evaluates coursework from schools and colleges which are accredited by other agencies, provided the institution is listed in Accredited Institutions of Postsecondary Education, published by the American Council on Education (ACE). No more than 40 semester credits may be accepted from vocational-technical fields of study, and these credits are accepted as electives. Courses completed at non-regionally accredited institutions may be evaluated by faculty in the appropriate academic department for Core Studies or major/minor application.

UNDERGRADUATE PROGRAMS

Warner Pacific College's general education program, "core studies," is described on pages 49 to 54 of the college catalog. Core Studies divides general education into the curriculum areas of Communications, Humanities, Religion, Mathematics, Science, Social Science, Fine Arts, and Health and Physical Education with specific learning outcomes and requirements in each area. Academic advisors (and "academic counselors" in ADP) communicate the details of the program to students and assist them in completing the requirements for their degrees.

CHAPTER TWO

The WPC core studies program implements many aspects of Core Themes #3 (Providing a Liberal Arts Education) and #5 (Preparing Students for the 21st Century). The core studies objectives categories are knowledge, skills, and convictions with integrative learning included in the capstone (multi-disciplinary) course (e.g., HUM 410). Related to Core Theme #5, the core studies objectives encompass the five student-preparation areas of spiritual, moral, social, vocational, and technical, specifically listed in the college catalog.

In terms of liberal arts knowledge outcomes, the core studies requirement in communications for four-year students is a full-year of college composition coursework plus one additional elective. Courses required in humanities include five courses in two areas of history, literature, or philosophy in addition to the Humanities series (HUM 210/211/212, HUM 310, and HUM 410). In science and math, a student must take a lab science course and any math course College Algebra level and numbered 100 or higher. The social science requirement mandates two courses from two different areas selected from Human Development, Political Science, Psychology, Sociology, Social Science, Social Work, or Urban Studies. In fine arts, students must have at least one course that provides a cultural/historical overview to the arts (Art, Drama, Music, etc.) and one course that is participatory. One Health/Wellness course and two physical education activities are also required. Full program ADP students (i.e. those completing both the associate and baccalaureate degrees) take required sequences of courses in communication, psychology, religion, literature, history, arts, environmental studies, math, and various business and human-development courses.

Specific skills related to Core Theme #5 include courses in communications, mathematics, business, social science, education, fine arts, and health and physical education. The communications requirement calls for students to complete a total of three courses (two plus a writing intensive course in ADP). The mathematics requirement leads to College Algebra (or higher) skills. The health and physical education requirement includes two elective physical activities that build knowledge and skill as well as the conviction of lifetime wellness.

Regarding convictions within the core learning outcomes, moral, ethical, and spiritual issues are included in courses, required chapel, outreach programs of student affairs, informal student/faculty discussions, residence-hall or sports activities, and formal courses in religion and ethics. In religion, both traditional and ADP students take a required Bible survey course and a course that fosters convictions in areas of ethics, spirituality, and social issue. ADP students report that discussions in their diverse cohort groups and specific courses build awareness of diversity and spiritual convictions (e.g., in the Adult Student Priorities Survey, 2009). Traditional students complete either CM 220, Spiritual Formations; or REL 320, Spirituality, Character and Service; plus one of six elective Religion courses (BI 250, Life and Teachings of Jesus; BI 260, Life and Teachings of Paul; MIS 240, Introduction to Cross-Cultural Ministry; REL 310, World Religions; REL 351, Christian Thought in American Culture; or TH 470, Christian Social Concern).

CHAPTER TWO

A review of the general education listings in the catalog shows variation between listing specific courses (e.g., the required religion courses) and describing broad categories (e.g. courses in “*history, philosophy, or literature*”).

An interdisciplinary approach is central to a Warner Pacific education. While the distributive core studies requirements described above are common to many similar colleges, the humanities colloquy series forms a distinctive core of courses within the general education requirements of the college. For students in the traditional program, the courses thread through a student’s second, third, and fourth years of study, supporting a sense of continuity, coherence, and development in collegiate learning. The second year colloquy options have a common pattern of being team taught and showing how disciplines in the humanities are resources for critical understanding and constructive response to social challenges and problems (HUM 210, Science and Technology; HUM 211, War and Peace; HUM 212, Earthkeeping; HUM 213X, Politics and the People of the Book). The common third year colloquy (HUM 310, Faith, Living and Learning) builds on this sense of social understanding and responsibility to consider the nature of religious faith in contemporary life. HUM 410, the fourth year capstone course, runs as a colloquy-tutorial interdisciplinary project responsive to the human condition articulated as a paradox. Faculty from different disciplines read the final paper which (with the student’s consent) is then placed on reserve in Linn Library, either on line or as hard copy. The core curriculum works best when all three courses are taken in the appropriate order. Each course builds on the one before it to prepare students for the interdisciplinary nature of the final seminar.

Traditional transfer students entering with more than 30 credits complete two of these humanities courses. While this is necessary for transfer students to achieve their educational goals in a reasonable timeframe, it does present some challenges. Students who skip steps, or who take them out of order, do not seem to get as much out of the process. When students follow through all three levels, the process contributes to their personal and educational development. Fully capturing that experience in a final paper in the three-credit capstone course is often a challenging task. However, comments from graduates underscore that they readily recognize the value of the overall process.

Since the 2000-01 academic year, and especially since 2008, there has been a renewed emphasis on the centrality of the core curriculum to the Warner Pacific education. A grant from the Collins Foundation early in the decade, followed by recent Vista AmeriCorp grant funding, connected the core curriculum to spiritual formation, urban emphasis, and service outreach programs (directed by the Department of Student Affairs).

The WPC Core Studies program implements learning outcomes similar to those of the American Association of Colleges and Universities’ Essential Learning Outcomes (ELOs), described in Kuh (2008) and available at www.aacu.org/leap. The four categories of the AACU ELOs are 1) knowledge of cultures and the world; 2) intellectual and practical skills; 3) personal and social responsibility; and 4) integrative and applied learning. The WPC outcome categories are knowledge, skills, and convictions with integrative

CHAPTER TWO

learning included in the capstone (multi-disciplinary) projects required in the final courses (e.g., HUM 410). The Curriculum Committee of Warner Pacific deliberated during the 2008-09 and 2009-10 academic years to define these new categories of learning outcomes for the core studies program. The Director of Institutional Research and Assessment participated in these meetings and reviewed the outcomes for assessability. The final version was approved by the entire faculty in the spring of 2010, and was included in the 2010-11 catalog.

The faculty is now integrating these learning outcomes into the department/degree goals and objectives within syllabi of the applicable core studies courses. (See Exhibit 2.29, “Core Studies Learning Outcomes, Tracking Spreadsheet”) In addition, faculty and staff have launched specific assessment projects designed to measure selected outcomes, such as administering the *ETS Proficiency Profile* in various core humanities courses in the traditional program, and in ADP core studies courses. In 2011, faculty created a new Core Studies Committee, empowered to monitor the program and make recommendations to academic departments and the full faculty for improvements. In order to facilitate organization and assessment of the core for ADP students, the college hired a director of general education to supervise ADP faculty, monitor undergraduate curricula, and work to integrate the core learning outcomes and assessment into courses and degree programs.

Warner Pacific’s certificate programs are comprised of courses taught within the regular curriculum of the college. Syllabi for individual courses within the certificate programs, therefore, include learning objectives and outcomes. The certificate programs are housed within the seven academic departments of the college and, as such, are designed to align with departmental competencies and objectives.

GRADUATE PROGRAMS

Warner Pacific is approved to offer graduate degree programs in the following areas:

- Master of Arts in Biblical and Theological Studies (MABTS)
- Master of Arts in Teaching (MAT)
- Master of Education (MED)
- Master of Religion (MRel)
- Master of Science in Accounting (MSAc)
- Master of Science in Management and Organizational Leadership (MMOL)

At this time, the inauguration of the Master of Science in Accounting program awaits the aggregation of a sufficient number of enrollees and the finalization of the curriculum. Additionally, the Department of Religion and Christian Ministries determined in 2010 that assessment data combined with insufficient enrollment created the need to place the Master of Religion and M.A. in Biblical and Theological Studies degree programs on hiatus, though students already enrolled were allowed to complete their degrees under existing program requirements. In response to direct queries from prospective students, discussions are

CHAPTER TWO

underway to re-introduce the M.Rel program in the near future. For the purpose of this document, however, these three degree programs will not be discussed. The three remaining degree programs (MAT, MED, MMOL) will be described individually in the sections that follow.

A. Master of Arts in Teaching (MAT)

Warner Pacific College has identified the knowledge, skills, and dispositions necessary for graduates of the teacher education programs to be successful in educational settings in alignment with the mission of the college, as well as professional standards of practice prescribed by the Oregon Teacher Standards and Practices Commission (TSPC), the National Board of Professional Teaching Standards, and the various national professional content associations.

The MAT program focuses on developing pedagogical knowledge, skills, and dispositions so that the participating learner can become a licensed teacher and thereby fulfill the Warner Pacific mission of “preparing for the spiritual, moral, social, vocational and technological challenges of the 21st century.” Coursework requires candidates to think critically, research, and create and use data in assessment, as well as in decision-making. Candidates engage with colleagues and use professional resources in preparing projects and assignments that meet the requirements for an Oregon Initial I teaching license.

Courses concentrate on the learner developing curriculum that is differentiated, aligned, integrated, and standards-based; implementing instructional strategies that are meaningful, challenging, and engaging and that cultivate critical thinking, problem-solving, and data-driven decision-making skills in students; and utilizing assessment tools and techniques that authentically and appropriately evaluate student learning, provide relevant data for analysis, and inform instructional decisions. Courses are designed to help the learner establish effective psycho-motor, cognitive, and affective learning environments to motivate, engage, and focus student learning. Core courses develop abilities in the learners to analyze issues related to student background and experience and to plan instructional activities that will eliminate barriers to learning, maximize student achievement, and promote academic, social and emotional growth.

Admission to the MAT program requires: 1) a bachelor degree from a regionally accredited college or university with a cumulative GPA of at least 3.0; 2) successful completion of all exams required by the state of Oregon (i.e. the National Evaluation Series [NES] basic skills exam, the California Basic Education Skills Test [CBEST], or the Praxis 1 Pre-Professional Skills Test [PPST], the Oregon Educators Licensure Assessment [ORELA]), and the Civil Rights and Equity in the Educational Environment Examination; 3) experience working with their target age group; and 4) three letters of recommendations addressing the applicant’s ability to be successful as a classroom teacher, one of which must be related to working with students in the target age group. Based upon recent assessments, new applicants will also be required to provide a written statement of teaching goals, an academic paper on a current educational issue, fingerprinting results, evidence of a 30-hour school observation experience in the appropriate age group, and a formal interview

CHAPTER TWO

with members of the department prior to final admission to the program. The following prerequisite courses must be completed before starting the program: Learning Theory, Early Childhood through Adolescent Development, and a computer course.

In order to remain in good standing, learners must earn a “B-” or better in each of their courses and continue to maintain a cumulative GPA of 3.0 or higher to remain in the program. Learners are assessed on achievement of the program outcomes through coursework and during the development and completion of their programs. Learners must successfully complete fifteen weeks of student teaching in a public or private school setting according to the evaluation by the college supervisors and the mentor teachers.

In addition to high standards for academic achievement, the MAT program holds candidates accountable for acceptable professional conduct. Candidates must exhibit appropriate dispositions as prescribed by the Teacher Standards and Practices Commission Oregon Administrative Rules, division 018 which includes the following four areas: ethical academic behavior; student privacy regulations; acceptable use of technology; constructive and respectful interactions with colleagues, faculty, and community; and conscientious attention to the requirements for course and program completion. Transfer credit is accepted for the prerequisite courses only. Because of the cohort nature of the MAT program, applicants are required to take all courses in the program.

Courses are taught by a combination of full time faculty and adjuncts. All faculty have a minimum of a master’s degree, hold current K-12 licenses in their disciplines, and have experience teaching at the K-12 level, as well as in higher education. Both full time faculty and adjuncts serve as student teacher supervisors; they also have a minimum of a master’s degree and hold current K-12 teaching licenses. In addition, supervisors must maintain current (within the past three years) experience in the K-12 setting. Mentor teachers, those who make their classrooms available to teacher candidates for the student teaching experience, have a minimum of two years experience themselves and the recommendation of their administrations.

Academic advisors strongly recommend that MAT candidates complete two areas of authorization. To that end they must, as determined by the mentor teacher and the college supervisor, successfully complete ten weeks of student teaching in their primary authorizations and five weeks in the second authorizations. The college supervisor observes the candidate a minimum of six and a maximum of ten times over the 15 weeks. After the observation the candidate and supervisor debrief the session and include the mentor teacher if possible.

At the end of each five weeks of teaching, a mid-term or final evaluation is completed by the mentor teacher and supervisor to determine the success of the candidate and to determine if the candidate continues in the program. A scoring rubric designed by the Department of Education is used to determine the progress. If the mentor and supervisor determine that the candidate is not performing at the level of a beginning

CHAPTER TWO

teacher at any time during the semester, the candidate may be removed from the experience and/or a plan of assistance may be developed by the mentor and supervisor. Frequently, the building administrator is involved in determining the removal.

The candidates must develop and teach two work samples that include ten lessons that meet the needs of the students in their classrooms. Candidate seeking licensure at two authorization levels must complete one work sample in each authorization. The work sample must also include an assessment (summative) given at the beginning and end of the unit. Throughout the lessons, formative assessments provide both the student and the teacher with data to determine the success of the students relative to the learning objectives. This information is compiled, analyzed and reflected upon as a part of the work sample. The college supervisor assesses the work sample using the rubric designed by the Department of Education.

Oregon has a two-stage teacher licensure system (Initial I and Initial II License). Teachers holding the initial license must complete additional coursework to maintain the license. A teacher completing an Initial Teaching Licensure program concurrent with a master degree (the MAT), will take advanced courses relevant to the license held in order to move to the Initial II License.

The MAT requirements align with the Oregon Initial I Teaching licenses competences (ORS 584-090-0010). Candidates also meet the competences of the authorizations as well as the content standards.

The MAT program is continuously monitored for compliance with state and national standards through collaborations with teacher preparation professionals in other institutions and communications with the Teacher Standards and Practices Commission [TSPC]. This information, as well as course and program evaluations provided by students and instructors and the report of the External Review Committee (referenced earlier in the undergraduate area), have resulted in program revisions that are currently ongoing. Changes include incorporating into all courses the new state standards in teacher competency that took effect on January 1, 2012, focusing more instruction on classroom management practices, and adding more clinical experience time in the classroom prior to student teaching.

B. Master Arts in Education (MED)

The Warner Pacific MED degree was designed for licensed and practicing K-12 teachers who need to complete a master degree to maintain licensure. The MED aligns with the National Board of Professional Teaching Standards and the Oregon Domains of Professional Competency (584-090-0010).

The MED program focuses on developing advanced pedagogical knowledge, skills, and dispositions so that the participating teachers can become “master” teachers and thereby fulfill the WP mission of “preparing for the spiritual, moral, social, vocational and technological challenges of the 21st Century.” Coursework

CHAPTER TWO

requires candidates to think critically, conduct research, engage with colleagues, networks, and professional resources in preparing projects and assignments, and contribute to the knowledge base of the profession in their scholarly work.

Courses in the “Teaching and Learning” domain concentrate on developing curriculum that is differentiated, aligned, integrated, and standards-based; implementing instructional strategies that are meaningful, challenging, and engaging and that cultivate critical thinking, problem-solving, and decision-making skills in students; and utilizing assessment tools and techniques that authentically and appropriately evaluate student learning, provide relevant data for analysis, and inform instructional decisions.

Courses in the “Ethical Practice” domain support establishment of effective physical, cognitive, and affective learning environments to motivate, engage, and focus student learning; analyze multiple issues related to student background and experience and plan instructional activities to eliminate barriers to learning and maximize student achievement. Students also learn to build collaborative relationships with families, colleagues, and communities in order to promote student academic, social and emotional growth. Courses in the “Professional Leadership and Advocacy” domain enable candidates to acquire an authoritative voice in practicing the methods of inquiry in their professional fields; make decisions and solve problems on the basis of theory and research adding to the professional knowledge base and influencing the educational community; and collaborate with other professionals to improve school effectiveness. Students must also conduct rigorous self-evaluation of professional practice and progress to promote lifelong learning and continuous improvement.

All courses in the MED program intentionally and authentically integrate technology into teaching and learning, incorporating the ISTE/NETS Standards. Teacher and student tools include the internet, web applications, software, and hardware, in any or all of the following activities: display of information; storage of information; exploration of content, materials, and ideas; collaboration; skill development; application of skills; organization of information; problem solving; and design and construction of projects. Candidates learn with and through technology, thus increasing their technological literacy and their ability to design and develop curriculum and teaching strategies in their own classrooms; build connections with their tech-savvy, internet-native students; and conduct future research in areas of interest.

Applicants to the MED program demonstrate professional and content area knowledge by meeting the following admission requirements: 1) a bachelor degree from a regionally accredited college or university with a cumulative GPA of at least 2.75; 2) a verified teaching license including subject matter endorsements; and 3) classroom experience in a K-12 setting for at least one year. Applicants must provide a letter of application addressing professional goals and achievements. Applicants are also required to submit two letters of recommendation that are evaluated for professional expertise, academic ability, and professional dispositions.

CHAPTER TWO

In order for K-12 teachers to be licensed in Oregon, they must have passed national tests to indicate they are competent in basic skills and in their area of expertise (i.e. the National Evaluation Series [NES] basic skills exam, the California Basic Education Skills Test [CBEST], the Praxis 1 Pre-Professional Skills Test [PPST], and the Oregon Educators Licensure Assessment [ORELA].) This ensures that every teacher in the MED program is proficient in their content knowledge before they enter the program. MED students must earn a “B-“ or higher in each of their courses and continue to maintain a cumulative GPA of 3.0 or higher to remain in good standing in the program. Students are assessed on achievement of the program outcomes through coursework and during the development and completion of their program capstone, which includes an original, scholarly, researched project to be implemented in the classroom, school, or community and which aligns with the program outcomes. The capstone is assessed by at least three faculty members according to a scoring rubric that incorporates the national and state standards and the MED program outcomes. Candidates and faculty use the criteria in the scoring rubric for continuous reflection and improvement until the capstone meets the established standards. Representation examples of capstones and the scoring rubric are available in the Education Department Office.

In addition to high standards for academic achievement, the MED program holds candidates accountable during their studies for acceptable professional conduct. Candidates must exhibit appropriate dispositions as prescribed by the Teacher Standards and Practices Commission Oregon Administrative Rules, Division 017, which includes ethical academic behavior, as well as honoring copyrights, student privacy regulations, and acceptable use of technology; constructive and respectful interactions with colleagues, faculty, and community; and conscientious attention to the requirements for course and program completion.

Oregon has a two-stage teacher licensure system (Initial I and Initial II License). Teachers holding initial licensure must complete additional coursework to maintain the license. A teacher completing an Initial Teaching Licensure program concurrent with a master degree (usually the MAT) will take advanced courses relevant to the license held. A teacher completing an Initial Teaching Licensure program with an undergraduate degree must earn a master degree or its equivalent within ten years of the initial licensure. No additional practicum hours are required in the MED, unless an additional licensure area is sought.

Courses in the MED program are taught by a combination of full time faculty and adjuncts. Eight of the thirteen courses are taught by instructors with doctorate degrees; the others by instructors with master’s degrees. All instructors have appropriate teacher licensure, current experience in K-12 teaching, and experience teaching adult learners in higher education.

The quality and effectiveness of the MED program are assessed against state and national standards and through collaborations with teacher preparation professionals in other institutions, communications with the Teacher Standards and Practices Commission [TSPC], and course and program evaluations provided by

CHAPTER TWO

students and instructors. These assessments resulted in a program revision in 2010 to better align curriculum and to respond to identified trends in specialized education (specifically, ESOL, reading, and urban education competencies). The revisions will be implemented with the next MED cohort.

C. Master of Science in Management and Organizational Leadership (MMOL)

The MMOL program is designed to be practical in nature in order to build in its students the cognitive, behavioral, spiritual, interpersonal and strategic leadership skills that are applicable to their own issues-based experiences. Therefore, it aligns with the college's mission by interacting with real world challenges of the 21st century, whether they be spiritual, moral, social, vocational, or technological.

The MMOL focuses on the theories, models, research findings, and best practices found in the interdisciplinary, organizational leadership studies field. It was specifically designed to build on the knowledge and skills obtained in Warner Pacific's undergraduate degree program, but is intentionally flexible enough to accommodate students from a broad educational background who are seeking to enrich their managerial or organizational leadership skills at a professional level.

Applicants for the MMOL must have completed a baccalaureate degree from a regionally accredited college or university, with a cumulative GPA of at least 2.5, or a minimum GPA of 3.0 in the last 60 credits earned toward the degree. Two letters of recommendation are also required. Students must maintain a minimum cumulative GPA of 3.0, with no course grade lower than "B-" in order to remain in good standing. Students who have completed identical courses within the five years preceding admittance to the program may request a waiver of up to two program courses. Waiver of transfer courses must be reviewed and approved by the Chair of the Department of Business. There is no internship or field experience in the MMOL program, and experiential credit is not allowed.

The capstone experience of the MMOL program is the Integrated Organizational Leadership Project, an extensive inquiry and formal study integrating key learning components of the program into a thesis-style research paper. Students select a specific problem or change initiative from within their own (or occasionally, another) organization, and base a comprehensive examination on the material covered throughout the MMOL.

The Business Department will be using the following assessment activities for the MMOL Program during the 2011/2012 Academic year:

1. Assessing full-time and adjunct instructor performance through the Student End-of-Course Evaluations and in-class observations.
2. Assessing course content through the Student and Instructor End-of-Course Evaluations and the syllabi review initiative.

CHAPTER TWO

3. Assessing alumni satisfaction with the program after they have been in the work environment for a period of time. The alumni surveys will include all graduates, regardless of graduation dates, like the survey conducted during the spring 2011.
4. Evaluating student grades to see if there is any evidence of grade inflation.

CONTINUING EDUCATION AND NON-CREDIT PROGRAMS

Warner Pacific does not offer continuing education programs in the traditional sense. However, students seeking a certificate program (previously described in 2.C.11) may elect to pursue a credit-bearing “Certificate of Mastery.” They must register and complete the requirements for each course required for the certificate, or a “Certificate of Training” (COT), for which they audit all course requirements (i.e. no academic work is required, nor is academic credit granted for the courses). As long as the COT student meets the minimum audit attendance requirement (75% of all class sessions), the coursework will be reported on the student’s Warner Pacific transcript as audit credit.

2.D STUDENT SUPPORT RESOURCES

LEARNING ENVIRONMENT

Warner Pacific has an overall student-teacher ratio of approximately 14 to 1. The small size of typical classes leads to interactive and often individualized instruction. The “cohort” system in ADP also promotes effective learning by assigning groups of students (typically 15-18) to a similar series of courses. Satisfaction surveys at Warner Pacific regularly show the effectiveness of these small-group, supportive methods.

The college initiated a new admission designation, “academic warning,” beginning Fall 2011. This status was designed to address the Admission Review Committee’s concern for first-time freshmen who failed to meet the minimum admission GPA and/or test score requirements and clearly need some additional support to achieve academic success, but who do not appear to need the full restriction of probationary status. Students admitted on academic warning are limited to no more than 14 credits in the first semester. They must meet regularly with an academic mentor and submit an academic plan of action. This status is in addition to the existing probationary admission status, which typically limits students to 13 credits, and requires enrollment in CLS 110, Critical Thinking and Study Skills, development of an academic plan and regular meetings with an academic mentor.

The records of students entering the traditional program are carefully assessed to determine appropriate placement in both composition and mathematics. A rubric including the student’s high school GPA and standardized test scores in both English and math, along with the student’s intended major has been developed to determine whether the student will be placed in the remedial course (i.e. EN 95, Writing and Grammar or MA 95, Intermediate Algebra), the standard first-year course (i.e. EN 101, College Composition

CHAPTER TWO

or MA 111, College Algebra), or placed in an advanced course (i.e. EN 200, Advanced Composition or MA 115, Pre-calculus or MA 251, Calculus). Students whose high school performance does not give a clear indication of appropriate placement are required to complete placement testing.

Upon matriculation, there are several processes in place to identify and assist students who may be in need of additional academic support. Students who have been identified as “at risk” (e.g. those with “warning” or “probationary” status, those who have previously been on probation, or those whose academic performance is consistently hovering close to the 2.0 minimum) are carefully scrutinized by the Student Support Network. The network meets monthly (or more often, if warranted) to review reports from academic mentors or faculty members who have identified areas of student concern. These reports are combined with information from other sources (i.e. financial aid, residence life, athletics, etc.) to monitor student progress. Since class attendance has been identified as a determinant in academic performance, attendance trackers for at risk students are distributed electronically to faculty members weekly. At risk students who miss a cumulative total of ten classes are required to meet with the executive director of enrollment services.

Faculty are also asked to submit “vanished student” reports for students who miss three class sessions in a row, and academic alerts for any other concerns about a student’s academic performance. These reports are forwarded to the student’s academic advisor and, if appropriate, the academic mentor to follow up. The reporting faculty member is kept apprised of the outcome of the conversation to assure that the student’s situation has indeed been addressed.

Some students needing (or desiring) support are more receptive to help in a peer group setting than one-to-one mentorships. Those students are invited to participate in connection groups: staff or faculty-led small groups that meet weekly or bi-weekly to discuss areas of concern to the students’ academic performance.

The Academic Support Center is available to students in both the traditional program and the ADP who desire additional assistance. Services available through the center include a writing laboratory, study tables (usually organized by subject or other common interest), workshops on areas of general interest (e.g. test taking, MS Excel, etc.), and individual meetings for academic assistance.

The most commonly accessed service of the center is course tutoring. Over a typical six-month period, tutors assist students in about 25 courses per month. In 2009-10, 361 students were tutored in 553 sessions, and the tutors felt they were 90% effective. The students who took time to fill out the anonymous survey on their tutoring experience indicated a high level of satisfaction with the tutors, both in terms of their expertise, as well as demeanor that made it safe for the tutored student to hone skills and/or learn new material.

During the same six-month period in 2010-2011, 678 tutoring sessions involved one or more students, a 22% increase from 2009-2010. Students felt the tutors were 95% effective. Over 90% of students visiting the center three or more time for one course earned a “C” or higher in the course.

CHAPTER TWO

Another key program in the academic support center is the mentoring program. Eighty percent of the students on academic probation who had an academic mentor and enrolled in a study skills course remained academically eligible for enrollment.

As part of Warner Pacific's core themes of urban outreach and Christian community, large numbers of students in both the traditional program and the ADP participate in service learning experiences. These experiences extend the classroom into the community and environment. Supervised by student affairs staff, service projects include an annual "Common Day of Service" in the fall with students, staff, and faculty working on various landscaping, repair, painting, and other services to local schools and agencies. Numerous other urban field trips; biology field trips to the Malheur Wildlife Preserve in Eastern Oregon; local, national, and international mission trips; and other various internship experiences further extend student learning beyond the campus.

SAFETY AND SECURITY

In 2006 and 2007, the college used the Student Satisfaction Inventory to assess several areas of performance. One cause for concern emerging from the surveys was a student perception that the campus environment was vulnerable to safety challenges. In response, the college implemented several changes, noted below.

Although the college had a department of campus safety for many years, the director of campus safety position was created in 2007. Since that time, a procedures manual has been developed, and state certification and training of security employees required. The implementation of the "Emergency Response Policy" developed by a campus committee has been prioritized. All campus buildings have been "re-keyed" and 25 card-access locks were installed at important locations. In addition, four surveillance camera systems were installed in strategic locations on campus and residence halls were equipped for 24-hour lock-down with locking systems on all dorm entrances. Finally, all six student security workers were required to obtain state certification and to attend monthly department meetings along with the three full-time staff and two part-time members of the Department of Campus Safety. These meetings provide training, the latest information, and important assignments for department members. The certification and training of student security workers contributes to fulfillment of Core Theme 5, meeting the vocational challenges of the 21st century, by providing these students with employable skills and experience.

In terms of crime statistics, the campus safety supervisor reports regularly on any Clery Act reportable incidents. These statistics are reflected as "student right to know" information on the college website, and in the student handbook *The Squire*. Some burglaries but only one violent crime has been reported. The only type of incident that occurs somewhat frequently is breaking into automobiles parked on campus. Security workers continue their regular walking patrols on a consistent basis, and, with locking systems and security cameras in place, are believed to contribute positively to the low frequency of incidents.

CHAPTER TWO

RECRUITMENT AND ADMISSIONS

Consistent with its mission and Core Themes #1 (urban) and #4 (diversity), Warner Pacific recruits students from diverse backgrounds with a current emphasis on urban and first-generation students. Staffs of the traditional campus and the Adult Degree Program (ADP) conduct two separate but coordinated efforts for recruitment and admissions. The process of admittance begins with a recruitment phase followed by initial admission and counseling, enrollment, orientation, retention initiatives, and monitoring by advisement and an academic-support program.

Recruitment. Although traditional students come from a variety of U.S. states and several foreign countries, recruitment staff members concentrate on the western states (including Oregon, California, Washington, Alaska, Hawaii, Idaho, Nevada, Colorado, and Arizona). In addition to nationwide state assignments, the five recruitment counselors monitor assigned regions based on the zip code of inquiring students from Warner Pacific's primary market—within a 100-mile radius of the campus. In addition, one of the counselors, the urban recruitment coordinator, recruits in urban areas such as the high schools and churches of in the city of Portland. The recruitment counselors provide initial information about degrees and programs, credit transfer, admission and graduation requirements. The counselors, the college catalog (hard copy and website versions), and brochures provide students with answers to questions about requirements and policies. Counselors provide information regarding financial aid and refer students to student financial services as needed to learn about payment plan options and to receive more in depth counseling.

ADP recruitment activities are conducted by the Institute for Professional Development (IPD) staff members. Prospective students are identified by three basic methods: 1) paid advertising (e-marketing, radio, television, print advertisements); 2) personal referrals; and 3) through the IPD community and corporate relations managers (staff members assigned to build relationships by networking through local businesses, human resources organizations, and recruiting events.) Once identified, the prospective students are assigned to one of the six enrollment counselors, two of which carry part-time schedules at the Vancouver and west-side campus locations. Telephone interviews pre-screen the prospective students to determine eligibility for/interest in the ADP offerings. Interested prospects are then invited to an information session at the 205, Vancouver, or Westside campus or, if preferred, an individual appointment is arranged. After the student application is received, IPD staff orders official transcripts on behalf of the student, and the other application materials are gathered. Once completed, the file is transferred to ADP student services staff for evaluation and an admission decision.

Initial Admission. Traditional students meeting the minimum admission requirements (high school GPA of 2.5 or cumulative college GPA of 2.0, 910 SAT [critical reading and math] or 19 comprehensive ACT) and demonstrating an ability to benefit from Warner Pacific's offerings are admitted by enrollment staff. The Admissions Review Committee, consisting of the enrollment director, the registrar, a faculty member,

CHAPTER TWO

and the director of the academic support center, make the admission decisions concerning applicants who fail to meet the minimum admission requirements. To ensure that students have potential to benefit from the programs at Warner Pacific, the committee reviews the information included in the application as well as student responses to specific questions about their plans to succeed at Warner Pacific. The committee may accept certain students on good standing, good standing with suggested credit limitations, academic warning, academic probation or the student may be denied admission, details of which are explained in the admission letter. The director of academic support assists the committee in decision making and planning for support services.

ADP admission decisions are made by the associate registrar for ADP. After students' files have been reviewed, those not meeting the minimum admission requirements (demonstration of high school completion, transfer work with 2.0 GPA) are reviewed by the ADP Admissions Review Committee. An option for academic forgiveness is available to students meeting specific requirements. Letters of admittance include any limitations on the student's enrollment and are enclosed with a summary of outstanding degree requirements (e.g. core studies, electives, etc.) that must be completed.

Both the traditional and ADP Admission Review Committees operate as "sub-committees" of the institutional Academic Policies Committee.

Enrollment. Continuing traditional students register during the spring semester for the following academic year (fall and spring semesters). Office of Admissions staff organize and conduct three major summer enrollment days for new students and transfers during which faculty advisors provide initial academic advising for the following academic year, and students obtain campus identification, counsel with Financial Aid staff, complete a retention questionnaire (Noel Levitz, *The College Student Inventory*), make arrangements for housing, and complete other essential functions for initial enrollment. All presenters and facilitators at these events reinforce the written academic requirements and policies of the college.

Since ADP students are admitted to the program via a particular cohort, they are initially registered for their entire cohort study (18-28 months) at one time. Within a few weeks of beginning the program, students meet individually with an academic counselor to review their transfer records and to finalize a degree plan, which includes a specific plan for completing all remaining coursework toward completion of their degree. A course schedule change form is processed to make any necessary adjustments to the student's existing schedule.

Orientation. In the first week of the academic year, traditional freshmen and new transfer students participate in "welcome week" activities, which include reminders of academic requirements and policies, and opportunities to meet with academic advisors.

CHAPTER TWO

One week before the beginning of a new ADP cohort, the cohort meets for an orientation session. In the session, processes are explained, pertinent policies are discussed, and important documents (most notably an electronic version of the ADP bulletin) are distributed. In addition, each ADP syllabus is constructed to include course-specific requirements, including those describing attendance, technology, and late work policies.

Retention Initiatives. The Offices of Academic Affairs, Institutional Research, Academic Support, Student Affairs, and Enrollment Management cooperate in implementing several programs to increase retention of new traditional students. These programs include a first year experience course (required of all first-time freshmen), advisement focused on predictors of success from the *College Student Inventory* (CSI), and a network of student and faculty/staff mentors for students on probation or needing tutoring or other support services.

ADP cohort members are assigned to a single academic advisor for the duration of their identification with the cohort. Because ADP students typically attend class four hours per week in the evening, and many rarely visit either of the administrative campus sites, retention services are largely provided by the academic counselor. Retention efforts are facilitated by the counselor's familiarity with all of the cohort members and the dynamics that are likely to come into play.

Monitoring. After traditional students matriculate, the academic advisor (in cooperation with the college registrar) tracks progress in fulfilling student transfer and graduation requirements. The Director of Academic Support tracks the progress of students on probation.

Similarly, the ADP counselor works with Student Services staff and, ultimately, the Associate Registrar for ADP to confirm that the student is appropriately registered.

The college Registrar is the final gatekeeper of degree requirements for all traditional and ADP students.

COMPLETION OF ELIMINATED PROGRAMS

In the event of a change in or elimination of an academic program, several options are available for students: 1) students may elect to adopt the new/revised major by requesting a change of catalog and completing the degree requirements under the current catalog; 2) departments may develop a list of approved substitution courses for students, allowing them to complete their major requirements using other courses from the new curriculum; 3) depending on the number of students enrolled, discontinued courses may be continued for an additional year to accommodate continuing student needs, such as when the Religion and Christian Ministries major was discontinued at the end of the 2009-10 academic year, but previous upper division major courses were offered for junior and senior teach-out students in the 2010-11 academic year; 4) instructors may offer upper division coursework as "directed study" (one-on-one or small group study

CHAPTER TWO

of a particular course at no additional charge). This occurred after the English major was changed in the 2008-09 academic year; and 5) students can elect to take the missing course requirements off-campus through the Oregon Alliance of Independent Colleges and Universities (OAICU) cross-registration agreement, or through another consortium agreement arrangement.

As alluded to in the section above describing the Business Department, the transition from a B.S. in Business Administration to a Bachelor of Business Administration for students in the ADP caused two points of confusion for students, necessitating a teach out of the B.S. Both cases resulted from miscommunication through non-official documents of the college. Though the official documents related to the enrollment of the students clearly identified the correct degree designation, the college decided to honor the request of students wanting the B.S. designation. The curriculum for the two degrees was identical.

Though the academic programs themselves have not been terminated, two learning sites are being phased out in preference to better options. As the college requested Commission approval for the opening of a learning site at Sunset Presbyterian Church, that request noted the eventual closure of the learning site at the Portland First Church of the Nazarene, citing logistical challenges at the latter and greater convenience for students at the former. That teach-out is now nearly complete. Similarly, arrangements with the Wilsonville school district that provided space at its high school have now changed, necessitating a teach-out of current students attending that site. This will be completed within a few months.

Warner Pacific worked with the administration of Cascade College to provide easy transfer arrangements for students when that institution closed its doors in 2009. Admissions and financial aid counselors met with Cascade students on their campus, coordinating degree plans and guaranteeing the financial aid packages they had been offered by their former college. Over forty students accepted these offers and eventually enrolled for classes at Warner Pacific. Once enrolled, Warner Pacific faculty offered tutorials and independent study courses when necessary in order to minimize the dislocation caused by transfer.

CATALOG

The institution publishes an annual catalog, which includes all institutional policies, history, and mission statement in a catalog. The catalog also includes all degree, major and minor requirements, and course listings for traditional programs of study. A separate ADP bulletin is published electronically with policies and program information pertinent to students in the ADP. Where policy information is absent from the bulletin, the institutional catalog has precedence. Specific locations of pertinent catalog information follows:

- a. Institutional mission and core themes (catalog, p.5)
- b. Entrance requirements/procedures (catalog, p. 6-12; bulletin, pp. 14, 31, 35, 37, 41)
- c. Grading policy (catalog, pp. 39-41; bulletin pp. 70-73, 76-77)
- d. Academic programs (catalog, pp. 56-96, 110-190; bulletin, pp. 11-67)

CHAPTER TWO

- e. Faculty list (catalog, pp. 204-205)
- f. Conduct, rights, responsibilities (catalog, pp. 24-28, 37-38; bulletin, pp. 74-75, 86)
- g. Tuition and fees (catalog, pp. 13-15; bulletin, pp. 92-93)
- h. Refund policies (catalog, pp. 17, 21-23; bulletin, pp. 97-99)
- i. Financial aid (catalog, pp. 18-21; bulletin, pp. 94-97)
- j. Academic calendar (catalog, pp. 209-210)

PUBLICATIONS

Warner Pacific offers programs to prepare students for state licensure at four authorization levels, and in eight unique endorsement areas. These programs are clearly described in the college catalog and in the Teacher Education Handbook, which is distributed to all teacher education students in the introductory course in the program (ED 250, Introduction to Education [traditional], or ED 551A, Foundation of Education in the ADP).

Students majoring in Human Development and Family Studies have the opportunity to receive certification in Family Life Education with the National Council on Family Relations (NCFR). This is a nationally recognized certification that qualifies graduates to work in vocations such as community education, curriculum and research development, health care, counseling, church family life ministries and military family support. Specific details on pursuing certification are available from the student's advisor.

Each academic department has a description of the majors offered and the kinds of careers and /or graduate school opportunities for which the successful graduate will be prepared.

The college also provides access to all of its students to the database "What Can I Do With This Major?" as a way to assist in the search for career connections for various academic concentrations.

SECURE RETENTION OF RECORDS

All student academic records since 1989 are stored in Datatel, the institution's administrative software system. This is a secure database and the records are kept and maintained with back-up files in a separate and secure location. Academic records for students who attended Pacific Bible College or Warner Pacific College prior to 1989 are kept in hard copy in a fireproof locked filing cabinet. Back-up copies of these archive records are also available on microfilm, stored in the Records Office. Hard copy records (i.e. student files, including application, transcripts, printed evaluations and correspondence, graduation check form, etc.) are secured in locked filing cabinets for at least five years after a student leaves the college.

In order for students to access their records, they need to demonstrate proof of identification (usually by displaying their identification card). FERPA regulations are included in new employee training, with periodic

CHAPTER TWO

reviews offered by Records Office staff. Warner Pacific's FERPA policy is clearly outlined in the college catalog for student access.

Student health records are kept in hard copy in locking file cabinets in a locked and secure room.

FINANCIAL AID PROGRAMS AND PROCEDURES

Warner Pacific is one of the few colleges in the United States to have lowered tuition in recent years, impacting financial aid programs significantly. Also, the college has implemented several new programs in recent years to emphasize its mission and Core Theme #1 (impacting urban environments) and Core Theme #2 (creating Christian learning community) including financial aid programs. Through an agreement with the Portland Leadership Foundation for the implementation of the Act Six Leadership and Scholarship program, the college funds ten scholarships for student leaders from diverse backgrounds each year. Warner Pacific's new urban studies program and major initially included grant funding from the Collins Foundation for revision of courses and programmatic support for students wishing to study the city and urban issues from a faith-based perspective. Those scholarships have been folded into the financial aid program of the college after the expiration of the original grant. The Dr. John Garlington Award and the International Student Grant, renewable for up to three years, provide partial support for two students who actively participate in and contribute to diversity. Scholarships in the traditional undergraduate program provide support through the Church of God (Anderson, IN) and church matching grants. In the current pool of enrolled students, 53% traditional and 43% of ADP students are eligible for Pell grants. In total, 97% tradition and 70% of ADP students receive some form of financial aid.

Warner Pacific publishes information regarding categories of financial assistance to students in several ways. First, the college catalog and websites (both traditional and ADP sites) provide summary information. Second, detailed information sheets, a brochure, emails, and award notification letters sent directly to students provide details of federal and institutional scholarships, grants, and loans. Finally, enrollment counselors and the financial aid staff on traditional and ADP campuses provide individual information sessions for students and their families during the recruiting, enrollment, and on-site visitation process. The effectiveness, accountability, and consistency (with mission, student needs, and resources) of policies and procedures for traditional students and ADP are detailed below.

a. Traditional Program. The Director of Financial Aid supervises a wide array of federal and institutional grants, scholarships, and loans. In support of these programs, the president and executive cabinet specify the overall budget for institutional grants and scholarships each year. This oversight, plus the commitment to a 28% discount rate provide consistency between the local financial aid programs and institutional resources. External oversight of federal financial aid programs takes the form of reporting requirements such as IPEDS and the Free Application for Federal Student Aid (FAFSA) reporting.

CHAPTER TWO

The Offices of Enrollment and Financial Aid provide flyers, information sheets, and website information and hold a campus preview day, a scholarship day, and an overnight event for prospective students, including information and communications about financial aid. During three summer enrollment days, parents and students meet directly with the financial aid director and counselors to solidify plans for financial aid and student payments. After students and families decide on aid, award letters are sent directly to their homes with details of the awards.

b. Adult Degree Program (ADP). The Associate Director of Financial Aid for ADP works in coordination with the college's Director of Financial Aid. Students at the ADP rely primarily on federal financial aid programs such as Stafford and Perkins loans, and Pell grants. Only a handful (0.5%) of students each year opt for alternative loans (e.g. Plus loans) or direct billing to employers. ADP students enroll for one class at a time at an affordable tuition cost; as a result, most students are able to pay 100% of their direct educational expenses with federal loans, grants, or personal financing. Since there are no institutional grants available to ADP students, the unfunded institutional tuition discount rate for students enrolled in the program is 0%.

ADP counselors and staff provide information to students in several ways. The ADP website provides information and students attend registration nights (two weeks prior to enrollment) and an orientation session where flyers and information are available. The associate director or individual financial aid counselor sends students an award letter explaining loan dates, method and dates of disbursement of funds, cohort membership, and other relevant information. As in the traditional program, administration provides oversight and external reporting requirements provide accountability.

FINANCIAL AID REPAYMENT AND LOAN DEFAULT RATES

Warner Pacific informs students of their obligation to repay loans in several ways. First, enrollment counselors and the financial aid staff for traditional and ADP campuses provide initial information sessions for students and their families during the recruiting, enrollment, and on-site visitation process that include general repayment details. Second, detailed award notification letters sent directly to students provide notification of the required entrance counseling they must complete and includes repayment plan examples. Students sign promissory notes that detail repayment obligations. At the time of the students' separation, the students are sent information regarding how to access their current debt levels. At the same time, all students are informed of their obligations to complete formal loan exit counseling. Finally, the financial aid office and/or the student's servicer sends reminder letters to students approaching repayment time.

On a monthly basis, the Director of Student Financial Services and Financial Aid monitors the federal loan amounts dispersed to students. The Associate Director of ADP Financial Aid reports to the director on the traditional campus. The Financial Aid records are reconciled with the federal government's records monthly to

CHAPTER TWO

ensure accuracy. Annually, the federal government informs the college of the current year's cohort default rate. Warner Pacific has maintained a default rate below 10%, often between 3% and 4%, though the rate for the 2009 cohort rose to 5.2%. The college employs a formal default-management process to monitor and maintain a minimum rate of default.

ACADEMIC ADVISEMENT

In the traditional program at Warner Pacific, the full time teaching faculty provide regularly scheduled advising to all students. The process of advising often begins with conversations with the enrollment counselors but culminates in the summer enrollment sessions for new students. These full-day events on the Mt. Tabor campus in May, June, and July, are attended by new students and, often, their families. A key element of these sessions is a consultation between the new students and experienced faculty members who engage the course selection and degree planning process. Once the academic year commences, students are required to meet with their official faculty advisors, who continue the advising process during the fall semester. First-time freshmen are also required to complete CLS 101, Freshman Experience: Transitions and Connections, during the fall semester, in which academic advising is further highlighted.

After their first year of full time teaching, all traditional teaching faculty are assigned advisees appropriate to their discipline. Advisors are trained by the registrar in one-on-one or small group sessions, during which the advisor notebook, which includes policies, procedures, and helpful hints, is introduced. Additional advising workshops addressing areas of particular concern are offered periodically by the registrar.

In addition, the Academic Support Center and first-year mentors programs, operated by the director of the center, assist students who enter college with requirements for remedial work or probationary status assigned by the Admissions Review Committee (e.g., students with low high school grades, low SAT/ACT scores, or who request additional academic support). These students receive additional support and assistance from the student-support staff and volunteer mentors (student or faculty/staff volunteers).

Beginning in Fall 2010, Warner Pacific enhanced its advising system to include a retention-focused system featuring *The College Student Inventory* (CSI) by Noel-Levitz. This system begins with new freshmen students completing the CSI during the summer enrollment events. The CSI results for each new student are distributed to first year experience (FYE) instructors and faculty advisors to provide more expanded topics for advising conversations (e.g. concerns about study habits, family and financial support, social needs, as well as the traditional course scheduling advisement).

The Spring 2011 introduction of the Datatel portal has taken advisors to the next step of academic advising. Rather than depending on paper copies of outdated data, the portal gives faculty real-time access to their advisees' academic records, registration records, and contact information. This allows advisors to offer

CHAPTER TWO

more accurate and timely advising toward the completion of their advisees' academic program requirements.

In the Adult Degree Program (ADP), the seven academic counselors have the primary duties of academic advising, helping students plan and complete the courses needed for degree requirements. Academic counselors are full time administrative faculty with specific training in the curriculum, course scheduling, and general advising functions within an accelerated, adult education program. Because students enter at varying times during the year, the advising by enrollment and academic counselors is a nearly continuous process. The close-knit, collegial atmosphere of the ADP student “cohorts” (those groups of 10-20 students entering the same course sequence at the same time) allows some “advising” activities to occur during class sessions or within project and social interactions of the cohort members.

CO-CURRICULAR ACTIVITIES

With a view toward enhancing the holistic development of its community members, Warner Pacific offers a wide range of student organizations and co-curricular activities on the traditional campus that help students pursue their interests, hone their leadership skills, make lifelong friends, and enhance the urban-cultural experience of city life in Portland. From intramurals to small-group Bible studies to arts and literary organizations, co-curricular activities supplement the classroom in the development of student skills and convictions related to the core themes of the college.

The student-led college activities board (CAB) also plans frequent events and activities, like karaoke night and semi-annual banquets, for students to enjoy. And the vibrant city of Portland—with its trendy shops, student friendly restaurants and great sports, music and entertainment venues—offers abundant options for off-campus exploration, as well as opportunities for service learning of urban issues. For recreation and environmental experiences, hiking, biking, and skiing opportunities in and around Portland are available to students at Warner Pacific. All co-curricular activities are overseen by college staff or faculty members.

A list of co-curricular opportunities at Warner Pacific includes, but is not limited to:

- ASWPC - Associated Students of Warner Pacific College (student government)
- Academic clubs (e.g. Pre-Health Science Club, Accounting Club, etc., each sponsored by a member of the corresponding academic department)
- *Beacon* (yearbook)*
- *Bridgetown* (touring and recording vocal ensemble)
- Campus ministries
- Chorale and Concert Choir*
- College Activities Board (CAB)
- Disc Sport Club
- Drama productions*

CHAPTER TWO

- Eco Justice and Environment Advocacy Club
- Intramural sports
- Jazz Band/Vocal Jazz*
- *Knight Times**
- Multicultural Club
- Music worship team
- Pacific Islander Club
- *Rocinante* (literary magazine)*
- S.I.F.E. (Students in Free Enterprise)
- Student senate
- The Warner Pac
- Wind Ensemble*
- Writing and Literature Club

** Denotes co-curricular activities that are also available for academic credit*

AUXILIARY SERVICES

At Warner Pacific, residential living provides the opportunity for students to integrate their academic, spiritual, and interpersonal learning. Students living in the residence halls are able to enhance their learning during quiet hours (10:00pm-8:00am), and through the availability of 24-hour study lounges and computer lab. Student activities are coordinated by student affairs staff with help from peer assistants (upper division students who live in the residences), student leaders and mentors, and faculty or staff who conduct small “connection” groups, service learning, off-campus field-experience, as well as cultural, spiritual, and recreational activities. In addition, special social activities are planned for students living in the apartments or college-owned houses to reinforce the community aspects of their college experience.

Warner Pacific contracts with Sodexo Food Services for all meal programs, and in the operation of the Tabor Grind coffee shop. Most residential students (including those living in apartments and houses) are required to purchase meal plans in order to assure they have access to nutritious and balanced meals. In addition, commuter students, faculty and staff can purchase smaller plans or meals on a walk-in basis, which contributes to a diversity of community in the dining room. The coffee shop is a popular location for students to socialize and to study, and is often visited by ADP students whose cohorts meet on the Mt. Tabor campus. The on-site director of Sodexo works with academic staff to adjust the calendar and mealtimes to accommodate changes in the semester schedule and course offerings (e.g. offering earlier opening times for breakfast when the 7:30-8:45am class block became more popular). On November 30, 2011, two focus groups gathered to offer suggestions for further improvements in this service. The Food Service Manager identified resulting action items and has begun working with the college and Sodexo on implementation. This includes discussions on how to meet the needs of the growing population of evening students.

CHAPTER TWO

The Warner Pacific bookstore makes available the required textbooks for all course offerings. In addition, logo apparel items and other logo merchandise, school supplies and some general gift items are available. Hours of operation are scheduled to maximize availability for students including evening ADP students. ADP students purchase textbooks through their student accounts and the books are delivered to them prior to the beginning of each course to maximize their preparedness for the upcoming class. Consumer input has been sought through marketing surveys that have led to the design and implementation in service offerings beginning Fall 2011 (specifically, offering textbook rentals and a selection of value-priced logo apparel).

INTERCOLLEGIATE ATHLETICS

The director of financial aid provides oversight on the fixed budget of the scholarship programs for students in the athletic program, in consultation with the director of athletics. The directors specify a limited number of scholarships each year and have set dollar limits on these tuition-only scholarships for athletes (about 40% of total cost of college). The National Association of Intercollegiate Athletics (NAIA) also requires reporting annually, giving additional accountability.

Recently the college engaged the services of a consulting firm to do an analysis of the athletic program in reference to its core themes, retention rates, student performance and potential for growth. The results of that process are still being considered.

Other co-curricular activities that offer scholarship options for students include music, drama, leadership, and diversity leadership. Students applying for these scholarships participate in auditions/interviews, submit letters of reference, and agree to an identified level of involvement in the appropriate co-curricular activity. The recipient's initial and ongoing eligibility for the scholarship is subject to published institutional policies.

Warner Pacific offers several co-curricular programs that result in the payment of a stipend: ASWPC (student government), College Activities Board, peer mentors (for the first-year experience classes), yearbook, *Bridgetown* (touring musical performance group), admissions interns and Knights (recruitment/retention assistants). In addition, peer assistants receive free room and board for the year.

2.E LIBRARY AND INFORMATION RESOURCES

The Warner Pacific library currently subscribes to approximately 25,000 full-text journals and has an enhanced, balanced array of electronic resources, available on campus, as well as off campus through the proxy server. There is an annual budget for collection development with cooperation of the faculty and academic departments. The campus has access to approximately 29,000,000 items through its membership in the Orbis Cascade Alliance, which provides patron-initiated borrowing and courier delivery within 48 hours of the request. Warner Pacific students, faculty and staff have "walk in access" to all Alliance libraries, as well as Northwest Association of Private College and University (NAPCU) libraries.

CHAPTER TWO

The library supports the college's urban core theme by providing its constituents' the ability to borrow efficiently either electronically or in person at most academic libraries in the metropolitan area, as well as in Oregon and Washington. Along with supporting the religion collection, a number of the alliance and NAPCU institutions are Christian, which effectively expands student access to religion and theological collections, supporting the Christian Learning Community core theme. The liberal arts are represented across all collections and many disciplines. Multiple sides of issues are collected on diverse topics that are reflected across all printed and electronic collections and media. Current issues, history of issues, comprehensive issues are represented across the collections. This diversity enhances critical thinking skills.

Materials are purchased for the collection by gathering data and listening to student and faculty requests. *Choice* reviews and other publisher information are sent to faculty for review to aid in identifying and selecting new materials. When faculty or students notice holes in the collection, the library staff seeks options for filling those gaps. The library uses interlibrary loan to preview possible purchases for the collection. Circulation statistics and age of collection system reports identify both heavily used and seldom used books and print journals statistics are kept on database and electronic journal usage. Interlibrary loan statistics are also used to evaluate collection needs.

Membership in the Orbis Cascade Alliance, a national, cutting edge consortium, has empowered resources and services for WPC. Along with Summit and the option of borrowing close to 29,000,000 items from the 36 institutions, the Alliance is working on several ambitious strategic initiatives.

- Patron Demand Acquisitions in which users can access and browse ebooks, those browsed by all institutions a set number of times are then purchased by the consortium. This is the first, consortium patron demand ebook project in the nation.
- The shared Integrated Library System (ILS) is also a cutting edge project. RFPs went out at the first of the year, demos will take place in early April, and a decision is scheduled for July. Thinking out of the box and building on current technology, a single server and staff will administer the central system, freeing staff from all institutions from running their own systems.
- The Alliance's database subscription program saves the institution thousands of dollars each year by consortia purchase of databases.
- The library director is a member of the Alliance Council, the main decision making arm of the organization, and is also serving on the Alliance Assessment Committee.

During the past two semesters, librarians reached 494 students in the classroom. In addition, the library's website offers a number of tutorials. Students do not tend to use the library's resources unless instructed by the teaching faculty; therefore, development of information literacy is a cooperative effort between the teaching faculty and librarians, collaborating on approaches to increasing students' use of the research library. The library continues efforts to reach the ADP students and adjunct professors.

CHAPTER TWO

Finding, accessing and using information is critical to 21st century preparation. The library staff contributes to the college's core themes by providing instruction directly to students and emphasizing the resources available to both traditional and ADP students throughout the metro area. The staff stresses the process of finding information—an issue across all disciplines—and makes every attempt to provide instruction appealing to all learning styles and academic levels. Finding, accessing and using information is critical to 21st century preparation.

The library assessment results have revealed:

- A 22% decrease in interlibrary loan for the year 2007-08 due to an increase in electronic products.
- A 54% increase in electronic access between 2006-07 and 2007-08.
- A 27% decrease in the use of print journals for the same time frame.
- Patron- initiated borrowing increased 300% after the library moved to the Alliance from OPALL, based on a comparison of spring semester of 2008 (OPALL) and spring of 2009 (Alliance). Summit borrowing increased from FY 2010-11 to 2011-12 by over 100 books, and the college lent 195 more books in the same time span. Interlibrary loan borrowing continues to decline with the access to Summit. Most loans are for articles that are not available through the Alliance.
- The library did not renew its participation in RefWorks, a citation and research organization, in 2010-11 due to low student usage.
- In 2011-2012, ADP students scored well from a multiple choice, information literacy survey, however it was discouraging to find that over half of the students do not use the library's resources regularly. This is an area the college is trying to improve.

2.F FINANCIAL RESOURCES

Warner Pacific College receives sufficient cash flow to meet operational demands for much of the fiscal year. The cash flow from the traditional program is concentrated around the start of the Fall and Spring semesters, but the cash flow from the Adult Degree Program is quite constant throughout the year, which helps to match the demand of expenses with the revenue stream. The major expenses for the operation of the college are salaries for staff and faculty, which comprise 56% of the total expenses. Operational costs for supplies and services, including consumables and professional support services, comprise 27% of the total budget. Other expenses include site operation and maintenance, 7%; capital debt service, including principal and interest, 5%; and depreciation, 5%. See Exhibit 2.30 for a summary of "Approved Operational Budgets for Fiscal Years 2008 through 2012."

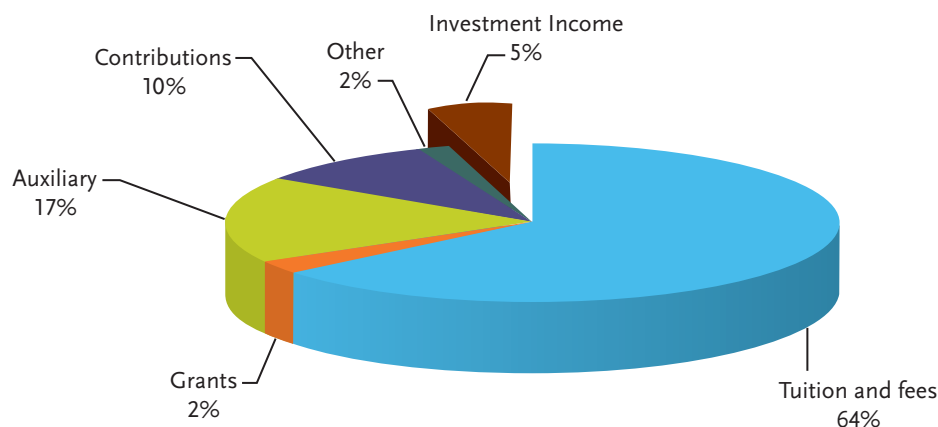
The college has a strong relationship with Bank of the West and has a \$3.5 million line of credit available through the bank to offset periods of low cash flow. The college typically draws upon the line of credit for operational needs during the last two months of the calendar year and during the summer months. The maximum draw during the summer of 2011 was \$1,985,000. The line of credit is paid off during the fall and winter months.

CHAPTER TWO

During the fiscal years of 2008 and 2009, the college experienced operational deficits that were carried within the line of credit. The college took action in 2009 to correct the operational deficits and finished the 2010 fiscal year with 4% net positive operational variance, and finished the 2011 fiscal year with 2% net positive operational variance. To ensure that the college operates with a balanced budget, a contingency is built into the operational expense portion of the budget, and the budget-versus-actual reporting is reviewed on a monthly basis by the Executive Cabinet. The contingency is \$280,000 for the 2012 fiscal year. See Exhibit 2.31 which illustrates the “Net Positive Variance” experience of the college for the past ten years.

The creation of expense and capital budgets is a collaborative process, based on conservative estimates of revenue using historical averages and models. The operational budget must be balanced and capital investment must be approved by the Board of Trustees.

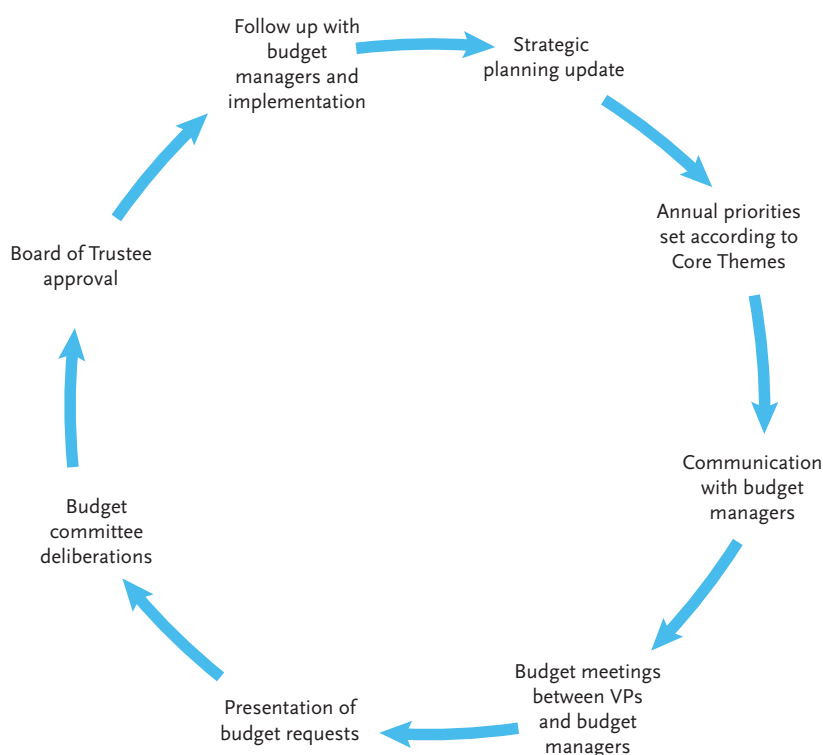
Enrollment revenue is based on present actual enrollment and modified to comply with historical retention and enrollment increases. Planning levels for enrollment are set higher than budgeted revenues. Contributions and grant revenue is set based on present year actual levels and modified if there are specific actions or events anticipated. The revenue for Warner Pacific is largely based on enrollment, with contributions and grants making up roughly 12% of the annual revenue.



The budget development process is led by the Office of Finance. The Budget Committee consists of the Executive Cabinet members and the Budget Manager. The Office of Finance prepares a high level pro forma with rough assumptions for revenue and expense and a targeted contingency. The revenue assumptions are refined and verified, and the basic assumptions and targets are presented to department budget managers to use in preparing their departmental budget requests. The budget managers meet to present their requests with justifications to the Budget Committee. The Committee then prioritizes all requests and creates a complete budget, using historical expenses and including new requests where possible.

CHAPTER TWO

The budget is reviewed by the Office of Finance for accuracy and for compliance with Board of Trustee metrics, DOE Ratio compliance, Composite Financial Indicator performance, and other covenant requirements with other agencies. Once complete, the budget is presented first to the Board of Trustee Finance Committee and then to the Board of Trustees for approval at the spring meeting. Key components that have been included in recent budgets include salary adjustments for faculty and staff to bring them up to a competitive salary position among their peers and establishment of a contingency line within expenses to ensure that the college improves its available cash position. The figure below illustrates the main points of this process.



The Board of Trustees monitor operational and investment results quarterly, via the Finance Committee and the Investment Committee of the Board. Financial data is collected through a recently updated enterprise data program provided by Datatel. The results are measured against metrics set by Board of Trustee policy. These metrics include debt burden ratio, leverage ratio, debt coverage ratio, and investment performance against benchmarks within investment group peers. In addition, the college uses the Composite Financial Indicators for evaluation of fiscal strength to evaluate its strength as compared to other colleges and identify areas of financial performance to improve.

CHAPTER TWO

Financial information is available to budget managers on line, with daily updates. The Finance staff consists of a Budget Manager, two accountants and an accounts payable professional. The staff includes a CPA, a second person scheduled to sit for the CPA exam, and an individual presently enrolled in an MBA program.

The college has a ten-year master plan for expansion of the main campus, which is approved by the City of Portland Planning commission. The plan was approved in 2003 and was reviewed and updated in 2007. The plan will be reviewed again and submitted to the city in 2012 for approval by 2013. The existing site is capable of supporting a traditional program enrollment of 1200 full-time students. The master planning effort was led by the facilities department in conjunction with a local architect and planning consultant. Meetings with key campus stakeholders were held, along with two design meetings where all stakeholders were present, including neighbors and college alumni. In January 2012 the college engaged a planning and architecture firm to design a new classroom and offices building as well as to manage its master planning process with the city.

Capital projects are approved by the Board of Trustees. A list of minor capital projects is presented to the Board for approval each year, and large projects are approved by the Board of Trustees. Recent investments include the renovation of Egtvedt Hall and McGuire Auditorium, a \$5.8 million investment, and a technology project to implement a new enterprise data collection and reporting system for \$1.8 million. Capital spending is managed by the operations director responsible for the project and monitored by the Office of Finance. The capital budgeting includes specific line item budgets for construction, fixtures, furnishings and equipment, software, technology hardware, and other specifics for each project. Operational costs for the projects are considered in budget approval for major capital investments and are included into future budget forecasts. Future investments include an academic building and additional student residential space to accommodate enrollment growth.

Auxiliary enterprises include residential facilities, foodservice, book and retail sales, and facility rentals. Traditionally, roughly 60% of traditional students live on campus. The college owns and operates a dormitory for men, a dormitory for women, six apartment complexes, and several houses adjacent to the college for student housing. Foodservice is provided by an outside vendor and is available on the main campus at Mt. Tabor. The college operates a bookstore on the main campus and provides books for students of the Adult Degree Program at the various sites where classes are held around the region. Facility rentals are a minor activity for the college, typically limited to social events and use of campus auditoriums and chapel by local churches. Auxiliary sales net less than 10% of the total college revenue.

The finances of the college are audited annually by a third party auditor. Warner Pacific employs KPMG to perform the financial audits for the college. KPMG is one of the largest national auditing firms, a nationally recognized expert in higher education and healthcare. The audit process occurs in the spring and

CHAPTER TWO

summer, starting just after the end of the Spring semester. The results of the audit are presented to the Board of Trustees' Finance Committee for review and approval. The Chair of the Finance Committee then presents the audited results to the Board of Trustees for acceptance. The audit is completed and presented to the Finance Committee within 120 days of the close of the fiscal year (May 31st). See Exhibit 2.32 for copies of the Financial Audits for Fiscal Years 2008-2011.

In Fiscal Year 2009, the college fell below the Department of Education required Financial Ratios composite score of 1.5. For Fiscal Year 2009, the audited financial statements yielded a composite score of 0.8. Of the three measures used by the DOE to determine financial viability, the college was rated weak for primary reserve (the measurement of liquidity) and net income (the measure of net operational variance). During FY 2008 and FY 2009, the college experienced net negative operational variances of \$1,645,000 and \$680,000, respectively. This impacted both the net income ratio negatively as well as having a negative impact on the primary reserve, as it increased the reliance of the institution upon the operational line of credit, which shows as a liability against the primary reserve. In addition, the investment results of FY 2009 were negative, reducing the total assets of the college, which also negatively impacts the primary reserve calculation. In summary, the college was low on available cash and, at the same time, experienced investment losses, as did many other institutions. To address this, the college realigned its operational model to better fit expenses with realistic projections of revenue, and took administrative action to reclassify a major endowment from permanently restricted to a quasi-endowment..

During the three years prior to FY 2008, the college had received significant donations annually from a single donor, with values typically of \$2,000,000 or greater. The last gift arrived in FY 2007. Given the ongoing contributions over a period of several years, the college budgeted for a contribution of a similar amount as was previously received for the 2008 fiscal year. When that gift was not received, the college experienced a sudden negative operational variance. The college took action in December of 2008 to reduce operational expenses, including staff, to bring expenses in line with revenue. Since that time, the college has set realistic revenue budgets, based on previous budgets and conservative forecasts, and has held budgeted expenses under the revenue projections. A contingency of \$200,000 or more has been included in the expense budget to help ensure that a net positive operational variance is achieved. The positive variances are then used to reduce the operational dependence upon the line of credit.

In late calendar 2010, the Office of Finance investigated other methods to improve the liquidity of the college. The investigation revealed that one of the major endowments of the college that had recently matured included a clause that allowed the Board of Trustees of the college to use the funds in any way necessary if it deemed it to be in the best interest of the college. Further investigation with legal counsel and with KPMG determined that the college had the ability to move this endowment from a permanently restricted status to an unrestricted status as a quasi-endowment. Board action was taken in February 2011 to

CHAPTER TWO

approve the change of the endowment from permanently restricted to unrestricted, with the use of the funds from the endowment requiring Board approval. This action increased the college's unrestricted assets by over \$4,000,000, thus significantly improving the liquidity of the college.

The college has received notification from the Department of Education regarding Fiscal Year 2011, and the Financial Ratio composite score for Fiscal Year 2011 is 2.6, thus putting the college in compliance with the DOE's financial standards. Going forward, the college will continue to work to ensure that each year's operational budget results in a net positive variance, and protect the quasi-endowments to ensure sufficient liquidity. See Exhibit 2.33 showing the trends in the DOE Financial Responsibility ratios.

Institutional fundraising is led by the Advancement department of the college. The college is actively supported by the Church of God churches in the western United States. A gift policy is maintained by the college, to ensure proper procedures are followed in the acceptance and administration of long term gifts such as trusts and annuities. The gift policy is a policy of the Board of Trustees and any changes to the policy must be approved by the Board of Trustees.

2.G PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

PHYSICAL INFRASTRUCTURE

The physical and technical infrastructure of Warner Pacific College is created and maintained to support the needs of the college mission as an urban, Christian liberal arts college in Portland, Oregon. The college works to invest in and maintain the physical aspects of the college as a safe learning environment for students with the necessary tools to enable faculty and staff to implement the academic vision.

The main campus of Warner Pacific is located in southeast Portland on the south slope of Mount Tabor. The 15-acre campus has been the location of the college since 1940. As of this time, the total square footage of buildings at the main campus is approximately 199,000 square feet. On the main campus, the main facilities include:

- AF Gray Hall, which includes administration and faculty offices, as well as classrooms, a conference room and computer labs.
- Otto F. Linn Library, an 11,900 square foot library which also includes three classrooms and tutoring space
- C.C. Perry Gym, constructed in 1962, includes a weight room, a student union activity area and two classrooms.
- McGuire Auditorium, a multi-purpose auditorium and music facility.
- Egtvedt Hall, which serves as the student services building, with offices for the registrar, financial aid, and admissions, as well as the dining hall.

CHAPTER TWO

- Gotham Hall, a two story science building that includes biology, chemistry and physics laboratories.

Also included on the campus are men's and women's residence halls, a chapel, and several single and multi-unit housing structures. Of the total square footage, approximately 45% is dedicated to classroom and instruction space, 39% is used for residential space, and 16% is for administrative space.

In addition to the buildings that are owned by the college, several facilities are rented to accommodate the Adult Degree Program offices and classes. These facilities are strategically located across the Portland metropolitan area, to better serve the adult learner, placing the classrooms near the students' places of employment or homes. The college operates in two locations on the southeast side of Portland where classrooms and office spaces are leased for the Adult Degree Program staff. In Vancouver, Washington, the college holds classes in a facility owned by the Vancouver First Church of God (Anderson, IN). In addition, the college holds classes at two churches in west Portland and at a high school in Wilsonville, Oregon, south of Portland.

The college has a campus safety department staffed to provide on-site support around the clock. All members receive training in basic campus security, incident management, and first aid, and are certified through the State of Oregon Department of Public Safety and Security Training program. Warner Pacific is located in an urban environment in southeast Portland, which can present challenges to maintaining a safe environment. The college works closely with the Portland Police Department and encourages the presence of Portland police officers on campus for training activities and for a place to complete paperwork or take a coffee break at the campus coffee shop. Despite its location, the college has experienced very few serious crimes, as seen in the annual Clery Reports. The majority of crimes committed on the campus are crimes of opportunity, such as vehicle break-ins and theft. The campus safety department and the Department of Residence Life work with the student body to educate students on how to prevent crimes of opportunity each year.

The college employs a campus-wide notification system known as e2Campus, a system to send out mass text/email messages to all faculty, staff and students. The college requests all students to sign up for this system at enrollment.

The maintenance department is responsible for maintaining the physical plant investments of the college. The maintenance staff responds to repairs as needed for all campus facilities that are owned by the college, as well as providing support for building needs in the leased facilities. The in-house maintenance department is augmented by outside contractors for specific crafts, including electrical, HVAC, and plumbing needs.

The custodial and grounds keeping needs of the college are outsourced to local service providers. As the campus is relatively small, outsourcing has shown to be a good alternative, as the contractors' business models

CHAPTER TWO

allow them to purchase the necessary capital equipment to be efficient and share the cost of that investment with other sites. In addition, they are able to maintain a higher level of training and expertise in these areas than an in-house staff could provide. The contracts are reviewed annually.

The maintenance department maintains a preventive maintenance program for campus facilities, to improve the reliability of the facilities and reduce cost. The maintenance department has seen a reduction in breakdown work requests each year since starting the preventive maintenance program. Increasing planned work to reduce unplanned work is an annual goal set for the maintenance department.

Over the past five years, the college has invested over \$6,000,000 in campus facility improvements. A new dining facility was developed in Egtvedt Hall in the summer of 2008, McGuire Auditorium was upgraded with new seating, flooring, and sound system in 2009, a campus housing improvement project to renovate one or two housing buildings has been completed each summer since 2006, and a new expanded music instruction area was created in 2008. Three new classrooms were created in the lower level of the library in 2007, and four classrooms were created in the lower level of A.F. Gray Hall in the summer of 2008. Looking to the next three to five years, classroom space will need to be added to allow continued growth of the traditional program. The college master plan includes an academic building as the next major capital project on the campus. Residential space is also becoming a constraint. In anticipation of future need, the college has negotiated a first right of refusal agreement to purchase an apartment building adjacent to the campus.

Due to the topography of the main campus, located on a hillside, and the advanced age of several of the buildings, accessibility is a challenge for several locations on the campus. Recent renovations have improved the situation through the addition of an elevator in Egtvedt Hall to facilitate access from the lower level of the campus to the mid level of the campus. Access ramps have been added to improve accessibility as well, but the upper levels of the campus are still a challenge for those who are mobility-impaired. The administration building, located at the highest point of the campus, is one the greatest, due to its location, its four-story construction, and its age. This structure is the next building on the campus to be replaced.

Another challenge of the campus is the lack of athletic fields. The college presently has track and field, and men's and women's soccer programs that must practice and compete at rented facilities which are one mile or more from the campus. The college is seeking opportunities to partner with other institutions to develop fields nearer to the campus, but there are no immediate plans to develop nearby facilities at this time.

The college has a very limited amount of hazardous material on the Mt. Tabor campus. Warner Pacific has just one chemistry lab, and no storage of landscaping chemicals due to outsourcing of that function. The college is exempt from reporting of hazardous materials due to the minimal quantities that are on hand. The science department maintains a chemical hygiene plan that is further monitored by the Campus Safety Committee.

CHAPTER TWO

In 2003, Peterson Kohlberg and Associates Architects assisted the college in the process of securing approval of its current conditional use master plan for the main campus at Mt. Tabor. That plan provides for expansion of the academic and indoor athletic facilities. The City of Portland's approval the plan is valid until 2013. In 2007 SRG Partnership Architects reviewed the plan in a process that included neighborhood input through two formal design sessions held with local neighborhood association representatives, as well as several design meetings with students, faculty, and staff over a six-month period. The resulting recommendations improve the alignment of the plan to the mission of the college and increase the accessibility of the campus to the neighborhood, updates that will be incorporated into the revision that will be submitted for approval in 2013. The college recently engaged the services of Boora Architects to assist in the preparation of its next conditional use master plan application to the city of Portland. Boora will also be the lead planners as the college anticipates a new academic and administrative offices building.

In the annual budgeting process, managers identify smaller investments in new equipment for the college, as well as for larger, longer-term investments in light of the strategic plan. Specific items with a one to two-year lead time are brought forward to the Budget Committee by the requesting department's budget manager on an annual basis. Generally, facilities or information services identify equipment and facilities needs that are common to several users while department budget managers cover items that are specific to a single department. After reviewing all of the requests, the Budget Committee identifies and prioritizes the capital requests. Ongoing maintenance of all information services equipment, including equipment at remote locations, is conducted by the Department of Information Services staff. The operation and maintenance of other common items is carried out by facilities or information services staff (as appropriate), and the operation and maintenance of equipment that is specific to a department is carried out by that department.

Capital budgeting is limited by cash flow at this time, as the college is endeavoring to reduce debt to improve its financial position. The capital budget is limited to the depreciation that existing facilities are scheduled for each year. Reinvesting the depreciation cost of each year helps to maintain the value of the physical plant, but does not provide sufficient funds for significant improvements. Longer term planning includes the construction of a new academic building with state of the art instructional equipment in all classrooms. In the shorter term, the college needs to improve its ability to fund investment through grants and donations for specific capital projects.

TECHNOLOGICAL INFRASTRUCTURE

The college provides an in-house Department of Information Services (I.S.). The goal of the department is to support the technology mission of the college (to prepare students for the technology challenges in the 21st century) by providing up-to-date classroom technology, internet connectivity, and "back office" systems that help faculty meet these needs. The I.S. staff includes five information technology professionals, and a visual/audio expert, and is augmented by student workers during the school year. An additional enterprise resource

CHAPTER TWO

specialist will be hired in the near future. The department is responsible for designing, purchasing and maintaining all information technology at the college, including network infrastructure, managing external service providers, telecom systems, end user personal computers, computer laboratories, and all classroom technology.

The college network is designed as a “double star” system. The core of the network and all primary servers are housed at the Mount Tabor campus. Access to the outside world (phone and internet) all terminate at the main network hub. Remote servers are housed at the Centre 205 and Cascade campuses (primary remote locations for adult degree programs), with all remote sites receiving phone and Internet services from the core. Recent investments include emergency electrical generation capability to maintain operation of the main server room in the event of a loss of power at the main campus, and upgrades to better separate internal systems to improve the reliability of the network. Additional disk arrays to provide redundancy and a move to virtual desktop processing are planned for the future. Use of wireless networks and student network speed are closely monitored and upgrades are installed when service levels fall. In 2006, the college purchased a new enterprise resource software package from Datatel, one of the largest software providers for higher education. The Datatel system includes packages for Student Accounts, Records, Financial Aid, Advancement, Finance, and others. Implementation and use of the system has been slow, but is improving with more emphasis on user training.

Warner Pacific classrooms have a mixture of technology capabilities. All classrooms include a digital projector, personal computer, DVD/VCR player, and audio capability. Four classrooms on the Tabor campus are equipped with smart boards, and five classrooms have document projection capability. At the request of the faculty, the options for the capture of lectures using video recording is now being investigated.

The college engaged Marah Creative to renovate its website in 2011 in order to increase capability and make it more appealing to those who are not part of the college. As a result, the website won the EduStyle Higher Ed Award for Best Redesign 2011. In addition to the website, a portal project that is part of the Datatel package was implemented to provide students, faculty and staff a quick reference point to gain information about the daily activities of the college.

Technological training is an ongoing challenge. I.S. has provided training to both faculty and staff in areas of a new Office Suite upgrade. Staff has eagerly participated in training classes provided. Faculty often verbalize their desire for training in technology, though their participation in training has been somewhat limited. I.S. staff will continue to offer faculty training in areas of classroom technology on a regular basis.

Recognizing the importance of maintaining up-to-date technology, I.S. has plans to replace all active network electronics (which are anywhere from four to 12 years old) over the next couple of years, and to replace the servers (there are currently 17 at an age of four to seven years old) at a cost of \$4,000 each.

CHAPTER TWO

To deal with current issues and to better plan for future needs, the director of I.S. is a member of the Instructional Technology Committee, which includes representation from the traditional and ADP academic communities. Future needs and new technologies are discussed/planned in this committee. This committee was responsible for developing the college's philosophy of online learning statement and monitors the development of courses and programs employing online technologies. Several faculty use the open-source Moodle system to support classroom instruction.

I.S. is also developing a five-year technology plan that will be updated annually with input from all areas of the college. The plan will speak to capital projects planned as well as projected staffing needs. Capital items include a new SAN (disk array) technology (\$45,000), network replacement (\$40,000), and a virtualized desktop pilot project to extend the efficacy of desktop hardware and to reduce the demand for I.S. labor (\$15,000). I.S. staffing needs include another server support person and a dedicated Datatel support person.

CHAPTER TWO

CHAPTER SUMMARY

Encompassing as it does much of the material covered by the previous standards, Chapter Two is a large and complex presentation of the college's operations. In total pages, the responses to sub-categories A-G of Standard Two amount to about half of the total length of this report. Nonetheless, a careful reading of the chapter reveals a few broad decision-making principles that guide the development and stewardship of the institution's resources.

President Andrea Cook guides the college by virtue of the authority of the Board of Trustees. By adopting a "policy governance" style of operation, the board has established parameters for the leadership of the college in order to ensure that institutional policies and procedures maintain the highest order of integrity. The president, in turn, empowers the members of the Executive Cabinet and all employees to fulfill their respective roles in furtherance of the mission of the college. The college promotes a safe, professional academic working environment, characterized by equity, intellectual freedom, and honesty.

As a principle of leadership, all employees of the college are evaluated annually. Faculty are evaluated by students and peers according to their teaching assignments, and by peers in reference to their scholarship and service. Staff members are evaluated by supervisors in line with job descriptions and according to criteria enumerated in the performance evaluation system. The result of each of these processes includes opportunities for conversations that clarify findings and provide opportunities for goal setting and improvement plans.

Warner Pacific's academic program rests at the very heart of the mission of the college. In keeping with its importance, college policies governing the academic program are managed by the faculty, published prominently and reviewed frequently. The programs themselves are crafted by the faculty as responses to investigation of best practices within disciplines, innovation, student demand, and the availability of faculty and other resources to support the curriculum. Annually, the faculty engage in assessments of each major in order to encourage continuous improvement.

The undergraduate program includes a well-crafted general education program, majors of sufficient depth of study and highly qualified faculty teaching within their areas of expertise. Similarly, the graduate program includes degrees that are consistent with the standards of higher education, meet student needs and rely upon a corps of highly qualified faculty. The undergraduate and graduate programs were developed, and continued to be assessed, as reflections of the college's mission.

As an institution that recruits a large percentage of students from urban high schools, some of whom have not been adequately prepared for college-level academic work, the college takes seriously its responsibility to provide the support necessary to encourage student success. Through its formal Academic Support Center, Office of Enrollment Management, as well as in academic advising, co-curricular programming, financial aid counseling, career and life counseling, campus safety, intercollegiate athletics program and leadership

CHAPTER TWO

opportunities, the college proactively seeks to empower students to take advantage of their educational opportunities. Students receive “hard-copy” publications and are encouraged to use the college’s website to find timely and accurate information regarding all policies governing their participation in the community.

Otto F. Linn Library is not only the physical heart of the Mt. Tabor campus, but also the “learning center” for the entire college. The library staff is available either in classes or via online tutorials to support student learning through the acquisition of information resources. Many of its resources are available in physical form as well as electronically, enabling students at distant learning sites to “go to the library” easily.

Financially, Warner Pacific has weathered stormy times. Though seldom living with an abundance of resources, the college posted four consecutive years of respectable positive net income from FY 2004 through FY 2007, thanks in large part to the generosity of an anonymous donor. Two years of negative revenue followed when those gifts ended in FY 2008. In FY 2010 and 2011 the college returned to positive territory through judicious budgeting and careful planning. Tuition revenue continues to be the mainstay of the budget, though church giving, grants and foundation support, and individual donor contributions are strong supplements. The college is guarding against future economic hard times by building a contingency fund into the budget and reducing its dependency on a line of credit in slack months.

Buildings on the Mt. Tabor campus, which houses the traditional student academic program and some ADP cohorts, are well-maintained and appropriate for a college of Warner Pacific’s size and program. Due to recent enrollment increases and the aging character of the main faculty office building (A.F. Gray Hall), the college has begun plans to build a new classroom and office building. ADP administrative offices and most of its classrooms are found at six other locations in the Portland/Vancouver area.

Warner Pacific invests appropriately in its technological infrastructure in order to provide its students, faculty and staff with the tools they need to perform their functions at the institution.

The key to Warner Pacific’s success in mission fulfillment through the management of its resources is a sense of stewardship that pervades the institution’s planning and implementation processes. That careful, professional and responsible approach lends to the acquisition of and care for the resources that enable the institution to achieve its objectives.

CHAPTER THREE



3

Institutional Planning

STANDARD 3.A: INSTITUTIONAL PLANNING

Warner Pacific College has a long tradition of participatory, comprehensive planning to achieve its mission using data and input from faculty, staff, and students. Some important elements of planning include the creation of previous and the current Mission Statement, Strategic Plan, as well as annual Fiscal and Budget planning, annual department and administrative-unit assessment-based planning, and Mission Fulfillment evaluation.

The college's revised mission statement emerged in 1998 as one result of a broadly inclusive process engaged to create a strategic plan for the years 1998-2003. Every segment of the institution and its constituency contributed to discussions through focus groups, individual conversations and a "Vision Summit." After several edits and much discussion, the Board of Trustees approved the institution's new mission in November of 1998.

Warner Pacific College is an urban Christian liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them for the spiritual, moral, social, vocational, and technological challenges of the 21st century.

Building upon the inclusive process that created its mission, the college is committed to achieving that mission through careful planning that takes advantage of the rich talents and contributions of its employees, students and constituents. These efforts yield initiatives, created by employees and constituent bodies, which represent the core themes of the institution and can be accomplished within its resources. Through strategic planning, visioning experiences, campus master planning, and use of consultants, the college has embraced the value of purposeful and responsible forecasting. Since its last peer evaluation, three initiatives have been determinative in shaping preparations for the future of the college.

CHAPTER THREE

First, in 2006, at the request of then President Jay Barber, the faculty crafted a comprehensive “Academic Vision” (see Exhibit 3.1) that articulated six components of a vital institution. The depth and dimension of these statements attested to the recognition by faculty of the inter-related nature of its academic programs with co-curricular life, financial health, human resources and urban environment. This document, and the process through which it originated, became a model for other discussions on campus. The Vision’s “Pillars” included:

Pillar 1: Faith Response

Pillar 2: A Process of Healthy Maturation Throughout the Warner Pacific Community

Pillar 3: Excellence in Academic and Co-curricular Programs

Pillar 4: Student Preparedness

Pillar 5: College Personnel Development

Pillar 6: Taking Advantage of the Urban Environment in Which We Live

Second, almost simultaneously, the president initiated a new strategic planning process with the appointment of a Steering Committee in late spring, 2006. Dr. Andrea Cook, Vice President for College Advancement (now the President of Warner Pacific) led the committee, which included two faculty member and the Director of Residence Life. The committee met to develop the process and timeline for campus and constituent engagement in strategic planning. The formal strategic planning process commenced with a meeting that included more than sixty Warner Pacific College employees and thirty students. Additionally, draft priorities were distributed to more than 500 external constituents with a request for feedback concerning the direction of the strategic plan. In preparation for these meetings, the committee collected data to inform the process. The president invited all employees to participate in an all-day planning event on August 10, 2006. Co-chairs for seven Task Teams led the process of identifying categories, objectives, action steps, and metrics. Additional research derived from IPEDS data, two rounds of the *Student Satisfaction Inventory* and a *National Survey on Student Engagement* as well as an *Admitted Student Questionnaire* and a consultant’s report to be discussed below further informed the work of these teams.

The steering committee included opportunities for student and alumni input into the process, providing additional valuable insights. In most cases their responses aligned with those of employees; however, they also noted need for improvements in academic programs and in providing more value for the cost of education.

During the late fall and following spring, the Advancement Office presented the draft strategic planning priorities to gatherings of alumni and friends in fifteen locations around the western states. In comments solicited at the meetings, attendees strongly affirmed the seven priorities identified for planning.

After compiling and synthesizing these reactions, comments and suggestions, the task teams submitted their work to the Steering Committee. The synthesis and comments led to the recognition that the

CHAPTER THREE

community strongly recommended the addition of a separate priority that would address academic and co-curricular programs. The centrality of academic and co-curricular enterprises to the institution led to the addition of this priority (II).

The committee assembled all of the team drafts into a single document that was posted in an electronic file and made it available to all employees. Additionally, the committee hosted three feedback opportunities to hear further suggestions, critiques and affirmations of the process and draft document. The College's Board of Trustees reviewed and approved the Strategic Plan document in early May, 2007. Its priorities are listed below:

Priority I: Operational Excellence

Priority II: Enhancement of Academic and Co-curricular Programs

Priority III: Design, Develop and Maintain the College's Physical Plant

Priority IV: Advance the Image and Enhance Fund-Raising Income

Priority V: Increase Enrollment Through Recruitment and Retention of Students

Priority VI: Recruit Support, Develop and Retain Employees.

Priority VII: Uses of Technology

Priority VIII: Embracing the Urban Context

The considerable overlap between the Academic Vision and the Strategic Plan suggested great harmony across the institution based on common purposes. These documents are products of the institution as a whole, not the creative work of a small group of administrators or consultants.

It is important to note that, in order to ensure detailed attention to data-based planning and mission fulfillment, the Strategic Plan includes extensive Action Steps with key personnel listed by name and Metrics for each of the 90+ objectives within the plan (see Exhibit 3.2, "Strategic Plan, 2007-2012"). For example, under Priority II (Academic and Co-curricular Programs), Category B (Excellence in Academic Programs), Objective II emphasized the identification of learning outcomes for skills, knowledge, and convictions across academic programs and listed the Dean of Academic Affairs and Dean of ADP as leaders. The objective called for the enhancement of students' academic success and informing students' career choices.

Faculty and staff were asked to take action to increase accuracy in academic advising in traditional and ADP programs, in listing more widely the learning outcomes for each major, degree, or program (e.g., in college catalog, departmental degree descriptions, advertising, etc.), and increased funding and attention to a separate Career Center for promoting student career awareness. The Metrics included publishing learning outcomes (accomplished in the college catalogs of 2010 and 2011), increased identification of students at risk for failure (accomplished in the expanded activities of the Student Support Center, tutoring, and mentoring programs), and listings of career options for each academic major. Clearly, the Action Steps and Metrics of the Strategic Plan compose a major part of the evaluation of Mission Fulfillment.

CHAPTER THREE

Annually, the Executive Cabinet has reviewed the current Strategic Plan, reporting to the Board of Trustees accomplishments in each of the priorities. The president posted these updates on the internal shared drive of the college, as well in the Institutional Effectiveness pages of the public website. (See Exhibit 3.3, “Strategic Planning Updates”).

The means by which the college is embracing its urban identity, a significant core theme, provides a third illustration of the ways the college has engaged in purposeful institutional planning. As revealed in the Academic Vision and the Strategic Plan, Warner Pacific recognizes its unique relationship with the city of Portland as both a challenge and an opportunity. In 2006 the college contracted with Richard Harrison Bailey/The Agency (RHB) for completion of a comprehensive market-position study. RHB conducted many focus groups, interviews, audits, and surveys to identify the key distinctives of Warner Pacific College. Their final report identified clear challenges and opportunities for the college’s future. The president presented the results of this research to employees and the Board of Trustees in the spring of 2007.

One of the compelling realities revealed by this study was that, while the college enjoyed its urban setting, its employees, student, and constituents functioned with differing descriptions of what being an “urban college” meant. Armed with the RHB report, the Academic Vision, and Strategic Plan, the college identified specific tasks related to embracing its urban identity. Among these were grantwriting to support creation of an urban studies program, a search for a director for this program, significant curricular revisions and additions, partnership with an organization that targets recruitment of students committed to leadership within the urban center, creation of a community advisory committee, and the empowerment of an Urban Commission. The president charged this latter group, which was broadly representative of the institution, with devising an “urban plan” that would guide the further development of the institution’s mission. To achieve this goal, the commission gathered for extended meetings, engaged community forums, collected data, and explored implications for the emerging plan. Eventually, their work coalesced around four foci: academic programs; resource assessment and development; diversity; and college context. Once precise objectives in these areas began to emerge, the commission hosted an employee meeting designed to prioritize the several options being discussed. The meeting resulted in a four-year plan for implementation of a variety of projects contributing to the urban plan. In the Spring of 2011, the Office of Advancement created a focused financial appeal labeled “Call to Action” (see Exhibit 3.4) designed to raise \$3.5 million to support the financial demands these projects would create. Exhibit 3.5 contains the complete Urban Plan.

While these three examples of planning and implementation fairly represent what Warner Pacific College has done and is doing, the institution also recognizes that planning for the future constitutes a moving target. Accordingly, in light of the fact that the current strategic plan expires in 2012, the president has empanelled a new Strategic Planning Steering Committee. The process of crafting a new plan will include a thorough revisit of the college’s mission, vision and values, as well as the alignment of resulting core themes explicitly with the priorities of the new strategic plan. The following illustration graphically describes that process.

CHAPTER THREE



The first step in this process, “Brutal Facts Presentation,” recognizes that good planning is only possible when an institution’s true current reality is known as fully as possible. This presentation includes the most up-to-date financial data as well as projections of income and expenses over a five-year period. These estimates are conservative in nature, based on historic averages as well as a consideration of specific means by which predictions can be tested. In addition to financial data, the presentation includes discussion of trends of higher education, Warner Pacific’s capacity for growth, and consideration of factors commonly known as a “SWOT” analysis.

The president presented various versions of this material to faculty, to the Board of Trustees, as well as to employees successively in August, October and December of 2011. Following a well-accepted model used in higher education, trustees were informed of their responsibilities in reference to strategic planning at this time as well. Fredric L. Laughlin and Robert C. Andringa define the role of the board in strategic planning in the book *Good Governance for Nonprofits*, in the following way. “The governing board, representing the moral owners (key stakeholders) determines the ‘essentials’ (mission, vision, goals, etc.) and sets broad parameters within which the board wants its CEO and staff to achieve the mission. The board also identifies the data it needs to monitor progress toward achieving the mission and goals.”

CHAPTER THREE

At its October 2011 meeting, the Board of Trustees spent significant time reviewing the mission and vision of the college. As a result of this review, the board generally affirmed the mission statement, although it asked the administration to redraft the section of the mission statement related to the challenges Warner Pacific College is preparing its students to address. In addition to this review, the board gave consideration to the “strategic indicators” or data it would require to monitor progress. As a result of this planning session, the board asked the president to propose to the executive committee a list of strategic indicators for the next seven-year plan.

Discussion of the ongoing sufficiency of the college’s mission, vision and values and the development of an “Environmental Scan” happen almost simultaneously as the planning process moves forward. In November 2011, the president gathered campus leaders and external consultants in a “Messaging Summit” designed to “ensure that all of our messages maximize the opportunities flowing out of our mission statement.” Together, these steps plumb the community’s understanding of and commitment to the mission, core themes, and other principles that energize the institution.

In December 2011, approximately 80 employees gathered for a “Strategic Planning Day.” The purpose of this meeting was three-fold: solicit conversation on the sufficiency of the mission, vision and values statements of the college; begin to generate samples of goals that could be achieved within a seven-year timeframe; and enlist volunteers for eventual task teams that will develop the detail of the plan in process. Participants were invited to continue to develop suggestions through an electronic bulletin board. Once draft priorities and goals have been developed, additional constituencies, including alumni, current students, church representatives and key friends of the college will be engaged in the process to provide their insights and feedback.

The Strategic Planning Steering Committee (SPSC) began to synthesize the raw data of the planning day into discrete priorities, according to the core themes of the college, in the step labeled “Top Priorities Review.” This work lays the foundations for a second, more tightly focused conversation with the campus community that seeks to “clarify and affirm” both the strategic planning process as well as emerging products. The primary charges of the SPSC are to manage process and to synthesize the data gathered from task teams and audiences. The products, such as goals and action plans, are developed by task teams drawn from volunteers identified during the strategic planning day or recruited by the SPSC.

Tentatively, the president, executive cabinet and SPSC continue to refine the elements and implications of a draft plan. Constituents contribute to this clarification through both formal and informal means. Campus groups and individuals explore the ways in which assessment and budget planning processes support the expression of the mission and core themes through the strategic plan. The college’s core themes provide a constant framework as specific priorities, categories, objectives and action plans emerge.

CHAPTER THREE

The executive cabinet receives regular updates from the SPSC and is responsible to keep the trustees informed of major developments in the formation of the strategic plan. Consistent with its role, the trustees monitor the effectiveness of the emerging plan with reference to the college's mission and core themes. As early drafts of the strategic plan take shape, the SPSC and task teams seek feedback from constituents through formal and informal gatherings. Again, the filtering mechanism for comments and suggestions continues to be the elucidation of the institution's core themes.

As the plan matures, the cabinet will formally presents a first draft to the board of trustees. This crucial step confirms the consistency of the draft with the board's vision and seeks their input for next steps. The current cycle of planning includes the added benefit of coinciding with the preparation of the Self-Evaluation Report for the Northwest Commission on Colleges and Universities. The Accreditation Committee has the responsibility not only of coordinating the collection of data in support of this report, but also serving as another body that informs and reinforces the synthesis of mission fulfillment, core theme articulation, and institutional planning.

Culminating in a draft to be approved by the board of trustees in its April 2012 meeting, the final strategic plan is the result of wide and deep participation not only by the employees and students of Warner Pacific, but also of select members of its constituency. Its priorities reflect the intentional appropriation of the core themes of the institution as its objectives and metrics match the indicators of achievement and thresholds of mission fulfillment outlines elsewhere in this document. With the launch of the strategic plan in June of 2012, the college will engage in a seamless planning, implementation, evaluation and refinement process that will guide its on-going development.

Three additional pieces of evidence of the effectiveness of intentional planning may be found in the annual budgeting and assessment processes. In October and November of each year, the Budget Committee (made up of the Executive Cabinet and the college's budget manager) begins planning for the following academic year by creating institutional priorities. These are explications of the mission of the college and its core themes in reference to short-term plans and demands. These planning priorities are then given to the institution's budget managers (academic department chairs and unit directors) in order to review with their departments in anticipation of necessary adjustments. Each group frames requests in reference to the annual priorities, often citing specific elements of the core themes, the strategic plan or other planning documents as support. Each program budget manager meets individually with his/her area vice president to discuss and prioritize requests. This process keeps the college's mission, core themes, and strategic plan active in the imagination of those responsible for implementation.

The budget manager organizes a large face-to-face meeting in January of each year where all chairs and directors make oral and media presentation of any proposed budget increases that exceed \$1000. All attendees

CHAPTER THREE

have the opportunity to ask questions or make comments on these presentations in relation to the overall mission and priorities of the college.

The budget manager and the Executive Cabinet then initiate a series of data-based reviews of the budget proposals from each department or unit in the pursuit of an overall, balanced budget. Data and information collected during this planning process include:

1. Revenue forecasts based on projected enrollment, head count, and student retention
2. Data trends from past history of enrollment and retention in both the traditional program and the adult degree program (ADP).
3. Fiscal trends including seasonal trends in enrollment, housing, food service, bookstore operations, and other expenses and revenues.
4. Trends in enrollment inquiries, applications, registration, and 10th-day statistics
5. Trends, federal and state regulations, and adjustments to student financial aid policies, procedures, and discounts.
6. Trends in cost of education increases regionally and nationally (tuition, books, room and board).
7. Projected expenses in physical plant, salaries and benefits, and all other operational expenses.
8. Sustainability concerns including Department of Education financial responsibility ratios and compliance, Title IV funding ratios, positive net variance, credit issues, and other factors in balancing expenses with revenue.
9. Interactive discussions with departments and units concerning budget proposals, given the data listed in items 1 through 7 above.

After several rounds of revision by the Executive Cabinet, the president presents a proposed balanced budget in the spring meeting of the Board of Trustees for review and approval.

Much the same may be said of the assessment process utilized by the college. Since 2002, all academic departments and administrative units have been required to file with the Director of Institutional Research (IR) and Assessment and, ultimately, the Dean of Academic Affairs, a detailed plan for assessment of one or more objectives (e.g., learning outcomes keyed to core themes) for their department or unit by October each year. Notebooks containing these plans are filed in the office of the Director of IR and Assessment, and electronic versions of many plans are located on the college's internal network. Some administrative units may be exempted in a given year, on a rotating basis, depending on staff turnover, or if their evaluation plans extend beyond one year, or for other compelling reasons). The Assessment Committee, composed of nine faculty and staff, contacts individual department chairs or unit directors and assists in the development and quality control of plans. Committee members sign and give preliminary approval to the plans. The Dean reads each plan and gives a final review or approval.

CHAPTER THREE

The rationale and details of this assessment effort was developed in consultation with Dr. James Nichols, of the University of Mississippi, who conducted trainings, provided reference books, and monitored the college's implementation of the 'Nichols Model' between 2002 and 2005. Plans include the following elements as links to specific core themes, strategic plan objectives, and mission fulfillment for the college:

1. Statement of Department or Unit Mission
2. First Intended Objective or Learning Outcome
3. Core Theme referenced by the objective/outcome.
4. First Means of Assessment of the objective/outcome.
5. Criteria for success in reaching the objective/outcome.
6. (To be completed by March of the given Academic Year): Summary of Data
7. (To be completed by March of the given Academic Year): Use of Results to improve programs, courses, regulations, services, etc.
8. (Optional): Second or Third objectives/outcomes (with all the subcategories 3 through 7 above)

Data and results for each plan are due by March 15th of the subsequent Spring. Adherence to this timeline permits the budget cycle, noted above, to address expenses needed to address issues raised in the assessment process in the budget plan for the following year. Since 2002, hundreds of these plans and result reports have been filed and many data-based decisions made by departments and units to improve programs and services. Evidence of these improvements may be found in the reports and in the minutes of department/unit meetings.

Finally, annual evaluations of employees reinforce a focus on the mission and core themes of the college. Staff employees participate in the Performance Evaluation System which calls upon them not only to evaluate their effectiveness in such areas as problem solving, innovation and interpersonal relations, but also the degree to which they identify with the institution's mission. Supervisors offer their own evaluations and guide the staff in a consideration of goals from the coming year. Goal statements often require identification with particular elements of the college's mission or strategic plan. Similarly, faculty submit annual narratives which reflect on their experiences in teaching, scholarship, and service. These observations are supported by course and peer reviews, memos of reflection on courses reviewed, and interviews with respective department chairs. Those faculty applying for promotion or sabbaticals are encouraged to consider how their contributions to the institution, or plans for the future, support the mission of the institution.

Warner Pacific College is committed to inclusivity in all of its planning processes. As noted earlier, the current Strategic Planning process included eight task teams led by individuals representing various constituencies. The team leaders included (Priority #1 Operational Excellence – Dr. Pam Plimpton and Dr. Bryan Williams; Priority #2 Enhancement of Academic and Co-curricular Program – Dr. Connie Phillips

CHAPTER THREE

and Jared Valentine; Priority #3 Design, Develop and Maintain the College's Physical Plant – Steve Stenberg and Derek Bradford; Priority #4 Advance the Image and Enhance Fund-Raising Income – Greg Moon and Cindy Pollard; Priority #5 Increase Enrollment Through Recruitment and Retention of Students – Shannon Mackey and Dr. Connie Phillips; Priority #6 Recruit Support, Develop and Retain Employees – Wendy Schindler and Steve Arndt; Priority #7 Uses of Technology – Bill Flechtner and Dr. Toni Pauls; Priority #8 Embracing the Urban Context – Terry Baker and Jess Hutchison. The leaders met with individuals on their teams who also represented various employee groups and functional area of the institution as well as students. Once the plan was drafted, “town-hall” type meetings, both on campus and in Portland, Albany (Oregon), Phoenix, Seattle, Olympia, Fresno, Los Angeles, and San Diego gathered additional input from constituents. A partial list of participants is included in Exhibit 3.6 “Strategic Planning Participants, 2007.”

Another example of transparent planning at the college may be found in the development of the Urban Plan. A President-appointed Urban Commission included individuals from various areas of the institution and outside consultants. The commission was intentional about inviting every employee to be involved and giving ample opportunity for our students' voices to be heard. As the work of implementing the Urban Plan proceeds, the institutional community continues to be engaged. This is evidenced by the Urban Commission-led chapels offered as a place to exchange information and ideas related to the implementation of the plan, an evening gathering of students to discuss their understandings of the college's urban focus, and an all-employees working lunch to explore the positive implications of this emerging reality.

The graphic on the right illustrates the inter-relatedness of the planning process employed by Warner Pacific. With the college's mission and core themes at the center, each element of institutional planning (whether annual priority building, strategic planning, or core theme planning) is linked to performance evaluations, budget planning, and assessment.

The data collected for all the above listed efforts constitute the information analyzed and evaluated by the Institutional Effectiveness Committee in order to assess mission fulfillment. Prior to the finalization



CHAPTER THREE

of the NWCCU Standards in 2010, mission evaluation was conducted more informally by the President, the Board of Trustees, and the Executive Cabinet. Since 2010, specific attention to “mission fulfillment” as defined in the Standard One report and Core Themes has been implemented by the Executive Cabinet through the efforts of the Dean of Academic Affairs (who supervises IR and Assessment), the Director of Institutional Research and Assessment (transitioning to Institutional Effectiveness) and his coordinator, the Institutional Research Committee, the Assessment Committee, and, principally, the Accreditation Committee. The newly developed system of rating fulfillment on each Core Theme, as described in Chapter One, had a trial run in June of 2011 with the goal of full implementation through the Institutional Effectiveness Committee in the 2011-12 academic year.

The Strategic Plan directs the allocation of the resources of the college. The priorities determined by the Strategic Plan for academic programs for the traditional and adult degree completion programs, as well as the co-curricular and community outreach initiatives, establish the needs for staffing, operational support systems, and facilities.

The directions set by the Strategic Plan establish the basic assumptions that are used to develop a five-year financial forecast for the college. This forecast—which includes revenue estimates based on enrollment, contributions, auxiliary operations, and grants based upon program growth as proposed within the Strategic plan—also uses assumptions of tuition and auxiliary cost changes over the long-term. Staffing for all areas is also adjusted based upon new programs and initiatives that are defined in the Strategic Plan, as well as physical plant needs to support those new programs, support systems for information technology and other support areas. Capital investments are identified and incorporated into the long-term plan, including fundraising goals and financing plans to allow for the major investments needed. Also included are assumptions for increases in fixed expenses such as utilities, employee benefits, including health care, and salary increases to maintain competitive pay rates. Financial health indicators are used to set parameters around allowable debt levels, required liquidity, and net operational variances to ensure that the planning model ensures healthy financial standing.

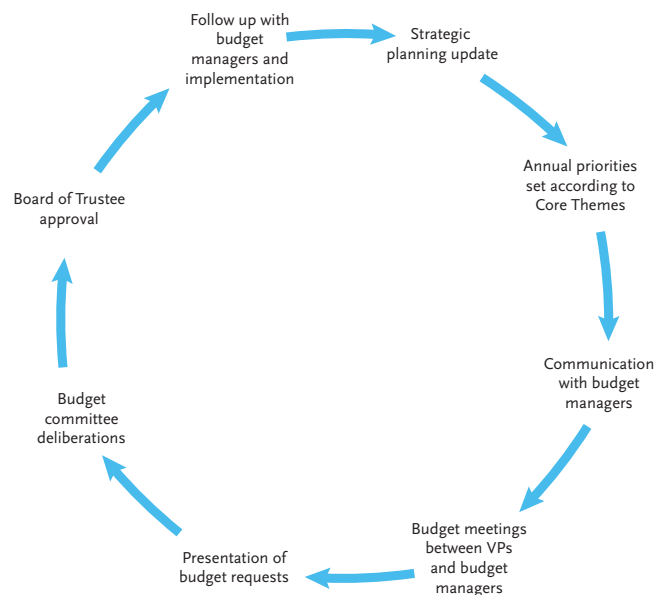
The college uses the Council of Independent College’s Financial Indicators Tool to establish the benchmarks for financial health. The CIC Financial Indicators Tool includes four measures: Primary Reserve, a measure of the ability of the college to operate without revenue on existing available cash reserves; Viability, the ability for the college to pay all long term debt with available resources; Return on Net Assets, the change in net assets per year; and Net Income, the change in unrestricted net assets divided by total unrestricted revenue. These four measures are then combined into a Composite Financial Indicator, or CFI. These ratings were developed by KPMG, the same firm that established the Department of Education’s metrics for financial health, which the DOE uses to ensure that institutions are financially strong enough to be able to receive federal financial aid. By following these metrics, the college is using the same basic logic as the

CHAPTER THREE

federal regulators use for evaluating financial stability. These metrics help to direct our decisions and inform our ability to invest in new programs, improved compensation packages, or new capital projects. As explained in Chapter 2 (Standard 2.F), the recent experience of the college has established a firm financial foundation for its operation.

From the five-year model, basic parameters for annual operational budgets are set, including required net positive operational variances, giving campaigns, capital investment needs and the associated cash flow requirements. Other parameters included staffing levels and ramp up plans, space requirements to support staffing and program needs, and program expenses as needed for various phases for development of new initiatives. The annual budgeting process, which is initiated in November, starts with these parameters presented to the Executive Cabinet for review and approval. These major items set the boundary conditions for the operational budget. The priorities for that year are then proposed and approved by the President with Executive Cabinet input. These priorities, following from the Strategic Plan, are then used in determining what additional operational expenses will receive priority. In late November, individual budget managers are provided the priorities for the coming budget year and asked to provide input to the new budget. After the receipt of requests from the budget managers in early January, the requests are reviewed against the priorities set for the year.

The budget is an iterative process, weighing many factors to determine the best blend of expenses that will allow forward progress against the institutional goals while maintaining improved financial health. Priorities for operational expense budgets typically include the addition of key faculty positions, additional academic program expenses for program growth, review of faculty and staff compensation against CUPA, Council of Christian Colleges and Universities, and other professional organization compensation studies, and strategic expenditures to ensure the execution of specific initiatives, such as institutional research improvements, or information technology maintenance and enhancements. With the recent growth experienced by the institution, classroom space, equipment, and utilization efficiency have been priority items as well. Classroom space and office space are identified at a high level in the five year plan, and are then refined as part of the annual budgeting process. Specific initiatives in recent years have included the addition of consultants in areas of urban planning, enrollment growth, and fundraising, to ensure the achievement of targets from the Strategic Plan.



CHAPTER THREE

Capital investments are included within the cash flow analysis that is done as part of the annual budget preparation. The college reinvests a minimum of capital equivalent to the depreciation of capital investments planned for the year, minus the addition of capital that results from principle payments on long-term debt. This ensures that a base level of deferred maintenance and investment in operational projects occurs each year. In addition, specific capital projects are forecast in the five-year plan. These projects are then brought into the annual budgeting process and incorporated into the projections for that year. These larger investments include updating of the physical plant master plan, new buildings, major upgrades to information technology systems, strategic property purchases, and enhancement and remodels of existing facilities to accommodate growth and changes in program.

Warner Pacific College has ongoing activities to prepare for events that could significantly interrupt the normal operation of the institution. An emergency response plan was developed six years ago that identifies steps to be taken in the event of specific incidents as outlined in the plan.

The Emergency Response Plan was developed by a long-time faculty member who has extensive experience in emergency management here in the Portland area (Exhibit 3.7). The plan has been reviewed and critiqued by leaders of the Portland Police Department. The plan:

- Outlines responses to fire, medical emergency, bomb threat, chemical/biological threats, police activity, death on campus, natural disasters, including earthquake, and campus evacuations
- Defines the roles of team members on the Critical Incident Response Team, using federal Incident Command/Unified Command terminology and following the National Incident Management System
- Identifies specific equipment to be maintained on site to implement the plan

Training is annually performed for many members of the Critical Incident Response Team, with particular emphasis on those who are on the campus grounds at all times, including residence life leadership and campus safety personnel. The college has annually participated with a regional group of private colleges in incident command training drills, which are held here in the Portland area. This training, ranging from two days to a full week, depending upon the scenario, has focused upon the more likely threats that this region may experience, with a recent focus on earthquake preparedness. Other ongoing training includes tabletop drills for the Executive Cabinet, and regular training for mid-level staff managers on the Administrative Council, many of whom have roles within the Critical Incident Response Team.

The Emergency Response Plan is maintained by the Campus Safety Supervisor, who coordinates the training activities, updates the plan as needed, is the lead liaison with emergency services including fire and police, and maintains the equipment outlined in the plan. The Campus Safety Supervisor participates with the regional private institution emergency planning and safety group within this region.

CHAPTER THREE

As noted earlier, a likely scenario for a campus-wide incident at this location is a major earthquake. The Portland area is within 200 miles of a major fault line off the Pacific coast. In addition, the Portland area has several fault lines that run within the city limits. An earthquake of magnitude 9.0 is not outside the realm of possibility within the northwest. Although the likelihood of such an incident is probably quite low, it could be devastating to the region. Warner Pacific College has taken steps to assess the possible damage such an earthquake could have on the facilities. Seismic evaluations of the major buildings were completed in 2006, identifying those buildings that are at higher risk of damage, and those that are more likely to sustain less damage in an incident.

Residential facilities, due to their one and two-story wood frame construction, would likely sustain minimal damage during an earthquake. The building where food supplies are stored is the most recently constructed building, built in 2008 to the most recent earthquake standards, and it is also a two-story wood frame building, again likely to withstand an earthquake well. Emergency power generation capability in the college library would provide power for the campus information systems, as well as minimum electricity for other communication needs. The scenarios developed around earthquake preparedness cover many of the potential issues presented by many other major disasters, including the need to provide temporary shelter, communications disruptions, and limited emergency services.

Warner Pacific College has a long relationship with many other entities in the region that can be called upon to aid in the event of a natural disaster. The college presently holds classes at seven locations within the region, which provides the opportunity to move classes to alternate locations, if necessary. In addition, the college has an ongoing relationship with many of the Church of God churches in the area, which more than doubles the potential sites for continued instruction in the region. The college has a long-term relationship with one of the major general contractors on the West Coast, and also has a longstanding relationship with one of the most respected structural engineers in the Portland area. In addition, the institution's website is hosted by an off-site, out-of-region company, and by an off-campus designer that can maintain our web presence and communication capability independent of regional issues. The college contracts with a regional organization (FlashNews) to coordinate and distribute information to news organizations and the college's website about closures due to weather or other issues. An electronic service, eCampus Alert, provides another means by which to communicate emergency notification to the cell phones of students, faculty and staff.

CHAPTER THREE

CHAPTER SUMMARY

Warner Pacific College takes very seriously the obligation to be as inclusive and mission-focused as possible in its planning functions. In previous years, the college may have taken for granted that its preparation for the future was rooted in mutual understandings of its mission by all employees and constituents. More recently, the institution has tested that assumption and redoubled its efforts to explicate the mission in order to draw in contributions to its fulfillment more broadly.

By reiterating the mission statement in each of its planning documents, the institution signals its importance. As strategic plan proposals, budget recommendations, assessment plans and annual priority formulation work their ways through their processes, participants are called upon to reflect how their work responds to, magnifies or extends the college's mission. In so doing, no element of planning can slip through the mission net.

Even as this report was being finalized, the college has undertaken a review of its mission, vision and values. Though the current mission has served Warner Pacific well over the last fifteen years, the institution has also changed dramatically in that time. The board of trustees, therefore, has directed the president to engage the college community and its constituents in a re-conceptualization of the college's current condition and promise for the future. Dr. Cook has outlined a process that will draw people and ideas from all corners of the institution and beyond its borders, to tell a story and extend the college's influence for the next decade.

CHAPTER FOUR



4

Core Theme Planning, Assessment, and Improvement

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 22 AND 23

ELIGIBILITY REQUIREMENT 22: STUDENT ACHIEVEMENT:

Expected learning outcomes for all students are published in the college catalog and the bulletin of the Adult Degree Program. Each academic department conducts annual assessments of its programs.

ELIGIBILITY REQUIREMENT 23: INSTITUTIONAL EFFECTIVENESS:

Warner Pacific College engages in systematic evaluation and planning procedures in order to assess the extent to which the institution is achieving its mission. These procedures include careful monitoring of internal and external factors impinging upon the institution. On a regular basis the college uses the results of these analytical processes to make improvements in its operation, appropriately informing its constituencies of such changes.

STANDARD 3.B: CORE THEME PLANNING

As the college embraced the Commission's new standards for accreditation, and the implications for the process of self-evaluation, it became obvious that the institution's 2007-2012 strategic plan had anticipated the focus on mission fulfillment manifested in core themes. The five core themes of Warner Pacific, in some cases implicitly and in others explicitly, connect with several of the eight priorities of that strategic plan. Also, much of the narrative in Chapter Three (Standard 3.A), explicating the steps in institutional planning, applies to core theme planning as well. As further indication of the college's commitment to planning, which is driven by its core themes, work on its next strategic plan (2012-2019) began in September 2011 and includes explicit emphasis on the core themes. Rather than seeing the strategic plan priorities and core themes as redundancies, the college strives to weave its processes together to such an extent that institutional planning and core theme planning are interdependent expressions of mission fulfillment.

CHAPTER FOUR

The table below indicates the ways in which each of the college's core themes is represented in the 2007-2012 strategic plans. To explore the specific Categories, Objectives, Action Steps and Metrics within the Strategic Plan Priorities, please refer to the full document in Exhibit 4.1, "Strategic Plan, 2007-2012."

Core Theme	Strategic Plan
Impacting Urban Environments	Priority VIII: Urban Context; Priority IV: Advance the Image and Enhance Fund-Raising Income
Creating a Christian Learning Community	Priority II: Academic and Co-Curricular Programs; Priority VI: Recruit, Support, Develop and Retain Employees
Providing a Liberal Arts Education	Priority II: Academic and Co-Curricular Programs
Encouraging Enrollment and Retention of Students from Diverse Backgrounds	Priority V: Increase Enrollment Through Recruitment and retention of Students
Preparing Students for 21st Century Challenges	Priority I: Ensure Operational Excellence; Priority VII: Technology

Table 4.1 Comparison of Core Themes with Strategic Plan Priorities

A brief example illustrates the interaction of core theme planning and the strategic plan. The college's first core theme, "Impacting the Urban Environment," embraces the objective of "Become[ing] a regional leader in cross-cultural urban studies," with attendant achievement indicators related to the growth of the urban studies major, engagement of community partnerships, and the diffusion of the institution's urban identity throughout its curricular and co-curricular programs. These elements tie directly to the strategic plan's Priority VIII, "Urban Context" and, in particular, the following categories:

- Category A, Objective II, "Clarify and articulate opportunities for Warner Pacific to embrace its role as an urban liberal arts college;"
- Category B, Objective I, "Assess Warner Pacific's existing curricular and co-curricular programs with regard to their being embedded in and an influence upon the greater Portland metro community," and Objective III, "Research and develop the programs necessary to support the objectives under category A above, whether they involve an urban studies minor, major, or institute."
- Category C, Objective II, "Identify the needs of Warner Pacific's immediate neighborhood, of Southeast Portland and the Portland metro community;" Objective III, "Assess current Warner Pacific's programs and events with respect to meeting the needs of Southeast Portland and Portland metro area;" and Objective V, "Enhance Warner Pacific's urban presence."

CHAPTER FOUR

As the current strategic plan was being formulated in 2006 and 2007, the college did not know that the revision of the NWCCU's standards would foreground the importance of mission fulfillment by highlighting the role of core themes. Nonetheless, in hindsight, it is apparent that the institution's understanding of its mission drove the creation of that strategic plan. A review of the subsequent strategic planning updates (Exhibit 4.2, "Strategic Plan Updates.") further reveals that the college has diligently addressed the implications of its planning processes and products.

As the NWCCU rolled out the proposed new standards, the President of the college empowered the Accreditation Committee (Exhibit 4.3, "Accreditation Committee Members") to create a draft of the institution's understanding of its core themes. That group quickly agreed on the five themes and divided into work groups of two persons for each theme. The work groups consulted colleagues in and beyond the college to craft statements that represented the community's understandings of the themes. As their work began to bear fruit, the work teams delivered their drafts to the entire committee. The combined efforts of the committee became the skeleton of Standard One of the Year One Report. For additional feedback, the committee presented their draft at a faculty retreat and to the staff in the fall of 2010. The board of trustees also received a draft to review in their fall meeting in that year.

Much the same process was used to explore the implications of the core themes in Standard Two documentation. Work teams from the Accreditation Committee interviewed key persons in the functional areas addressed in Standard Two. Academic department chairs wrote overviews of the activities within their arenas, highlighting the mission of the department, significant changes resulting from assessment results, and the strengths of its faculty. In many cases, these reports commented implicitly on the ways in which curriculum, programming and planning reflected one or more of the core themes. As these drafts came in, the committee again reviewed them, asking for further clarification and elaboration when necessary, and attempting to mold them into a cohesive whole.

In the midst of the process, the Director of Institutional Research and Assessment was the first to raise the important question of responsibility for determination of mission fulfillment. The Accreditation Committee considered several options: the committee itself; the Executive Cabinet; a special committee of the faculty and staff; or an external body. In the summer of 2011, the director led the Executive Cabinet through a "dry-run" of an evaluation process with the goal of addressing the responsibility question at the same time. Recognizing the enormity of the task and the importance of objectivity in evaluation, the president determined to address the issue on two fronts. First, she would empower an Institutional Effectiveness Committee to review the critical data compiled to demonstrate mission fulfillment and report their findings to the Cabinet. This committee would be made up of faculty, staff, and persons from outside the institution who would be encouraged to view the data objectively (see Exhibit 4.4, "Institutional Effectiveness Committee Members"). Second, the college would launch a search for a Director of Institutional Effectiveness, with specific responsibility to head the committee noted above.

CHAPTER FOUR

One constant factor in core theme planning is Warner Pacific College's annual assessment system, which requires the identification of the assessment plan's connection to specific core themes. The Assessment Plan form specifically asks for the core theme addressed by each outcome/objective. The Director of IR and Assessment began reassembling the Results Reports (collected in March of each year) into categories by core theme. The promise of this categorization is to summarize the evidence of improvements in achieving the goals or intended outcomes of academic majors, degree programs, co-curricular activities, and various support services of the college. Summaries of these categorized results are presented to the Dean of Academic Affairs and the Executive Cabinet for use in evaluation the accomplishment of core theme objectives.

As also noted above, the current institutional strategic plan provides evidence of core theme planning embedded in its priorities and objectives. To ensure detailed attention to data-informed planning and accomplishment of core themes objectives, the strategic plan includes extensive action steps with key personnel listed by name and lists of metrics for each of the 90+ objectives within the plan.

As the college finalizes a new strategic planning process, it intends to keep the emphasis on core themes ever present in the work. President Cook initiated the planning process in 2011 with the express intent to reflect the spirit and substance of the revised standards of the NWCCU in the resulting document. To that end, the next strategic plan will have a seven-year life, consistent with the full review cycle of the NWCCU review and evaluation process.

Finally, incremental planning, such as the preparation of annual goals, budget processing, and the request for special proposals, all must be linked to implications of core themes. Warner Pacific recognizes and embraces the coherence created by the close application of its core themes to all of its planning processes.

CHAPTER FOUR



STANDARD 4.A: ASSESSMENT

SYSTEMATIC COLLECTION AND ANALYSIS OF DATA

In response to the standards approved by the Commission in 2010, the college initiated additional efforts to increase the number and prominence of assessment studies, supervised by the Vice President of Academic Affairs and the Director of Institutional Research (IR) and Assessment. These include an IR/Assessment team (an additional part-time Psychology professor and a work-study assistant). During 2009 to 2012, WPC conducted several new assessment studies, such as evaluation of satisfaction and learning in undergraduate programs of both the traditional and adult programs. Details of these studies will be presented below in the context of each of the five core themes of the college. Assessment studies and institutional research on Mission Fulfillment will be collected and evaluated each year within three general levels or types of assessment:

Level 1: Quantitative Institutional Research Data This includes data collected for IPEDS, various nationally published “college guides,” and institutional data referenced in either the metrics of the strategic plans or the achievement indicators of the core themes. Also, the college updates a series of “trend indicators” (enrollment, retention, graduation, and other demographics of students and faculty/staff). These data are combined with data from Enrollment Services, Office of the Registrar, Financial Aid, and historical files of institutional research such as in the Standard Data Set.

Level 2: Departmental and Unit Annual Assessments Faculty and staff have been planning and conducting assessment studies in their departments and units for several years. These assessments began after faculty and staff members were trained during 2001–2003 in the Nichols (1995) model of setting objectives and indicators of achievement. Each Academic Department, Administrative, and Student-Support Unit in the college produces assessment plans in the Spring (due March 15) and assessment reports showing results in the Fall (due October 15). Annually, a nine-member Assessment Committee (see Exhibit 4.5, “Assessment Committee Members”), chaired by the Director of Institutional Research and Assessment, contacts each department chair or administrative unit director or coordinator during January–March and assists in the

CHAPTER FOUR

planning of one or two assessment objectives (as of 2009, aligned with the five core themes) for the coming year. Members of the assessment committee review plans, adjusting them if necessary, and submitting them to the Office of Academic Affairs (OAA) for final approval. Electronic copies of the various plans and resulting reports are placed on the shared drive of the college for future reference.

Level 3: College-wide Surveys and Assessments The Office of Academic Affairs office has a long-term plan for administering and repeating (usually on a 3-year cycle) major national surveys, such as *Student Satisfaction Inventory* (SSI), *National Survey of Student Engagement* (NSSE), *College Student Inventory* (CSI), *Adult Student Priorities Survey* (ASPS), and UCLA/HERI's *Diverse Learning Environments* (DLE) survey. Assessments directed toward specific programs, such as the Core Studies program (General Education), evaluate critical thinking, writing, moral and spiritual behavior, and other outcomes through instruments such as the *ETS Proficiency Profile* (formerly the MAPP) test, the DLE, NSSE, SSI, and rubric-scored essay writing, interviews, and capstone projects (e.g., in the Humanities 410 or ADP capstone courses). Administrators, faculty, and staff have been collecting surveys for several years and adjustments to curricula have been made in response to findings. The findings are summarized under the core theme most relevant to the objectives of the assessment in the sections below, labeled "Holistic Assessment."

SYSTEMS OF EVALUATION AND ASSESSMENT OF PROGRAMS AND SERVICES

In 2009, Warner Pacific aligned its assessment plans more fully with aspects and major dimensions of the *College Portrait*SM or VSASM (Voluntary System of Accountability) promoted by the American Association of State Colleges and Universities (AASCU) and the Association of Public and Land Grant Universities, as explained by Shulenburg (2009). The VSASM approach includes consumer information such as those in CDS and IPEDS, graduate success and progress rates, measures of student experiences and perceptions (e.g., NSSE, SSI), and student learning outcome measures (both embedded data such as pre- and post-course test data as well as nationally standardized measures such as the critical thinking test, *Proficiency Profile* by ETS).

Table 4.2 College-wide Institutional Research, Assessments, and Surveys: History of those Administered and Scheduled 2006 to 2012

I.	Annual IR Data	IPEDS, 10th Day Comprehensive File, Quick Facts, Fact Book, Common Data
	IR Surveys	Retention Studies, Budget Priorities Evaluation, Peterson's, College Board, Oregon Alliance of Independent Colleges and Universities survey, Military-Friendly College survey, etc
II.	Satisfaction and Other Surveys	2005 Development of Strategic plan for 2007-2012 (input from students, faculty, alumni, staff, Board of Trustees)
		2006 <i>Student Satisfaction Survey</i> (SSI); Finalization of the Strategic Plan

CHAPTER FOUR

		2008 <i>National Survey of Student Engagement</i> (NSSE)
		2009 <i>Adult Student Priorities Survey</i> (ASPS...similar to SSI) in ADP programs
		2010-Spring <i>ETS Proficiency Profile</i> (ETS-PP, Senior Traditional students)
		2010-Fall <i>College Student Inventory</i> (CSI), ETS-PP (ADP Associate program); ASPS in ADP Master's programs
		2011-Spring SSI repeated, <i>Diverse Learning Environment</i> (DLE) UCLA/HERI survey; ETS-PP (Freshmen/Sophomore Traditional ; ADP BA programs),
		2011-Fall CSI, ASPS repeated in ADP
		2012-Spring NSSE repeated; 7th Year Accreditation Visit; 2012-Fall CSI, UCLA Freshmen survey
		2011-12 Development of Strategic plan for 2012-2019 (input from students, faculty, alumni, staff, Board of Trustees)
III	Student Learning Assessment	Data collected by Annual assessment studies in each of the seven academic departments (see Exhibit 4.6 “Assessment Plans and Reports”); <i>ETS-Proficiency Profile</i> tests collected in early and late Core Studies courses; Biology, English, and other ETS Major Field tests; 2011-12 Large projects to develop tests for Business and Human Development student learning in traditional and ADP courses
IV	Mission Fulfillment Executive Cabinet Assessment	2011-Summer Executive Cabinet “Assessment Summit” and pilot run of ‘threshold-setting’ for all five core themes
		2012-Spring: Institutional Effectiveness Committee and other groups assess mission fulfillment to help set thresholds

Previous work by the faculty Curriculum Committee, discussions on general education review, and Core Studies Objectives—referenced in the Academic Vision (Pillar 2) and the 2007-2012 Strategic Plan (Priority II, Category B, Objective II)—have emphasized the three major categories of student learning outcomes: skills, knowledge, and convictions. This WPC emphasis on skills, knowledge, and convictions aligns with visions such as Cronon’s (1999) definition of liberal arts education and those of the *Liberal Education and America’s Promise* (LEAP) project of the American Association of Colleges and Universities (AAC&U, 2007; Kuh, 2008). These approaches emphasize student learning outcomes in global and intercultural learning, technological sophistication, collaborative problem-solving, transferable skills, ethical reasoning and action, and real-world applications—both civic and job-related.

CHAPTER FOUR

Representative surveys have included using the *Adult Student Priorities Survey*—ASPS, (by Noel-Levitz) collected on Adult Degree Program (ADP) among undergraduates in associate, bachelor, as well as students in master degree programs in 2009 and 2011. Also, studies of core curriculum outcomes focusing on critical reading and other general education learning outcomes were conducted in 2010 through 2012. Student learning outcomes in reading, quantitative, and writing (editing) skills were assessed (with the *ETS Proficiency Profile*, recommended by the AAC&U and the VSA program). The studies contrasted senior-level undergraduates with beginning students in either the capstone Humanities 410 course for senior undergraduates or the earlier courses, such as English 200 (freshman and sophomore students primarily). In addition, the assessment team studied the results of several previous surveys (SSI, NSSE, ASPS) by categorizing results related to each Warner Pacific's five core themes. For example, the *Student Satisfaction Inventory* (SSI), a widely used assessment tool nationwide, was administered in the traditional program in 2005 (51 students), again in 2007 (76 students) and 2011 (134 students).

Somewhat different sampling methods and comparison groups were used among these three administrations of the SSI, so direct comparisons on all questions are not possible (e.g., items specifically addressing the core themes implemented in 2009). However, trends are evident in many areas relevant to mission fulfillment. Findings and trends from these surveys will be presented within relevant core theme sections below. Additionally, the college began a new retention-enhancement project involving use of the *College Student Inventory* (CSI) in summer, 2010 to measure various characteristics of freshmen students in the traditional undergraduate program.

CHAPTER FOUR



STANDARD 4.B: IMPROVEMENT

HOLISTIC ASSESSMENTS BY CORE THEMES, INTENDED OUTCOMES, AND ACHIEVEMENT INDICATORS

CORE THEME 1: IMPACTING URBAN ENVIRONMENTS

Table 4.3 shows the core theme, strategic plan priorities, objectives, achievement indicators, and threshold for defining mission fulfillment of this urban theme. Evidence for the fulfillment of this core theme is shown by the ratings of each Indicator and in the data presented following the table. The rating methodology and anchor definitions are described in Chapter One.

Table 4.3 Summary Tracking and Rating Sheet for Core Theme #1

Ratings: 5-Very Strong, 4-Strong, 3-Acceptable/Improving, 2-Weak/Obstacles, 1-Absent/Very Weak

Core Theme	Objectives	Achievement Indicator	Threshold defining Progress Toward Mission Fulfillment	Rating*
Core Theme #1		Visibility in marketing	Budget for marketing of urban identity increases by 5% per year over a five year period	3.75
Impacting Urban Environments	Objective #1 Become a regional leader in cross-curricular urban studies	Growth of Urban Studies major/minor	Numbers of students enrolled as majors/minors increases to a minimum of 25 by fall of 2013	3.22
		Analysis of curriculum for urban elements	Faculty complete audit of all courses by Fall of 2012; Number of courses with Urban outcomes increases at least 10% per year.	3.22
Strategic Plan Priority		Student involvement in community based learning	Student Affairs tracks service learning, service credits and volunteer service; Increases of 10% or more per year.	3.50
I.I.C Objective		Integration of the Urban	Faculty/staff examine potential	3.61

CHAPTER FOUR

III urban Priority VIII Urban Context		Plan into Strategic Planning, 2012-2019	additions to the academic program that reflect the college's urban identity—ongoing. Percentage of Urban studies learning outcomes covered by courses and student programs increases at least 10% per year.	
	Objective #2 Prepare students for the challenges of urban living	Advantages of urban living emphasized in curricular and co-curricular offerings	Survey of graduating seniors every two years indicates increases in percentage of positive ratings of urban life	2.75
		Core Curriculum prepares students to meet challenges of urban living	Survey of graduating seniors every two years indicates increases in confidence in meeting urban challenges	2.44
		Analysis of data from surveys indicates continuous improvement in reaching this objective	Evaluation of these results indicate “Strong” or “Very Strong” * response from a majority of students surveyed	3.25
Core Theme #1 Impacting Urban Environments	Objective #3 Create programs that effectively reach out to specific populations of the city as a means of trans-forming the urban environment	Faculty audit curriculum for service-learning opportunities	Annual audit indicates increasing percentage of courses include service learning opportunities over five year period	3.67
		Assessment of neighborhood needs	Urban Studies enrollees conduct and update assessment bi-annually; feedback from Community Advisory Committee solicited at every meeting	3.33
		Assessment of effectiveness of outreach and internships	Service Learning Coordinator implements assessment of these programs	3.14

Core theme #1 average = 3.26

Objective 1 average = 3.46

Objective 2 average = 2.81

Objective 3 average = 3.38

Number of objectives above Threshold = 2 out of 3

Though not all of the evidence collected relative to this core theme falls neatly into the categories identified by the objectives, the following suggests ways in which the mission of the college is being fulfilled.

CHAPTER FOUR

COLLEGE-WIDE SURVEYS AND ASSESSMENTS RELATED TO OBJECTIVE 1

Visibility in the College Market Place

Expenditures connected to promoting the college's urban identity have included a postcard "Neighborhood Awareness" campaign, creation of Urban Studies collateral material, advertisements in local and regional media, sponsorships for local community events and organizations, support for relationship building with community colleges and civic organizations, promotion materials for the "Call to Action" campaign, memberships and sponsorship in national organizations, and hosting nationally-known speakers on campus. Over a three-year period (2008-2011), expenses in these areas increased from \$48,860 to \$145,900.

The increased emphasis on the urban mission of the college received a boost in Fall 2011. A prominent national publication, *Christianity Today*, featured President Andrea Cook in an article "A City of Activists: Five Portlanders who unite work, service, and love for their community" (November 2011, pp. 32-33). In part, this recognition results from the recent restructuring of Warner Pacific tuition and financial aid, and the implementation of the Urban Leadership and Scholarship program, "Act Six," which supports a cohort of new students from urban, diverse backgrounds each year to complete degrees at the college. Anthony Jordan, President of the Portland Leadership Foundation (PLF, sponsor of the Act Six program) indicated to the *CT* reporter that Warner Pacific is set to become "the premiere urban liberal arts college for underrepresented students..." The college has continued to support this urban initiative through two recent steps: (a) enrollment of a second cohort of Act Six students in 2011-12; and (b) further enhancement of qualified personnel with the addition of the Vice President for Community Life and Chief Diversity Officer, Dr. Daymond Glenn, and the assistance of Ben Sand, one of the leaders of PLF. Both of these experienced, urban experts have contributed to planning, assessment, and leadership in various committees and programs. Finally, initiation of the college's strategic planning cycle for 2012-2019 has specifically included the "Impacting Urban Environments" theme as an integral part.

Increasing Urban Presence of Warner Pacific College

Several indicators support the growth of urban involvement of the college (Objective #1) during the last few years. The president of the college and directors of administrative units (such as Enrollment Services and Institutional Research) have been tracking statistics on the urban locations of college enrollees each year since Fall, 2008. Percentages are shown in Table 4.4 and show a slowly emerging trend of slight increase in the urban origin of the student population—approaching half of the total enrollment.

CHAPTER FOUR

Table 4.4: Number and Percentage of students from Portland and close-in communities (Beaverton, Clackamas, Gladstone, Gresham, Happy Valley, Milwaukie, and Tigard)

Using 10th Day Files	2008-09	2009-10	2010-11	2011-12
Portland city	28.6%	30.9%	31.4%	31.9%
Close in communities	17.1%	14.3%	16.2%	16.3%
TOTAL	45.7	45.2%	47.6%	48.2%

**Vancouver had 109 (11.2%) in '08, 180 (13.5%) in '09 and 194 (12.6%) in '10*

Enrollment in the Urban Studies Major

The Urban Studies major was initiated in the 2009-10 academic year in fulfillment of Objective #2 of the strategic plan and in line with the urban core theme. The stated goal of the urban studies major, described in the 2011-12 college catalog (p. 92), is to “give students a critical awareness of urban life and an opportunity to study and research the urban context where they will be working and living.” In the Fall 2011 semester, the number of students in the new Urban Studies major or minor enrolled in urban-studies courses reached 17, only eight students away from the goal of 25 students by 2013. Courses include 27 listed in the catalog, with nine being offered in Fall 2011, including URB 140, Introduction to the City; BIO 216, Urban Ecology; URB/EN 245 or 345, Urban Literature; URB/PM 410, Urban Ministry; and SOC/HI 340, Ethnic Relations in America.

Proliferation of Urban Elements in Curricula

In addition to the formal major in Urban Studies, faculty have actively sought to integrate urban content in courses through several strands of the undergraduate curriculum (Objective #1). Faculty from the humanities and the natural sciences added complete courses in urban literature, history of the American city, arts and the city and urban ecology to support their majors as well as that of urban studies. The Director of the urban studies program initiated an internal study of existing courses in terms of urban studies content in Fall 2010 and into Spring 2011 (See Exhibit 4.7, “Survey of Urban Elements in WPC Curriculum”). The effort sparked increased inclusion of urban topics in faculty syllabi. In Fall 2010, professors listed courses and specific content related to urban issues in a survey conducted at the faculty retreat. Urban topics were found in sixteen courses offered in the Humanities department (principally English and History, plus three courses in Drama), five courses in Social Science, seven in Education, two in Natural Sciences, and three in Music.

CHAPTER FOUR

COLLEGE-WIDE SURVEY AND ASSESSMENT DATA RELATED TO OBJECTIVE 2

Survey of Student Satisfaction

During the Spring 2011 semester, ten students in the ADP Master of Science in Management and Organizational Leadership (MMOL) and twelve students in the Master of Education (MEd) programs completed the *Adult Student Priorities Survey* (ASPS). Students rated the importance and the satisfaction of program elements or effects on a 7-point scale (7 being highest satisfaction). On issues examined with “local questions” (those added to the survey by Warner Pacific College), students rated the program very high on the statement, “ADP has increased my knowledge and understanding of urban issues,” (mean rating on satisfaction 6.52; mean rating on importance 6.73). Also, high ratings were obtained on the statement, “An evening and accelerated program is essential to my finishing a degree,” (satisfaction 6.73 was higher than importance, 6.67).

In the Fall of 2011, undergraduate ADP students participated in the ASPS. The same local question about urban issues, “ADP has increased my knowledge and understanding of urban issues,” was rated by the 94 ADP students responding. The mean was 4.84 (just under “somewhat satisfied” and far lower than master-degree students showed) with an importance rating of 5.43. Leadership at the ADP is studying the differences in graduate and undergraduate experiences to determine what changes in curriculum may be necessary.

As an initial evaluation of the many new urban initiatives now operational at the college, the Director of Institutional Research administered the *Diverse Learning Environments* survey by the Higher Education Research Institute (HERI) at UCLA in Spring, 2011. UCLA describes the DLE as follows: “The *Diverse Learning Environments* project will embark on a set of research and practice initiatives to address equity, diversity, and educational outcomes at multiple levels of analysis: student level assessment, at the institutional level in terms of assessment of the diverse learning environments, and at the multi-institutional comparisons at pilot institutions.” Details of the results of the survey will be explored in appropriate sections of this chapter.

Academic Support for Urban, First-Generation, and At-Risk Students

The college’s Academic Support Center has been filing assessment plans and reports for several years (Objectives #2). These reports show that tutoring and mentoring of at-risk or probationary students increased in 2010-11. Tutors held 678 sessions (22% increase over 2009-10) attended by 508 students. Tutors rated their success at 89%. Of the 58 students on probation during 2010-11, 81% retained eligibility to enroll for next year (due to mentor effectiveness and increases in probationary student GPAs).

CHAPTER FOUR

COLLEGE-WIDE SURVEY AND ASSESSMENT DATA RELATED TO OBJECTIVE 3

Co-curricular Urban Outreach Activities by WPC

National recognition of the service and outreach activities of Warner Pacific College have increased since the emphasis on urban initiatives began with Strategic Plan Priority III (Urban Priority) in 2007 (Objective #3). In 2009, the college received the President's Higher Education Community Service Honor Roll designation by the Corporation for National and Community Service (CNCS). WPC was among 621 schools receiving nationwide recognition for service projects, student participation, incentives for service (e.g., chapel credits for WPC students), and the level of academic service-learning courses (e.g., now represented by WPC Urban Studies ministry, ecology, and research methods courses and other traditional-campus courses such as those in Social Work). Twice in the last three years the *Washington Monthly* has recognized the college for its emphasis on recruiting students from under-represented populations and for its emphasis on service learning.

COLLEGE INVOLVEMENT IN URBAN TRAUMA INTERVENTION

The Portland-Vancouver metropolitan urban community is fortunate to have the Trauma Intervention Program (TIP), which serves all citizens in crisis (Objective #3). The TIP is comprised of a team of specially trained citizen volunteers who are called to emergency scenes by hospital and public safety personnel to assist family members after a sudden death, criminal victimization, tragedy (even for witnesses of tragedy), or other crisis. Cases often include children who are left alone after the death or injury of a parent as well as anyone traumatized by a crisis event.

Dr. John Fazio, a member of Warner Pacific College's Social Science department, has been a trained volunteer with TIP for over ten years and has been instrumental in directing students into this area of service as well. To date, 35-40 Warner Pacific College students have completed the TIP training and become active volunteers along with Dr. Fazio. Over the course of a typical year the Trauma Intervention Program responds to over 1,000 requests for assistance, sometimes in late evenings or weekends, insuring busy volunteers. The volunteers often accompany first-responders to crisis events and have personal contact with community members in crisis. These experiences provide students opportunities to apply academic study and professional training to the public in need.

In 2010, the Social Science Department implemented an internship for students completing the 60-hour training with TIP and who go on to become volunteers. During the past academic year, the college, through the Social Science Department, entered into an articulation agreement with the Portland area Trauma Intervention Program to create an academic minor and offering training on campus. Students completing the training, and a specific set of courses at the college, qualify for a minor in Trauma Intervention. June Vining, who directs the TIP in the Portland area, specifically requested placement of the TIP Training Academy on

CHAPTER FOUR

the Warner Pacific College campus, due in part to the effective community outreach of past trainees from the college. A number of TIP student volunteers have been motivated by their TIP experiences to pursue graduate training in medical or social service professions.

HIGHLIGHTS FROM DEPARTMENTAL ASSESSMENTS: CORE THEME 1 IMPACTING URBAN ENVIRONMENTS

As mentioned earlier in this Chapter, annual assessment plans from all departments of the college are filed with the Academic Affairs department by March 15th and reports of results from those assessments are filed by October 15th in the subsequent Fall semester. This annual cycle of assessment and reporting has been underway throughout the college since 2002. The section of “highlights” below, and those for each of the other Core Themes that follow, provide examples of these plans and results. In addition to the seven academic departments, reports for the ADP and Administrative Unit assessments are also highlighted. Since 2010, only one-half of the Administrative Units are required to file reports due to the indirect role these units have in direct student learning. These are available for review as Exhibit 4.6 “Assessment Plans and Reports.”

Administrative Units

Annually, the Office of Student Affairs coordinates and tracks major urban outreach activities such as the Common Day of Service in September, Martin Luther King service outreach, and required service “credits” for a variety of projects in Portland. The MLK Day program joins WPC students with more than 1200 other college students in the Portland area (<http://www.facebook.com/MLKDayWeAretheDream>). Counting the number of hours/credits and various evaluations of activities has furthered the goal of providing student with effective, “hands on” learning in urban settings. College staff are eligible to use “mission days” (up to 40 hours a year) to support local organizations in need of their expertise or willing hands. In addition, students engage in service to a neighborhood public school for children with special needs and serve refreshments weekly to the homeless in Portland. In total, Warner Pacific students contribute more than 15,000 hours of service to organizations and individuals in need.

Adult Degree Program (ADP)

The college enrolls nearly 1100 students in its ADP format of associate, bachelor and master degrees. All of these students are commuter students, and a large preponderance live and work in the Portland Metropolitan Service District. Thus, the programs are clearly “impacting urban environments” by offering adults (both employed and unemployed) opportunities for higher education during evening courses that match their scheduling needs.

Faculty, staff and students at the adult program sponsor and promote outreach service projects such as “Weathered Hands” which provided gloves and scarves for the homeless, a backpack project for school

CHAPTER FOUR

children, volunteering at the Oregon Food Bank, and the collection of over 7,000 Christmas items, which included 2,300 pounds of food for children in local schools in conjunction with Take Action, Inc.

Business Department

There are nearly 400 adult students in the ADP majoring in business-related degree programs, all of whom are “commuters,” predominantly from the Portland/Vancouver area. Over 70% of those students are already employed in the area. Thus, the ADP provides an important educational function of degree completion (or advanced degree obtainment) for employers in the area, as well as an effective outreach to businesses in the urban area.

One aspect of the effectiveness of this outreach was shown in the alumni survey completed in 2011 by students majoring in business. The results of phone interviews with 117 alumni revealed that the “ethics” element of the Business curriculum was the most highly rated content area (4.49 on a 5-point scale). Qualitatively, many ADP students report during class sessions on the impact and application of their course learning to their job performance, and some report job promotions based on skills obtained. Other content areas rated more modestly in the alumni survey (e.g., business law topics at 2.69) provided the Business department with new objectives for improving the curriculum.

Among traditional students, in addition to fulfilling their faith and service requirements, many business majors participate in Students in Free Enterprise (SIFE). This student organization develops and implements service projects that support the broader community. For example, SIFE members have volunteered at homeless shelters, offered “Biz Kids” programs to elementary-aged children and acted as an information service for tax preparation. Currently, the department’s accounting professor is coordinating training for volunteer tax preparers.

Education Department

A very large majority of student teacher placements focus on the Portland metro area. The department seeks to prepare students for this environment and has recently reemphasized the importance of instruction in classroom management techniques as a result. The Master of Arts in Teaching is supervised by the Education Department and offered in the ADP. ED 554A, Urban Education and Diverse Learners (3 credits) is designed to celebrate different cultures and to develop models that integrate knowledge about differences with teaching methods to boost student achievement in urban settings. Examples of current effective practices will be presented. Studies include pedagogical interactions in school and the forms that knowledge takes in the curriculum, such as through discourse, activities, texts, materials, and technology. Course evaluations, mentoring of instructors with feedback, and satisfaction surveys (e.g., the Noel-Levitz *Adult Student Priorities Survey*) show effectiveness of the course and areas of possible improvement with certain cohorts or instructors.

CHAPTER FOUR

In addition, the department plans to add an “urban education” focus for students in the Master of Arts in Education program.

Humanities Department

The creation of EN 215/315, Global Literature, arose out of the same conversation that produced EN 245/345, Urban Literature. EN 215/315, Global Literature, was created in 2009 based on “class evaluations and feedback from students about wanting alternatives in the EN 120 Introduction to Literature requirement. There were comments on the limited availability of EN 120 [Introduction to Literature] sections, and there were conversations with students and with the department about the desire to create introductory literature classes that would both reflect the core themes of WPC and offer students in different majors literature classes relevant to their interests.” A conscious effort has been made to coordinate readings of imaginative writing that represent literary traditions and authors from regions in the world targeted for Warner Pacific College missions trips, e.g., Latin America (Mexico and the Honduras), India and Myanmar.

Also in 2009, students in History 450, Colloquy in History, emphasized Urban History and the History of Portland in their research projects. In 2010, HIS 450 was eliminated and HIS/URB 370, History of the American City, became a permanent part of the history curriculum and a required course for urban studies majors.

Natural Science and Health Department **(Includes Mathematics)**

For the last five years, the NSH Department has sponsored student and faculty volunteer day at Ridgefield National Wildlife Refuge (see picture) or Stiegrwald National Wildlife Refuge for the college’s “Common Day of Service.” These refuges are defined as urban by the United States Fish and Wildlife Service within the greater Portland/Vancouver Metropolitan Area. Students removed invasive species, planted trees, and were involved in other various habitat restoration projects.

In the area of health and wellness, the HHK 113 hiking class added three hikes within the urban boundary, encouraging students to be aware of the



Figure 1. WPC students remove Rice-field Bullrush at the River S unit of the Ridgefield National Wildlife Refuge, September 2008.

CHAPTER FOUR

proximity of those opportunities. Exercise Physiology introduces students to urban resources as they visit the Oregon Health & Science University and the Adventist Cardiac Research Center to watch professionals administer and interpret tests at major regional care centers.

BIO 216 Urban Ecology and Ecosystem Services with Lab is a survey course for the non-science major to enhance student understanding of the ecological principles and processes as they relate to urban living. The course includes an introduction to study of ecology in an urban setting in order to gain an understanding of ecosystems services, with emphases on land use in urban areas (parks, open space, conservation easements, wildlife refuges, etc). Student responses, papers, and course evaluations have shaped the course over time.

Religion and Christian Ministries Department

The Christian Ministries bachelor degree program provides a specifically urban-oriented course, PM/URB 410, Urban Ministry. The department created this course as part of the Urban Studies degree program in response to the comprehensive research project in 2005 by Richard Harrison Bailey/The Agency (RHB). The study focused on identifying the unique marketplace distinctives of Warner Pacific College and highlighted opportunities that align with the college's mission and strengths. RHB conducted surveys of alumni, held focus group sessions with students, staff, faculty, community leaders, neighbors, donors, alumni, church leaders and reviewed the institution's publications. As a result, RHB confirmed that the college's mission focus on being an urban institution is a valid perception according to constituents, not only in terms of its physical location but also with regard to the orientation of its programs and services.

In response to the assessment and recommendations of an external review panel in 2009, the department also has substantially revised its ministry preparation curriculum and its internship focus. Supported by a generous grant from the M.J. Murdock Charitable Trust, the department now places sophomore ministries majors in a series of non-traditional sites through which to explore the options available in their calls to service. These sites "give students practical ministry opportunities that are more in keeping with WPC emerging identity as an urban college" (*The Experience*, Summer 2011: 8-9). As students proceed through the program, they eventually choose a primary direction that will be reflected in their senior level internship.

Social Science Department

Students registered for URB 140, Introduction to the City, typically participate in nine field trips into the city of Portland, discuss the visits in class, and write reflective papers on what they learned in terms of human urban interaction, the workings of the city, and the "urban mindset." The reflective papers call students to compare elements of urban "theory" presented in the course with observation by the students. Thus, students experience and learn "first hand" within the city in more than half of the course. Students evaluate the field trips as learning experiences at the end of the course and several aspects of the trips were changed and some eliminated.

CHAPTER FOUR



CORE THEME 2: CREATING A CHRISTIAN LEARNING COMMUNITY

Table 4.5 shows the core theme, strategic plan priorities, objectives, achievement indicators, and threshold for defining mission fulfillment of this Christian theme. Evidence for the fulfillment of this core theme is shown by the ratings of each Indicator and in the data presented following the table. The rating methodology and anchor definitions are described in Chapter One.

Table 4.5 Summary Tracking and Rating Sheet for Core Theme #2

Ratings: 5-Very Strong, 4-Strong, 3-Acceptable/Improving, 2-Weak/Obstacles, 1-Absent/Very Weak

Core Theme	Objectives	Achievement Indicator	Threshold defining Progress Toward Mission Fulfillment	Rating*
Core Theme #2			SSI reveals “Strong” or “Very Strong” awareness of this core theme among graduating seniors	3.33
Creating a Christian Learning Community		Audit academic department mission statements and measures of effectiveness	Formal and informal Learning Communities will include spiritual development in their student learning outcomes. Student interviews and assessments show faith exploration and development.	3.44
Strategic Plan Priority II.A Objectives I-II Integrate faith and learning	Objective #1 Infuse academic programs with opportunities for faith exploration and development	Student mentoring initiatives integrate faith development	SSI reveals “Strong” or “Very Strong” awareness of this core theme among graduating seniors	3.33
		Adult Degree Program students provided faith development opportunities	ASPS reveals “Strong” or “Very Strong” awareness and evaluation of this emphasis in cohorts and courses	3.11
	Objective #2 Develop spiritual convictions as element of core	Faculty audit courses that satisfy the convictions elements of core curriculum learning outcomes	Collect and analyze assessment data in order to establish	3.33

CHAPTER FOUR

Core Theme #2 Creating a Christian Learning Community	curriculum and co-curriculum learning outcomes	Faith development pervades the academic programs of the college	Analysis of assessment data indicates that a majority of graduating seniors responded “Strong” or “Very Strong” * to items related to encouragement of faith development with the academic programs	3.56
		Student course reviews, faculty peer reviews, and staff performance evaluations include elements related to individual’s Christian witness	Academic department chairs, supervisors and area vice presidents monitor and encourage improvement when necessary	3.22
	Objective #3 Promote commitment to a Christian Learning Community among employees	Recruitment of new employees emphasizes commitment to faith-mentoring expectations. Employees receive support for ethical decision making and student support	Annual evaluation includes discussion of faith-mentoring opportunities and analysis of decision making patterns when necessary	3.22
		Focus on Christian Learning Community in professional development activities	Area vice presidents monitor and encourage employees to integrate these elements into their professional development plans	2.89
	Objective #4 Enrich college-sponsored activities with an ethos of service	Planned interactions among members of the community around service opportunities	Annual evaluations of activities indicate “Strong” or “Very Strong” * support from participant	3.67
		Expanding venues for service by traditional students	Quantity and quality of service experiences increases over a five year period	3.78
		Intentional focus in Adult Degree curricula on service orientation	Regular review and modification of syllabi includes service-learning outcomes.	3.22

Core theme #2 average = 3.34

Objective 1 average = 3.31

Objective 2 average = 3.44

Objective 3 average = 3.11

Objective 4 average = 3.56

Number of objectives above Threshold = 4 out of 4

CHAPTER FOUR

Evidence of progress in fulfilling the mission focus of this core theme is described in the sections below.

COLLEGE-WIDE SURVEY AND ASSESSMENT DATA RELATED TO OBJECTIVE 1

Evidence for Objective #1 (infusing the academic programs with faith exploration) is addressed in several sections, especially in the “Highlights from Departmental Assessments.”

Assessing Student Spiritual Journeys

Clearly, the measurement of spiritual variables is a complex and difficult task for all faith-based institutions, as has been discussed at past assessment conferences of the Council for Christian Colleges and Universities (CCCCU). Innovative methods of studying spiritual journeys and spiritual development in students have begun with two pilot projects (Objective #1). One project, initiated by Dr. John Johnson in the Christian Ministries program, involves interviews of senior traditional students along with peer observations of spiritual development in these students. (See details of this study under “Highlights from Department Assessments” in this section of the chapter.) Another pilot project in the planning stages by Drs. Lou Foltz and Gale Roid and Mr. Rod Johanson proposes interviews to measure “awe” and transcendent perspectives using some of the measures proposed by researchers such as Peterson and Seligman (2004). Work began with a survey of traditional student perceptions of spiritual atmosphere in Social Science courses (Fall, 2011). An interview schedule will be developed and used to guide a pilot study of student interview content in Spring 2012.

COLLEGE-WIDE SURVEY AND ASSESSMENT DATA RELATED TO OBJECTIVE 2

Chapel and Related Co-curricular Activities

The Office of Student Affairs conducts annual assessment studies of chapel participation, attendance at alternative chapels, participation in missions and service projects (Objectives #2 and #4). The Director of Spiritual Formation routinely evaluates the various chapel, guest speakers, and other co-curricular spiritual programs on or off campus. Recent data compares student attendance at and comments toward events held during the last four semesters (Fall, 2009 through Spring, 2011). Attendance at chapels increased 20% from Fall 2010, to Spring 2011 (35 more students attending) showing a stable level of attendance, given the enrollment increase between those two years. Alternative chapels (those structured as small-group seminars on wide ranging topics) reduced 19% in attendance between Fall 2010 (first year alternatives were provided), and Fall 2011, perhaps due to the “newness” of the program wearing off.

The Student Affairs department is now under the supervision of the Vice President for Community Life, as of Fall 2011, and the staff in that department is evaluating all of these activities and studying options for improvement. The college also participates in the President Obama’s Interfaith and Community Service

CHAPTER FOUR

Challenge, under the leadership of Dr. Cassie Trentaz. The immediate focus of this activity was to support Catholic Charities of Oregon in efforts with newly settled immigrants, especially those from Ethiopia. By providing tutoring for children, assistance with moving, gathering donations to “welcome boxes,” and generally being good neighbors, the team headed by Dr. Trentaz established positive connections with families in need, regardless of their faith orientations. During the Fall 2011 semester, 41 students worked more than 300 hours with the community. In one case, a Warner Pacific student, son of Ethiopian refugees himself, provided translation during a time of need. As he later remarked, “In that moment I knew that I wanted to be involved with something like this for the rest of my life.”

Student Surveys Include Spiritual Questions

Survey items from SSI and ASPS provide some data on student spiritual factors and satisfaction with college efforts to create a “Christian Learning community” (Objective #2). The Director of Institutional Research included a question on the 2011 SSI that asked students to rate their satisfaction with the statement, “Warner Pacific is distinctively Christian.” The mean response of the 134 students in the traditional program was 4.87 (“somewhat satisfied”). This rating will serve as a benchmark to study change in future years. This rating is lower than ideal and may be explained by the fact that students come from a variety of religious and non-religious backgrounds, and possibly because many students live off campus (68% in the SSI sample) and, thus, may not attend chapel or other faith-oriented programs.

For the Adult Degree Program (ADP), a repeat of the ASPS in 2009 and 2011 revealed a stable trend of response in the “somewhat satisfied” category on two items. The item, “I found time for activities that enhanced my spirituality,” showed a mean response of 4.55 in 2009, increasing slightly (effect size of .10) to 4.72 in 2011. The item, “The ADP program is distinctively Christian,” showed means of 5.07 in 2009 and 5.00 in 2011 (exactly equal to response “5”—“somewhat satisfied”), comparable to the SSI question stated similarly. The rating of “somewhat satisfied” occurs for most ADP student respondents, perhaps, because most are married or have children (61%) or work full time (79%). Thus, much of the students’ spiritual lives would probably be associated with family or church activities separate from Warner Pacific. Also, the satisfaction responses should be compared to the “importance” of the item, and those ratings have been also in the “somewhat important” (5.00) range, indicating that the topic is of lower priority than other (e.g., academic) concerns for the students. The newly formed Institutional Effectiveness Committee, composed of staff and faculty from a variety of departments across the campus, has been charged with the task of evaluating mission fulfillment of this core theme, and will be evaluating and discussing action plans for the somewhat low ratings obtained in these surveys.

CHAPTER FOUR

COLLEGE-WIDE SURVEY AND ASSESSMENT DATA RELATED TO OBJECTIVE 3

For Objective #3, employee participation in the Christian learning community, vice presidents and supervisors include faith-based elements in their performance reviews and discussions with employees. Also, employees routinely participate in faith-related activities such as chapel, prayer events, and service or mission outreach activities. A few employees take advantage of the opportunity to study biblical and spiritual issues in college courses or those at the nearby Western Seminary, with partial tuition discounts.

HIGHLIGHTS FROM DEPARTMENTAL ASSESSMENTS: CORE THEME 2 CREATING A CHRISTIAN LEARNING COMMUNITY

The section of “highlights” below provides examples of the annual assessment plans and results filed by departments, administrative units, and programs related to this Core Theme. These are available for review as Exhibit 4.6 “Assessment Plans and Reports.”

Administrative Units

The athletic department initiated a study in 2010 of spiritual mentoring between coaches and students participating in sports teams. Coaches reported to the Director of Athletics on the number of encounters (or sessions) in which spiritual topics were discussed. Also, a sample of student athletes were interviewed along with selected coaches to explore the quality of these discussions and encounters. One of the developments related to this effort was the addition of a volunteer “sports chaplain” who assists coaches in promoting student exploration of spiritual issues.

Adult Degree Program (ADP)

Two personal stories from the ADP provide evidence of the educational and spiritual journey and growth that is similar to many other such stories obtained from letters and emails. One student wrote:

When I walked through the doors of Warner Pacific College I had just won my City Commissioner race in Oregon City and it had not exactly been easy. My education, or lack thereof, had played a role in not only my opponent’s criticism but the media as well. So when I won, I promised my Grandfather I would go back to school and finish my much-needed education. Like many adult learners I was scared to death... So, I started my courses and things seemed great; my grades were good, I was meeting some incredible Professors, and something unexplainable was starting in my head and in my heart. I started to ask questions about issues I had never thought I would. I started asking questions about faith. Not blatant, but just like many of the professors do, the questions were subtle.Then something happened that tested my faith beyond belief. I was told about a year and a half into my education that I needed to have open heart surgery to correct a valve that was not working right.... So,

CHAPTER FOUR

frankly I didn't know if I would ever darken the doors of Warner again... after all is said and done God saw me through it. He, along with Albert Starr, guided me through my darkest challenge.... I remember shortly after, I got down on my hands and knees and started to pray. I said, "God what do you want me to do? Help me understand your plan for me". Like so many answered prayers he spoke to my core and said, "My son, finish what you started." So I came back, back to a University that welcomed me with open arms and now in December I will walk with my colleges up to the stage to receive my diploma and graduate with the class of 2009.

The other example comes from a student who graduated in December 2011. In the years between 1984 and 2005 this student faced teen pregnancy, drug addiction, domestic abuse, breast cancer and the loss of a child. But in 2005, she sought the Lord for something more. "I finally unlocked that piece and prayed to God; asking Him, if he really did exist, to please put me on a different track for life." That different track led to Warner Pacific. In addition to a diploma, the student received the Wilma I. Perry award for outstanding achievement by an ADP student at the commencement celebration.

Humanities Department

In Fall 2011, Dr. Luke Goble developed and introduced HUM 213X: Politics and People of the Book. This course provides a response to a timely question that students were asking: "what are the roles and responsibilities of people of faith toward politics?" The course requires students to engage religious and political thinkers from Jewish, Christian, and Muslim traditions to address questions about the relationship between faith and politics today. The course has also experimented with using *Twitter* as a way to increase student engagement and accessibility and to expose students to constructive uses of social media. Comments and suggestions were collected and guided future plans for the course.

Instructors in HUM 310, "Faith, Living, and Learning," a core-studies course required for both traditional and ADP bachelor degrees, ask questions eliciting self-reflective essays. Two sample responses reveal both student attitudes as well as vital change that cannot be taught and measured.

Student #1: "What I have learned from this course is that listening is very important. It is really important when learning new material and also when friends are trying to share important information with you. I have also learned that we should look at things from other views. To see what it's like for other people rather than listening to our own opinion about everything. I have also learned more about Christianity."

Student #2: "What has happened to me? My thinking has been challenged because I am usually not willing to listen to what other people have to say about certain things. I have also been challenged with the whole faith and Christianity thing. There's so much more to it than I thought and I need to learn how to be more open-minded about it."

CHAPTER FOUR

Music Department

Student evaluations, comments from alumni and church leaders in the Portland/Vancouver area, and research on changes in the modern church stimulated the development of a new major and degree program in Music: Bachelor of Arts in Worship-Arts Leadership. This area includes musical performance education as well as possible instrument instruction leading to chapel (or external church) internships. Performances are evaluated by jury ratings and chapel involvements and expertise are assessed by the Student Affairs department as part of their chapel evaluations.

Recently, the department has initiated two efforts to extend its appeal and influence. First, through a generous donor, the department installed a recording studio. Not only can students learn to use state-of-the-art equipment, but the studio also provides opportunities for Christian recording artists to have access to an excellent facility. Second, a new male vocal ensemble is being scheduled in churches and other gatherings to reinforce the college's Christ-centered identity. Jason Overstreet, well-known for his work in founding the group Rescue, trained and directs the group *Bridgetown*.

Natural Science and Health Department (Includes Mathematics)

Students are challenged to integrate their faith in a variety of individual assignments as a part of classes. In BIO 101 General Biology students are asked to reconcile the growth in human population with the earth's carrying capacity through a lens of Christian stewardship. In the BIO 215, Malheur Natural History Studies, students articulate the value of nature in a Christian context. BIO 245, Evolution, examines the controversies surrounding biological evolution as part of the historical development of scientific ideas and how they may inform students' faith lives. In HHK 310, Motor Learning, required weekly journal assignments are designed to have students consider the integration of their faith into leadership roles in athletics. These examples of a Christ-centered education within the classroom are significant as determined from course evaluations, student comments, and satisfaction surveys. However, as with other departments, it is most frequently outside the classroom in casual conversations with students or in advising sessions when the Christian context of a student's education is most apparent. Also, it is in the modeling the Christian faith that faculty members are reported to have the greatest impact on students.

Religion and Christian Ministries Department

In 2010, the Religion and Christian Ministries (RCM) department set a goal that 80% of RCM majors would be able to articulate specific personal examples of times during their college experiences when they clearly demonstrated Christian character traits of sacrificial love, humility, teach-ability, and servanthood. All students registered in Spring 2011 for the capstone course CM 470 completed a self-assessment paper which RCM faculty scored using a four-trait rubric developed for the study. In addition, the students in CM

CHAPTER FOUR

470 prepared a personal study of a portion of Christian scripture and developed their own rubrics to measure Christian Character. Upon finalization of the rubric, copies were completed by a faculty person within the department, by a peer within the department, and by the student. The student rubric had 17 elements, but these elements could be summarized by the four character traits used for the self-assessment paper.

Papers and the faculty/peer/self rubric-based ratings were reviewed by the department prior to a face-to-face interview. On average across the four targeted character traits, three out of four students made reference to the character traits in their self-assessments. Also, evaluations of “growth in character” for each of the four-targeted traits were obtained from the face-to-face interviews. Evidence for growth in sacrificial love and teachability was found in all four students and three students showed growth in humility and servanthood. Some quotes from the papers attest to the character development that took place as a result of participation in the RCM program. For example, a quote about teachability was: “My faith is no longer someone else’s faith but my own which I can hold on to. In college my professors have challenged me to own my statements and beliefs. I am still struggling to know my beliefs and own them.”

The department discussed ways of enhancing humility and servanthood, examining aspects of courses and requirements in the degree program. Admittedly, a four student sample is far too small a number on which to base conclusions and initiate changes. The department plans to continue to accumulate data from multiple academic years. Also, a plan for longitudinal study of character was formed by the department recommendations in the final assessment report (October 2011): Recommendations read as follows: “(1) Growth in Christian character seems to be an essential objective in our program. This objective needs to be assessed again once our new program is fully in place; (2) Faculty need to consider doing a Christian Character Self-Assessment of incoming students in CM 140 Exploring God’s Calling. This should be followed up at the end of the program with the same test in CM 400 Presenting God’s Calling; and (3) In CM 140, matters of Christian character are intentionally explored. This should be mirrored in CM 400.”

Social Science Department

Students completing the baccalaureate Human Development and Family Studies major, along with other majors in the Social Science, are expected to demonstrate integration of their personal faith and values around the topic of human sexuality. The assessment of this outcome begins with students in HD 320, Human Sexuality, by writing a clear-cut statement defining their current values in reference to sexuality. This statement will reflect what they have chosen, what they cherish, and what they are acting upon. The department goal was set at 90% of the students describing all three of these aspects with deficiencies not concentrated around any one of the aspects. At the end of the class, students are expected to describe how those values have or have not been modified, again stating what they are choosing, what they cherish, and

CHAPTER FOUR

how their actions reflect their values. Eighty percent of the students are expected to document modifications of values or values that they want to retain, referring to the above three aspects. The responses from both the beginning and ending self-descriptions were assessed by the course instructor and a faculty member (who teaches Human Sexuality) from another Christian institution.

Eighteen students from the traditional program participated in this activity in 2011. On the pre-test, 55% percent of the students described their chosen values and values they cherished; 61% discussed values upon which they are acting. Deficiencies were found in all three of the areas. On the post-test, 73% described values they have chosen, 73% values that they cherish; 65% values on which they base their actions, and 60% described modifications or retention of values. Although the percentages were higher on the post-test, they still did not reach the projected figures. Post-test deficiencies collected around all four of the areas. These results were used to consider a similar measurement device comparing Adult Degree Program students in the Human Sexuality class and Traditional students in the course offered on the Tabor campus.

CHAPTER FOUR



CORE THEME 3: PROVIDING A LIBERAL ARTS EDUCATION

Table 4.6 shows the core theme, strategic plan priorities, objectives, achievement indicators, and threshold for defining mission fulfillment of this Liberal Arts theme. Evidence for the fulfillment of this core theme is shown by the ratings of each Indicator and in the data presented following the table. The rating methodology and anchor definitions are described in Chapter One.

Table 4.6 Summary Tracking and Rating Sheet for Core Theme #3

Ratings: 5-Very Strong, 4-Strong, 3-Acceptable/Improving, 2-Weak/Obstacles, 1-Absent/Very Weak

Core Theme	Objectives	Achievement Indicator	Threshold defining Progress Toward Mission Fulfillment	Rating*
Core Theme #3: Providing a Liberal Arts Education Strategic Plan Priority II.B, Objectives II-IV Academic excellence	Objective #1: Organize and deliver a Core Studies, Liberal Arts curriculum centered on the acquisition of Skills, Knowledge, and Convictions.	Courses identified in the Core Curriculum reflect the mission of the college and of higher education generally.	Core Studies Committee monitors effectiveness of Core requirements in meeting these outcomes and recommends to faculty adjustments	3.11
	Objective #2 Identify means by which new degree opportunities are evaluated, developed, and implemented.	Use of the New Program Development Protocol	New degree programs, such as the Health Care Administration and Accounting degrees and ADP Master programs have been added in recent years through application of the protocol	3.44

CHAPTER FOUR

Core Theme #3: Providing a Liberal Arts Education (continued)	Objective #3 Curricular and co-curricular initiatives enhance student self-discovery, self-efficacy, and vocational understanding	Target First Year Experience, Hum 310, Hum 410, and En 200. Monitor departmental assessments for this area.	Evaluations of the FYE and student tutoring/mentoring programs, using the <i>Student Satisfaction Inventory</i> , <i>Adult Student Priorities Survey</i> , the <i>National Survey of Student Engagement</i> , and FYE (CLS 101) end-of-course evaluation survey reveal positive growth in retention and student success.	3.33
	Objective #4 Student engagement in co-curricular leadership, off-campus, and service learning activities encourages commitment and growth	Learning outcomes for co-curricular programming are assessed annually for effectiveness.	Monitor assessment plans for this activity. Annual review indicates that 70% of all co-curricular programs have clearly stated learning outcomes. Regular use of SSI, ASPS, and NSSE indicate median performance in these areas compared to CCCU benchmark.	3.11
		Assessment plans for academic and co-curricular programs reflect multiple opportunities for students to demonstrate responsible uses of their knowledge.	Numbers of students participating in the following increase in proportion to increasing enrollment: off-campus study programs, civic involvement, and professional organizations related to careers	3.25

Core theme #3 average = 3.25

Objective 1 average = 3.11

Objective 2 average = 3.44

Objective 3 average = 3.33

Objective 4 average = 3.18

Number of objectives above Threshold = 4 out of 4

CHAPTER FOUR

COLLEGE-WIDE SURVEY AND ASSESSMENT DATA RELATED TO THIS CORE THEME

The following data are used extensively in each of the four objectives related to the core theme of providing a liberal arts education.

Using the Educational Testing Service Critical Thinking Tests

The *ETS Proficiency Profile* (formerly the ETS MAPP—Measures of Academic Performance and Progress) is widely used in colleges and universities to assess “critical thinking/reading” and the effectiveness of General Education. This test has four parts: Critical Reading, Evaluation of Written Expressions, Critical Thinking, and Mathematical thinking. Questions are taken from a sampling of the major academic areas—Humanities, Social and Physical Sciences.

The following samples of students were tested:

1. Senior Traditional students in Humanities 410, Spring, 2010
2. A mix of traditional undergraduates (mostly Freshmen & Sophomores) in English 200
3. ADP students in the Associates (AAOD) program in beginning and ending classes
4. ADP students in Bachelor (BSHD and Business Administration)—beginning and ending classes.

The research design compares “Early” and “Late” classes—those near the beginning of core-studies or degree programs and those near the end of these programs.

Humanities 410 Testing in Spring, 2010

The “capstone” course in the Core Studies requirement of the traditional (Mt. Tabor campus) undergraduate bachelor-degree program at WPC is Humanities 410. HUM 410 is usually taken by senior undergraduates and includes an integrative, cross-disciplinary project. Thus, the course is a good setting for an assessment of the overall effect of the Core Studies curriculum at WPC. Dr. Gale Roid, Director of Institutional Research and Assessment at WPC, wrote the following overview of findings from the first wave of ETS “critical reading/thinking” tests (the Measure of Academic Performance and Progress-MAPP) collected in the Spring of 2010. Liberal arts colleges often use the MAPP as a general measure among of “general education” because it covers critical reading in each of the liberal-arts areas (Humanities, Social and Physical Science), quantitative reasoning, and items assessing writing skills (e.g., anticipating what type of sentences will follow an exemplary, brief text). Dr. Roid administered the MAPP to two sections of HUM 410, one with 20 students and one with 18 students. The test serves as an indicator of the relative standing of WPC senior undergraduates compared to the MAPP national reference samples and as a verification of student learning outcomes attributable to the WPC core studies curriculum.

CHAPTER FOUR

Test results from the sample of 38 students (mostly seniors, with some juniors) averaged 443.5 (standard deviation 38.2), comparing fairly well to the national samples—at the 44th percentile compared to senior students tested in 82 colleges and the 51st percentile for junior students. Nine students scored at the 70 percentile (460) or above nationally. This is somewhat encouraging as an initial indicator of WPC’s standing nationally, given that the MAPP testing was not announced in advance, was initiated late in the academic year, and had never been used previously in Humanities 410. Also, students were not directly rewarded with course credit or other incentives, but, instead, were asked to cooperate “for the good of the college.” Even with this low-level of motivation, several students scored above the 90% percentile nationally. Thus, evidence points to the probable effectiveness of the WPC core studies program, given the smaller resources and offerings at WPC compared to larger colleges.

In terms of percentages of students above or below the national 50th percentile (median), tabulations of total scores were examined. Because there was a mixture of some Juniors (national median of 442), along with a majority of Seniors (national median 447), the research counted the number of students above the averaged threshold of 445—42.1%. This was below the targeted objective in the Core Studies Assessment Plan for 2009-10 of 50% being above the national mark.

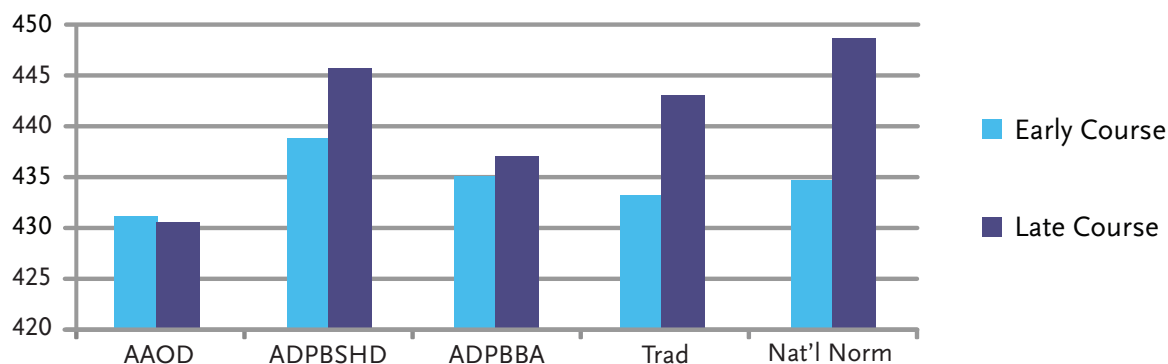
The administration of the ETS MAPP assessment could be improved by the Humanities department by including it early in the semester, providing course credit for completing it, and providing more advanced notice of the purpose of the testing in the courses.

Testing in the Spring, 2011

The Director of Institutional Research and Assessment administered the *ETS Proficiency Profile* in ADP and traditional (EN 200) courses during February to April, 2011, including Associate of Arts in Organizational Dynamics (AAOD) and bachelor program courses (February and March, 2011). AAOD courses included PSY 110, required at the beginning of AAOD courses and BUS 220A, an end-of-program course. Bachelor programs in Human Development and Business included SS300 at the beginning of the BSHD degree program, PSY 430 at the end of the HD program, and BUS 300 at the beginning of the BBA Program.

For traditional (Tabor) programs, the Humanities department targeted the EN200 courses where testing was completed in (March, April, 2011). This included courses by Owsley (n = 14), Dobrenen (n = 17), Kelly (n = 17), and Plimpton (n = 16). The following graph shows the contrasts in total ETS-PP scores for various programs, both beginning and end of program, in comparison to the ETS-calculated national average for 4-year colleges.

CHAPTER FOUR

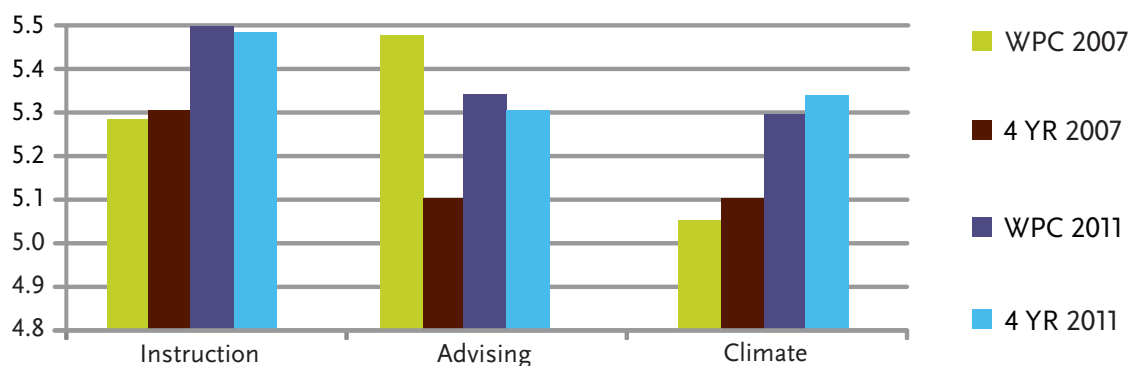


NOTE. Results from ADP and traditional tests showed means in the range of 430-433 for Freshmen or early ADP courses, near the national college freshman institutional average of 435. For Seniors (or late bachelor courses in ADP), scores in the 443 to 446 range are near the national college senior institutional average of 449. But the important finding is the growth in ADP and Traditional student scores.

Traditional Program

In 2007 and again in 2011, Warner Pacific College administered the *Student Satisfaction Inventory* (SSI) as part of the campus-wide assessment plan for the traditional program. The SSI is one of the most widely used instruments in college and university effectiveness studies nationwide. The SSI covers a wide range of issues such as instructional effectiveness, recruitment, financial aid, campus services, advising, safety, and campus climate. The ratings use a 7-point dimension of satisfaction and are grouped into scales (combinations of the responses to similar questions). The scales most related to the quality of the Liberal Arts and Core Studies programs of the college are Instructional Effectiveness, Academic Advising, and Campus Climate. The figure below shows the trends in these three scale areas from 2007 to 2011, in comparison to the national averages obtained by four-year private colleges that administered the SSI.

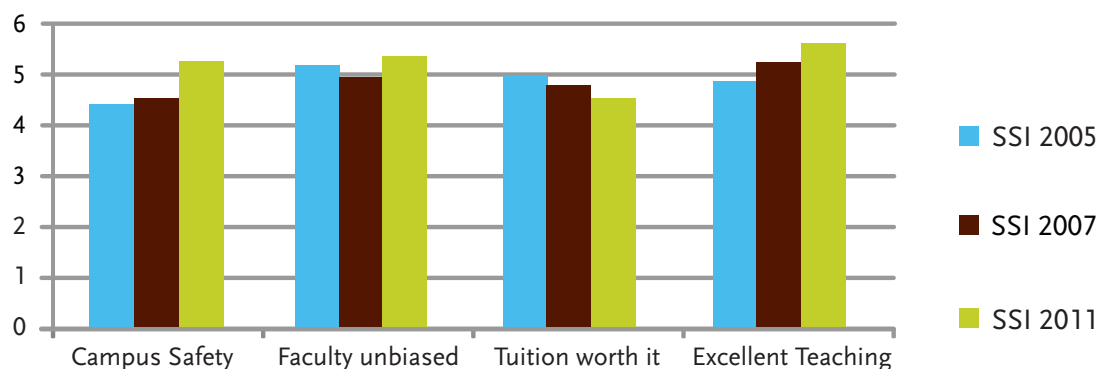
CHAPTER FOUR



Basically, the data shows that Warner Pacific has improved in terms of instructional effectiveness (5.30 versus 5.50) and campus climate (5.07 versus 5.30) in a magnitude similar to other four-year colleges on these variables. In terms of academic advising, WPC was significantly better (5.48 versus 5.13) than other colleges in 2007, and is still slightly ahead (5.36 versus 5.33) of the improving 4-year national comparison. Clearly, the magnitude of these trends is quite small, so interpretations of the findings should be made cautiously.

In terms of individual questions, one example is the item “The content of the courses within my major is valuable.” It had a mean rating of 5.43 in 2007 with an increase to a mean rating of 5.70 in 2011, and both were within 0.08 of the mean for other 4-year colleges. The item, “The quality of instruction I receive in most of my classes is excellent,” received average ratings of 5.40 in 2007, but rose to 5.70 in 2011, both at or above the national averages. It appears that efforts in the college to increase learning, add new faculty with advanced degrees, expand the number of majors and minors, add student co-curricular activities, retain students, and expand the enrollment of the traditional program have resulted in increased ratings of the instructional effectiveness and campus climate. The recent addition of an online portal for student advising, evaluations of the First Year Experience course, and additional advising based on the *College Student Inventory* (CSI; a retention measure given to Freshmen students with results sent to advisors and the counseling/career center) have been instituted to improve academic advising.

CHAPTER FOUR



Comparative data between 2005, 2007, and 2011 was possible on only a few items, shown in the graphic display above.

1. The campus is safe and secure for all students
2. Faculty are fair and unbiased in their treatment of individual students
3. Tuition paid is a worthwhile investment
4. The instruction I receive in most of my classes is excellent

These data show increasing mean ratings for “excellent teaching” which is closely related to the Core Theme #3, Providing Liberal Arts Education. The second question of faculty being fair and unbiased is relevant to Core Theme #4: Encouraging Enrollment and Retention of Students from Diverse Backgrounds. The only decreasing trend shown is for tuition levels, and the exact meaning of this trend is concerning but elusive in terms of knowing how to improve the student perception.

Adult Degree Program

Student satisfaction with the ADP has been evaluated with the *Adult Students Priority Survey* (ASPS; a measure similar to the SSI used in the traditional program by the Noel-Levitz company). The ASPS was given to 173 ADP students in November 2009 and repeated in a master-degree program in Spring 2011, and in a new sample of undergraduates totaling 94 students, in November/December 2011.

CHAPTER FOUR

ADP Undergraduates

The target population of advanced undergraduate students had been enrolled for at least five months in ADP associate and bachelor programs. A total of 173 students completed the survey, including those enrolled in Business Administration (5 cohorts, n = 43), Business-Accounting (2 cohorts, n = 28), Human Development (5 cohorts, n = 52), and Organizational Development (5 cohorts, n = 50). Supplemental questions specific to WPC's ADP were included (Questions 51 to 70). In Fall 2011, 94 students in Associate of Arts in Organizational Development (4 cohorts), Bachelor of Human Development (2 cohorts), and Bachelor of Accounting (2 cohorts) plus a few master level students (MMOL) completed the ASPS with local questions nearly identical to 2009 (only item 57 was changed to include coverage of urban issues). The data shows that Warner Pacific has improved slightly in terms of instructional effectiveness (5.30 versus 5.33) as the data showed on most of the other scale dimensions (safety, admissions, academic services, registration, and service excellence). Only academic advising slipped to a mean scale score of 4.93 (just below "satisfied=5") compared to the 2009 mean of 5.69, a significant decrement. Discussions with the ADP academic counselors are underway to uncover the sources of this decline, one of which may be a mixed message sent to some students concerning the correct labeling of their bachelor degree (some advisors describing a "bachelor of science in business administration" instead of the "bachelor of business administration" that was approved by NWCCU).

It appears that efforts in the college to increase learning, add new faculty, and increase the departmental supervision of ADP curriculum and instruction have had some positive effects. For future evaluation of liberal arts in ADP courses, a "local item" tapped the Liberal Arts core theme. The item "The courses gave me a feeling that I was getting a liberal arts education," had a mean satisfaction rating of 4.98, significantly lower than its importance rating of 5.73. Despite this lower rating, the *ETS Proficiency Profile* data (presented earlier in the section on this Core Theme) shows that many ADP students (especially those majoring in Human Development) are showing critical thinking, reading, and quantitative skills somewhat comparable to other colleges (approximately at the 40th percentile level, just below the national average).

ADP Master Degree Students

As mentioned in the section on Core Theme #2, the *Adult Student Priorities Survey* (ASPS) survey was completed in Spring 2011 by ten students in the ADP Master of Science in Management and Organizational Leadership (MMOL) and twelve students in the Master of Education (M.Ed.) programs. The paper version of the survey was collected at the end of evening class sessions and then sent to the Noel-Levitz computer scoring service. Students rated the importance and the satisfaction of program elements or effects on a seven-point scale (7 being highest satisfaction). Results show that the mean scores on the scale of Instructional Effectiveness were 5.94 for the ADP master programs compared to a mean of 5.75 for comparative adult programs nationally. This difference of .19 has an effect size that is small (.24 standard deviation units) but is meaningful given the lower means obtained in the undergraduate programs.

CHAPTER FOUR

On other issues examined with “local questions” (those added to the survey by Warner Pacific College), students rated the program very high on questions such as, “Coursework includes ideas or methods I applied in my life or work” (satisfaction mean 6.48 versus importance mean of 6.64); “I learned something that changed the way I understood an issue or concept” (satisfaction 6.32; importance 6.50); and “The academic content of my program is similar to other college programs” (satisfaction 5.43, importance 5.10—satisfaction higher than importance). A specific question on liberal arts that stated, “The courses gave me a feeling that I was getting a liberal arts education,” had moderate satisfaction ratings (mean 4.95—“somewhat satisfied”), again with importance ratings lower (mean 4.76). Clearly, the issue of ‘liberal arts’ is less relevant at the master degree level.

HIGHLIGHTS FROM DEPARTMENTAL ASSESSMENTS: CORE THEME 3 PROVIDING A LIBERAL ARTS EDUCATION

The section of “highlights” below provides examples of the annual assessment plans and results filed by departments, administrative units, and programs related to this Core Theme. These are available for review as Exhibit 4.6 “Assessment Plans and Reports.”

Administrative Units

The college library staff conducted a survey to measure information literacy skills (Association of Colleges & Research Libraries (2000); Information Literacy Competency Standards for Higher Education). One phase of the survey was given to Adult Degree Program students. Prior to the survey, the goal was to see that 75% of ADP students select the correct answers on a multiple-choice survey. A return of 239, ADP student surveys, showed that an average of 63% understood the information literacy process according to the multiple choice questions. However, over half of the students showed a lack of understanding on the legal ramifications of the access and use of information. Uses of the results of the survey included increased efforts to put forth in teaching information literacy in our ADP program. Librarians will work with faculty who are revising curriculum, emphasizing information literacy skills. In addition, clearly stated policies accessible through several methods, such as the library’s website and the ADP Moodle site, would help improve this understanding. The college recognizes that information literacy sessions and tutorials should include how the law, policies, and regulations effect the students’ retrieval, use, and storage of information. In addition, adequate resources should be accessible and provide an explanation to students about being legally and ethically responsible with information.

Adult Degree Program

The combination of critical-thinking/reading measures (e.g., *ETS Proficiency Profile*) and satisfaction questionnaires (e.g., Noel-Levitz’ *Adult Student Priorities Survey*) have been administered since 2009.

CHAPTER FOUR

One result of the ASPS survey was less-than ideal ratings of “academic rigor” in some of the Business and Human Development courses (e.g., mean responses less positive than comparison college data). In early Fall 2010, the college implemented a major change in the oversight of the curriculum and instructors with the addition of a Director of General Education and the subsequent tightening of the supervisory and assessment responsibilities of academic department chairs (integrating their functions between traditional and ADP programs). The results have shown high levels of achievement on the ETS tests, particularly for the Human Development degree program and increased perception by students of the “academic rigor” of the adult curriculum (based on ASPS results in Fall 2011).

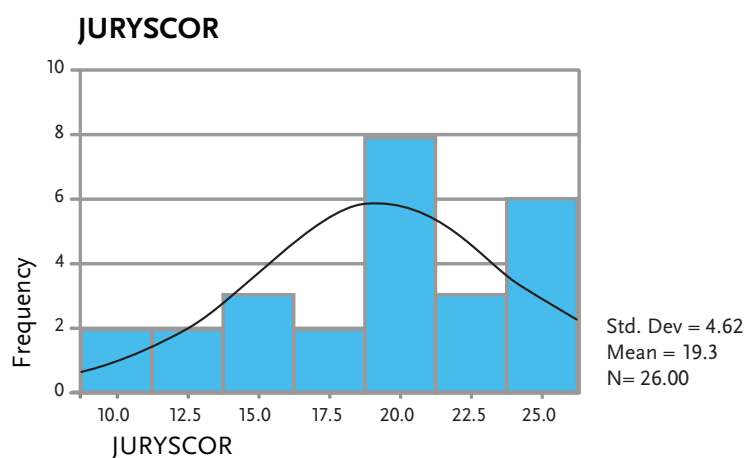
Humanities Department

The department has been administering the ETS Major Field Achievement Tests in English to students concentrating in that major since 2004. In 2008, Professor Heidi Owsley analyzed results of the cumulative testing results across years for the MFAT, supplemented by faculty ratings (using rubrics) of student essays and research papers. Her Assessment Plan results for October 2008 showed areas of strength (exceeding the 40th percentile nationally), but there were two areas of weakness that have been noted in prior years: understanding schools of literary production and “literary history and identification.” Actions taken to correct these weaker areas of learning included adding surveys of schools of literary criticism and literary history in EN 325 and EN326; increased emphasis on these areas in EN 495, Senior Research; and raising the “bar” of acceptable, student rubric-scores (the goals set for students on essays and research papers).

Music Department

The Music department has consistently evaluated students using jury ratings of their voice or instrument performances at the 200, 300, and 400 levels of the curriculum. For example, the jury ratings in Spring 2008 used a five-factor rubric (sound, technique, rhythm, etc.) with five points for each factor. The department objective was to have as many students performing at an 80% level (20+ points) as possible.

Ratings for students at the sophomore, junior, and senior levels were combined for the evaluative study. A summary of the data showed that the median rating among 26 students was 20.



CHAPTER FOUR

Fifteen students (58%) exceeded the 80% criterion level. One fourth of the students scored 23 or above and one fourth scored 16 or below. The department collected the comments of the raters as well as from students scoring below the acceptable range. These suggested areas of future instructional emphasis. For example, some students needed more time to “solidify range (especially upper)” in voice performance while others struggled with tone (too soft), rhythm, or the process (e.g., too long of an intermission during a recital).

Natural Science and Health Department (Includes Mathematics)

The department has been administering the ETS Major Field Test in Biology to students in that major since the 2002-2003 academic year and has now accumulated enough graduating seniors ($N = 44$) in the traditional program to make a meaningful assessment of the test results. ETS provides comparative data for total and sub-scores on the test. For the total score, WPC students performed in a wide range from 128 to 175 (the overall range of ETS scores is 120 to 200), representing percentiles from the 1st to the 90th percentile. The WPC mean score was 150, placing the college at the 30th percentile nationally. However, 13 out of the 44 (29.5%) students scored 157 or higher (above the 50th percentile). In the highest sub-score, Population Biology, Evolution, and Ecology, 17 students (38.6%) scored above the 50% percentile (58 or above). This data suggests that between one quarter and one third of WPC students scored well above the national mean on this Major Field exam. Also, the sub-scores showed better performance for WPC students in Organismal Biology (sub-score 3) with a mean of 52, at the 40th percentile, and Population Biology, Evolution, and Ecology (sub-score 4)—a strength area for WPC—with a mean of 54, at the 55th percentile nationally. The lower sub-scores appeared in Cell Biology and Molecular Biology and Genetics, showing means of 46 (10th percentile) and 51 (35th percentile) respectively. In response, the department has taken steps to upgrade the curriculum and course content for those areas showing lower scores.

Social Science Department

Students in HD 311, Prenatal/Early Childhood Development, were asked to list concepts they had learned in PSY 140, General Psychology, that they found useful in the current class. The ones recorded were given more emphasis in subsequent offerings of General Psychology.

Students completing the baccalaureate Human Development and Family Studies major are required to demonstrate knowledge and skills that will equip them to be effective family life educators. This requirement includes an assessment that measures the important General Education (core studies) objectives of skill in integrating diverse sources of information and effective oral presentation skills.

The assessment focused on the student's quality of presenting a family life education class to peers and to a community audience. The areas of particular emphasis were addressing persons/families in a systemic manner; clearly identifying a target audience; formulating overall goals and objectives; assuring an overall

CHAPTER FOUR

effective workshop; transmitting genuine content; communicating clearly and in an interesting manner; employing creativity in the presentation; and giving clear-cut directions for group and individual exercises. Students were rated on a 40-point rubric by their fellow students, the class instructor, and an instructor from the Education Department. The Social Science department set a goal of having eighty percent of the students scoring 90% on this measure. The responses from the two instructors were weighted to count for 50% of their overall score. An average of their peer's ratings comprised the other 50%.

Eight students were assessed during Spring 2011. Based on the rubric completed by the HD instructor, an instructor from the Education Department, and peers in the class, the following results were obtained: 50% of the students scored 90% or above. Deficiencies tended to collect around PowerPoint effectiveness, which is an addition to the rubric this year. Although this measure will not be assessed in the near future, the instructor will include more instruction in the class in 2011 concerning the production of PowerPoint slides.

CHAPTER FOUR



CORE THEME 4: ENCOURAGING ENROLLMENT AND RETENTION OF STUDENTS FROM DIVERSE BACKGROUNDS

Table 4.7 shows the core theme, strategic plan priorities, objectives, achievement indicators, and threshold for defining mission fulfillment of this Diverse Backgrounds theme. Evidence for the fulfillment of this core theme is shown by the ratings of each Indicator and in the data presented following the table. The rating methodology and anchor definitions are described in Chapter One.

Table 4.7 Summary Tracking and Rating Sheet for Core Theme #4

Ratings: 5-Very Strong, 4-Strong, 3-Acceptable/Improving, 2-Weak/Obstacles, 1-Absent/Very Weak

Core Theme	Objectives	Achievement Indicator	Threshold defining Progress Toward Mission Fulfillment	Rating*
Core Theme #4: Encouraging enrollment and retention of students from Diverse Back-grounds	Objective #1 Recruit and retain students and employees who reflect the diversity of society	Goals for student recruitment and retention set and monitored. Goals for employment of minority candidates set and monitored.	Office of Enrollment Management and Urban Recruitment specialist track and report on success in meeting goal of comparable percentage of Portland area. The Act Six program is assessed both internally and by comparison with other institutions that have similar Act Six cohorts. Minimum of 20% diverse candidates in employment.	3.39
Strategic Plan Priority II.B Objective VII Students voice opinions openly	Objective #1 Recruit students and employees who reflect the diversity of the city, such as Portland	The Institutional Research Committee reports on demographic descriptions of the student, faculty and staff of the college using the IPEDS surveys and the institution's Fact Book, 10th Day and HR Data Sets.	Percentages of students, faculty, and staff with diverse backgrounds increase over the years.	3.11

CHAPTER FOUR

Strategic Plan Priority II.B Objective VII Students voice opinions openly (continued)	Objective #1 Recruit students and employees who reflect the diversity of the city, such as Portland (continued)	The Institutional Research Committee reports on demographic descriptions of the student, faculty and staff of the college using the IPEDS surveys and the institution's Fact Book, 10th Day and HR Data Sets. (continued)		
		Chief Diversity Officer conducts Diversity Audit	Recommendations resulting from Audit used to create Plan for Diversity	3.44
	Objective #2 Develop and implement student learning outcomes that foster knowledge, skills, and convictions related to diversity issues and multicultural education.	Course outcomes and curricula reflect focus on diversity issues with improvement in knowledge, skills, and convictions related to diversity and multicultural education	Semi-annual surveys of student attitudes and behaviors and assessment data on student learning reveal satisfaction, positive attitudes and low levels of harassment toward students from diverse backgrounds Results of The UCLA Higher Education Research Institute's (HERI) <i>Diverse Learning Environments</i> (DLE) shows favorable comparison to other 4-year liberal arts colleges on the DLE. Traditional and ADP programs show minimal differences on these attitudes, behaviors, or comparisons.	3.50
Core Theme #4: Encouraging enrollment and retention of students from Diverse Backgrounds	Objective #3 Develop and implement curricular and co-curricular programs that empower students to take on multicultural leadership roles in a diverse world	Programs ensure student engagement and integration of perspectives of diverse population.	Offices of Academic Affairs and Student Affairs report data demonstrating increasing participation figures for various groups of students with diverse backgrounds.	3.17
		Evidence of student knowledge, attitude, and skill improvements resulting from curricular and co-curricular activities. Evaluation of attitudes is included in training on human diversity and especially in urban-outreach initiatives, service-learning programs, and co-curricular activities in the community to assess the effectiveness of such training.	Annual assessment plans and reports of results include these targeted objectives from time to time and in various departments, showing positive gains in knowledge, attitude, and skill in issues of human diversity.	3.39

CHAPTER FOUR

Core theme #4 average = 3.33

Objective 1 average = 3.31

Objective 2 average = 3.50

Objective 3 average = 3.28

Number of objectives above Threshold = 3 out of 3

Though not all of the evidence collected relative to this core theme falls neatly into the categories identified by the objectives, the following suggests ways in which the mission of the college is being fulfilled.

COLLEGE-WIDE SURVEY AND ASSESSMENT DATA RELATED TO OBJECTIVE 1

Multicultural Composition of the College Enrollees

As part of the regular collection of data, the Director of Institutional Research and Assessment identifies the demographic characteristics of the traditional student population at Warner Pacific each year from the “10th Day” enrollment data required for IPEDS (and other survey and planning) purposes. The table below clearly shows an increasing diversity among the student population. Narrative related to ADP student demographics appears below the table.

Table 4.9 Traditional Student Demographics

Race/Ethnicity of Traditional-Program Students	2008	2009	2010	2011
African-American (non-Hispanic)	7.2%	5.0%	8.3%	9.6%
Hispanic background	5.0%	5.7%	6.6%	8.0%
White/non-Hispanic	82.5%	80.6%	78.7%	74.0%

Diverse Background Issues in ADP

Student satisfaction with the ADP has been evaluated with the *Adult Students Priority Survey* (ASPS). The ASPS was given to 140 ADP students in November 2009 and repeated in a master-degree programs in Spring 2011, and in a new sample of undergraduates totaling 94 students, in November/December 2011 (see details of the survey sample in the section on Core Theme #3: Providing Liberal Arts Education). For undergraduates, the target population was all advanced undergraduate students (those with at least five months enrollment with multiple courses completed) in ADP Associate and Bachelor programs. A total of 173 students completed the survey. Supplemental questions specific to WPC’s ADP were included (Questions 51 to 70). In Fall 2011, 94 students completed the ASPS with local questions nearly identical to 2009 (only item 57 was changed to include coverage of urban issues). The data shows that Warner Pacific has maintained a consistent level in terms of “Campus Climate” (measuring the extent to which the institution provides experiences that promote a sense of campus pride and belonging) with mean scores of 5.33 in both 2009 and

CHAPTER FOUR

2011. In terms of individual questions, one example is the item “There were opportunities to socialize with students of diverse backgrounds” (a local WPC item). The mean rating for multicultural students (non-white, $n = 21$) was higher (6.24) compared to the majority-culture (white/Caucasian, $n = 108$) mean of 5.54. The difference was statistically significant at the .003 level using a t-test for independent groups. A similar pattern of multicultural students having higher mean ratings of ADP occurred on items tapping “feeling integrated into the larger campus,” seeing the staff and faculty as “caring,” rating the program as including “diverse perspectives—racial, religious, social, and political,” and seeing the faculty as “fair and unbiased.” The higher ratings by multicultural students are encouraging, but are points for reflection among ADP staff as to why the other students rate the program slightly lower. Discussions about ASPS results were conducted in 2010 and again in 2012 among administrators and members of an ad hoc committee convened by the Director of IR and Assessment.

As previously noted, ten students in the ADP Master of Science in Management and Organizational Leadership (MMOL) and twelve students in the Master of Education (M.Ed.) programs completed the *Adult Student Priorities Survey* (ASPS) Spring 2011. Students rated the importance and the satisfaction of program elements or effects on a seven-point scale (7 being highest satisfaction). On issues of student diverse backgrounds (examined with “local questions” added to the survey by Warner Pacific College), students rated the program “somewhat satisfied” (rating of 5) or “satisfied” (rating of 6) relevant questions. For example, for the statement, “There were opportunities with students of diverse backgrounds,” the mean satisfaction rating was 5.05 versus importance mean of 6.00. On the statement, “The program included diverse perspectives—racial, religious, social, political,” the satisfaction mean was 5.86 and importance mean was 6.23). However, students rated the support they obtained from their cohort (the group of students that started at the same date and share courses in sequence together) at a very high level, apparently across all student backgrounds (satisfaction mean was 6.41—between satisfied and highly satisfied—versus the lower importance rating of 6.32).

CHAPTER FOUR

COLLEGE-WIDE SURVEY AND ASSESSMENT DATA RELATED TO OBJECTIVES 2 AND 3

Diverse Learning Environments (DLE) survey

The Director of Institutional Research and Assessment arranged for the use of *The Diverse Learning Environments* (DLE) survey, developed by UCLA's Higher Education Research Institute, Spring 2011. This data provides the baseline for comparison when the survey is repeated every two to three years. Assessment will focus on change and growth of student attitudes, skills, and behavior in teams and cooperative urban projects. Various departments, programs, and courses on diversity topics add specific data as secondary indicators that can also be collected and analyzed. For example, see the Social Science section of "Highlights from Department Assessments" below.

The DLE survey was administered online by UCLA/HERI to the preferred emails of 66 students in the traditional (TRAD) program and 80 students in the Adult Degree Program (ADP). The sample consisted of about 65% female and 28% students of color (similar in both ADP and TRAD and similar to the demographics of the college). The survey was introduced by the President and by the Dean of ADP in an introductory email notice. Voluntary participation was encouraged by employing a drawing for prizes (iPod shuttle, flat screen TV, and small gift cards) to motivate responses to this lengthy survey. The time demands of the survey (30 to 60 minutes for some students) accounts for the relatively low response rates compared to the total student enrollment of approximately 1,500 students during the semester.

Highlights of the findings are presented here and full reports are available as Exhibit 4.8. The "Factor Reports" from the DLE provide the most efficient summary of results. These reports identify groups of questions from the survey that have been shown by statistical methods (confirmatory factor analysis) to "go together" in the sense of being correlated with one another so that the sum of their responses forms a meaningful total factor score. For example, the factor labeled "Critical Consciousness and Action" consists of six questions that include making an effort to get to know people from diverse backgrounds, recognizing bias in your own thinking, and feeling challenged to think more broadly about issues. The scores derived from the sum of these questions (called factor scores) were standardized using a metric having an average of 50 and a standard deviation of 10. These standardized metrics allow comparison among factors and are often called "T-scores" in social science research. Table 4.8 below shows some of the trends found in the DLE results, comparing ADP and TRAD programs to other four-year colleges that participated in the survey nationwide. The magnitude of differences between mean scores is evaluated in the final column of the table using "effect size." Effect size (Cohen, 1988) is calculated by the difference between means standardized by dividing the pooled standard deviations (usually in the 8.0 to 10.0 range in this data). Small differences (under .33) are less meaningful than medium (around .40 to .70) or large effect sizes (around .80 or more).

CHAPTER FOUR

Table 4.8 Mean Factor Scores for Six DLE Survey Areas Related to Diversity

Factor Score Area	ADP	TRAD	Effect Size	WPC	4-Year	Effect Size
Critical Consciousness and Action	51.1	50.0	.12	50.6	50.5	.01
Institutional Commitment to Diversity	46.6	46.1	.06	<i>46.4</i>	<i>49.7</i>	<i>.35</i>
Harassment	46.1	49.0	.53	47.5	48.2	.12
Discrimination Bias	43.2	47.3	.68	45.1	48.1	.41
Negative Cross-Racial Interaction	44.9	49.7	.59	47.1	6.8	.04
Conversations Across Differences	49.4	46.6	.26	48.1	51.2	.21

Note: Significant positive results appear in boldface black type, and significant negative results appear in italicized red print.

The survey showed that the college was relatively similar to other 4-year colleges and had no “large effect size” differences. Very small differences in means compared to four-year colleges were found on Critical Consciousness, Harassment, Negative Cross-Racial Interaction, and Conversations across Differences (e.g., talking with other students of different cultures, races, and sex). The college showed relative strengths for the ADP (lower “negative scores” in comparison to other four-year colleges) on Harassment, Discrimination Bias, and Negative Cross-Racial Interaction.

In general, the adult program, operating in the evenings with one-class per week (typically), gives opportunity for fewer interactions than the traditional residential program. The traditional program showed scores comparable to other four-year colleges on these three negative factors, except the mean of 49.7 on Negative Cross-Racial Interaction was higher than the mean of 46.8 in the four-year colleges. This deficit for the traditional program had an effect size of about .33 (one-third a standard deviation) and appears to be due to the elevated responses of a small number of female students on the Tabor campus. Results showed one other area of concern—the factor of Institutional Commitment in which the college was lower (medium effect size, .35 of a standard deviation difference) than the comparison group. The factor called “Institutional Commitment to Diversity” consists of five questions asking students if the college promotes appreciation of cultural diversity, has committed to diversity for a long time, shows diversity in publications, appreciates differences in sexual orientation, and has administrators who speak for diversity. Perhaps the college’s Christian position on sexual orientation (biblical principles of heterosexuality), appearing in the covenant for students, staff, and faculty in the “life style agreement” of the traditional program, may have stimulated some low ratings on this factor. Corrective action for these areas of concern began in Fall 2011, with the

CHAPTER FOUR

hiring of a new Vice President for Community Life (Dr. Glenn), who conducted an “audit” of diversity issues at the college during January 2012. President Andrea Cook has also spoken on these issues to the college community. Repetition of the DLE survey (likely in 2013) will serve as a measure of progress toward improvements in these areas.

HIGHLIGHTS FROM DEPARTMENTAL ASSESSMENTS: CORE THEME 4 ENCOURAGING ENROLLMENT AND RETENTION OF STUDENTS FROM DIVERSE BACKGROUNDS

The section of “highlights” below provides examples of the annual assessment plans and results filed by departments, administrative units, and programs related to this Core Theme. These are available for review as Exhibit 4.6 “Assessment Plans and Reports.”

Administrative Units

The Office of Student Affairs developed and administered a survey at the end of Spring 2011 aimed at students who had completed a semester as a student leader. The survey included qualitative questions, asking students to reflect on what they learned in leadership that year regarding the creation of inclusive communities. A sample question was, “During your experience in your student leadership role, how did you go out of your way to interact with students who are different from you?” Of the 25 students who were sent the survey, 14 students responded. Of the 14 that responded, there was only one who did not show real signs of learning in this area. Some of the common themes in the qualitative responses were (a) learning to understand and appreciate differences in our college community; (b) learning from the experiences, perspectives, backgrounds, and stories of others; (c) it is vital that all voices are heard; (d) there is value in listening and hearing the stories of others; and (e) students realized that is their responsibility as leaders to embrace inclusiveness. In terms of actions, students said that they had to “get out of their comfort zone to create inclusive community,” “to speak up and confront persons involved in marginalizing and stereotyping,” and “creating opportunities to include others.”

In terms of using these results to improve the Leadership program in Student Affairs, the program will continue to emphasize the themes described by the leaders themselves and promote the concept of “servant leaders” to shift the culture on campus toward inclusion. Also, the program will weave these values into every aspect of the student leadership program, from the application process through their year in leadership. The program will challenge the perception that “I already naturally include people” by asking students to dig deeper, analyzing their circles of influence.

CHAPTER FOUR

Adult Degree Program (ADP)

Two major aspects of the adult program contribute to the retention of and development of students from diverse backgrounds. First, the program employs Academic Counselors, each guiding and tracking about 150 students, with specific duties to contribute to successful degree completion for each of the students. Second, students are organized into cohorts of approximately ten to twenty students who begin and continue their program at the same time with largely the same sequence of courses. As shown repeatedly in surveys (e.g., the *Adult Student Priorities Survey*, by Noel-Levitz) in 2009 and 2011, the cohorts effectively contribute to the students' sense of support, progress, and satisfaction with the program. The surveys show that students report positive and attitude-changing interactions with cohort members from significantly different backgrounds. In the Spring of 2011, the *Diverse Learning Environments (DLE) Survey* (UCLA's HERI survey) showed that ADP students reported a very low incidence of "negative cross-racial interaction" and "discrimination bias" as compared to four-year colleges or private colleges nationwide. One area of needed improvement was the degree to which female students sensed that the institution was committed to diversity. The Director of IR/Assessment presented these results during a meeting with key ADP personnel, including the Dean and the Director of General Education, and ideas for improvements were discussed for possible implementation.

Humanities Department

The department supports diversity of opinion through the staffing of two student publications, *Knight Times* and *Rocinante*. These outlets are designed to allow students to express themselves, and are committed to the inclusion of diverse student voices. The frequency of diverse entries in the *Times* provides evidence of this outcome. Courses like COMM 300 require students to apply critical frameworks and personal experience in an analysis of how some voices become marginalized, both in public discourse and private sector institutions. Evaluations of written and oral assignments provide evidence of student performance toward these outcomes. In addition, Dr. Luke Goble, the department's full-time historian, alternates with the Director of Urban Studies in the teaching of Ethnic Relations in the United States. He also co-sponsored a student discussion group centered on issues of social justice. Robin Gordon, the department's professor of drama, is also committed to mount productions focused on social justice on a regular basis.

Music Department

The Music department has tailored instruction and created concentration areas specifically to address the needs of students from diverse backgrounds. Hence, students with specific gifts with certain musical instruments or those intending to apply music to careers in performance, music business, music education (with or without teacher licensure requirements combined with an Education major), youth ministries, or worship arts leadership all have different Bachelor of Arts "tracks" leading to specific degrees. All students are evaluated based on performances, recitals, internships (on campus or off campus), or final projects based on juried ratings that employ rubrics. Any weak areas revealed by these ratings have led to improvements

CHAPTER FOUR

in courses and individual-mentoring of students. Leaders of the department's performance groups include within their repertoire selections from diverse cultures, which highlight the values of cultural expressions outside the experience of the majority population.

Natural Science and Health Department (Includes Mathematics)

The Natural Sciences and HHK Department embraces students from a diversity of backgrounds that would include faith, socioeconomic status, ethnicity, and culture. The department seeks to make classes, laboratories and field experiences engaging and inclusive to all students. One example is an adaptation in BIO 102, General Biology II, for Islamic students who were not required to participate in fetal-pig dissection laboratory assignments. Instead, alternative assignments (using either rat or cat dissection) were provided for these individuals. Another example is the use of knowledge and resources of the Pacific Island student population. In several instances, these students have returned from trips to their homes with unique Pacific specimens to add to the WPC collection.

Religion and Christian Ministries Department

The RCM department often provides leadership for various mission outreach events for students. For example, five trips were planned for 2012, starting in January. Honduras and Germany are international destinations, while San Francisco and South Dakota are domestic opportunities. Similar combinations of international and domestic outreach activities have been conducted each year. A number of these mission trips include students majoring in Business who assist local people to develop small family businesses, leading to significant economic effects on the local families. All mission trips include debriefing and various evaluations to assist students in understanding the often profound experiences of diverse environments, peoples, and ways of living. Students routinely report these experiences as highly significant to their global understanding.

In terms of the curriculum, the department revised its list of required Core Studies courses, specifically to address diversity. The one absolute requirement of all four-year students, Introduction to the Bible, does not mandate a particular reading of the text. Rather, it provides methodologies for critical thinking about the Bible's content. The department added the course Spirituality, Character and Service as a Core Studies option for students either unfamiliar with or uncomfortable with a sectarian approach to spiritual formation. Finally, the department includes Religions of the World as a third Core Studies option, allowing students to explore the major faith orientations in an academic setting.

Social Science Department

One of the learning outcomes for the Human Development and Family Studies (HDFS) major is "Exhibiting respect for a diversity of socio-cultural approaches." Results from an assessment of HDFS students in 2009-2010 showed that they did not score as high as predicted on a measure of avoiding a

CHAPTER FOUR

judgmental attitude (or behavior) in reference to a faith other than their own. Students did show appreciation for diversity in family configurations. The department implemented course modifications that emphasized the importance of valuing other faiths, and the evaluative rubric was re-constructed for more accuracy in measurement.

The department designed SS 353 (Cultural Diversity) as a course specifically targeted to the diverse-background core theme. A learning outcome on respect for all persons (“Discuss how social divisions based on origin, gender, ethnicity, disability, and etc. challenge people to work respectfully with all persons”) was assessed in SS 353 during 2010-11. Four groups of five students each conducted library searches (electronic and paper) to identify diversity controversies. Three sources of commentary from journal articles were required as part of a group report completed on a required form supplied for the course.

Three different full-time professors from three academic disciplines evaluated the group reports. Each of the three professors agreed that the identified articles described cultural controversies. Each also attested that the explanations of the cultural causes identified by the groups of students were reasonable descriptions given the limited amount of information supplied by the article. Two of the professors spontaneously requested that the nature of the controversies described be further described by the instruction given to the students; that is, request specific types of cultural controversies (miscommunication, value/mores differences, etc.). This is a beginning affirmation that students are capable of applying course information to relevant societal issues; that a skill in identification is being honed and can be applied back into issues encountered in public school teaching, social agencies, counseling, and other arenas of public service. An emphasis will be infused into the curriculum to teach categories of cultural conflict.

CHAPTER FOUR



CORE THEME 5: PREPARATION OF STUDENTS FOR THE CHALLENGES OF THE 21ST CENTURY

Table 4.10 shows the core theme, strategic plan priorities, objectives, achievement indicators, and threshold for defining mission fulfillment of this theme. Evidence for the fulfillment of this core theme is shown by the ratings of each Indicator and in the data presented following the table. The rating methodology and anchor definitions are described in Chapter One.

Table 4.10 Summary Tracking and Rating Sheet for Core Theme #5

Ratings: 5-Very Strong, 4-Strong, 3-Acceptable/Improving, 2-Weak/Obstacles, 1-Absent/Very Weak

Core Theme	Objectives	Achievement Indicator	Threshold defining Progress Toward Mission Fulfillment	Rating*
Core Theme #5: Preparing Students for the Challenges of the 21st Century	Objective #1 Provide students opportunities to explore their spiritual natures and confront current spiritual challenges through the academic and co-curricular programs of the college	Students engage in structured reflections on personal faith journeys, and discussions concerning faith traditions, and biblical and theological issues that relate to their lives.	Surveys (e.g., SSI, ASPS, and NSSE) show WPC functioning at the level of other CCCU colleges on spiritual outcomes of students. Specific WPC evaluations of spiritual objectives (e.g., in the RCM department; Student Affairs, chapel evaluations, Alternative chapel seminars) show growth in students' faith journey.	3.22
Strategic Plan Priorities I.B.III Student-centered II.B and II.C Academic excellence		Key courses—such as the Bible as Literature; Spiritual Formation; and Spirituality, Character and Service—present compelling opportunities for exploration of one's spiritual life.	RCM Department assesses effectiveness of these courses. In addition, the Student Affairs collects qualitative and quantitative survey data in order to evaluate its Spiritual Life programs. A longitudinal study will construct and implement interview methods of observing the growth of spiritual awareness.	3.00

CHAPTER FOUR

Core Theme #5: Preparing Students for the Challenges of the 21st Century	Objective #2 Enable students to make sound moral and ethical decisions.	Students understand the importance of ethical decision making and develop skills to carry out responsible decision making processes.	Measures are addressed in a number of courses, including Advanced Composition: Argument, Faith, Living and Learning and the Senior Humanities Seminar. The Leadership Development Program (Student Affairs) also provides training in sound decision making processes. These curricular and co-curricular experiences are assessed regularly.	3.33
	Objective #3 Encourage social development as part of training effective change agents in society.	Students are involved with several types of groups and teams.	<i>Student Satisfaction Inventory</i> , <i>Adult Students Priorities Survey</i> , <i>Diverse Learning Environments</i> survey, and NSSE, provide measures of change between the Freshman and Senior years at the college (early and late courses in ADP cohorts).	3.44
Core Theme #5: Preparing Students for the Challenges of the 21st Century	Objective #4 Provide students with information regarding vocational options based on their majors, dispositions, and calling.	Students encounter the term “vocation” in the context of liberal arts education that emphasizes life-long learning and holistic development. The college provides disability services and career counseling in the Career and Life Counseling Center in recognition of the interrelated aspects of decisions about one’s orientation to life, work, and meaning.	Annual assessments in business, education, social work, human development, and other vocationally-related majors or degree programs are aligned to this objective for evaluation. The Center for Career and Life Counseling collaborates with Enrollment Services and Academic Support to implement the College Student Inventory (CSI) to assess incoming Freshmen who may need career guidance or present risk-factors for dropping out of school. Similarly, a Career Specialist works primarily with ADP students but collaborates with other Student Affairs staff on career fairs, workshops, and interview coordination. These functions are assessed regularly.	3.33

CHAPTER FOUR

	Objective #5 Train students in technological skills as well as in the ability to use technology wisely.	Students have adequate knowledge of the technology required in today's workplace and embrace the technologies of the future in a responsible manner.	Business, Education and Natural Sciences courses regularly assess student ability with technology. Students are assessed in courses such as Advanced Composition and other research based courses in areas of information literacy and ethical uses of technology. Courses such as Science and Technology (Hum 210) and Earthkeeping (Hum 212) assess student awareness of the impact of technology on society and the environment.	2.72
Core Theme #5: Preparing Students for the Challenges of the 21st Century		The Instructional Technology Committee monitors developments in software and hardware that could both enhance student learning in various subjects as well as expose students to new technologies.	Technological level, number of computers, classroom technology, and various software improvements (e.g., new website, student advising software) show improvement from year to year.	2.39

Core theme #5 average = 3.06

Objective 1 average = 3.11

Objective 2 average = 3.33

Objective 3 average = 3.44

Objective 4 average = 3.33

Objective 5 average = 2.56

Number of objectives above Threshold = 4 out of 5

CHAPTER FOUR

COLLEGE-WIDE SURVEY AND ASSESSMENT DATA RELATED TO ALL OBJECTIVES

Data resulting from the college's participation in the *Student Satisfaction Inventory*, the *Adult Student Priority Survey* and the *National Survey of Student Engagement* are not reported in precisely the same categories as suggested by the objectives in this core theme. Therefore, the following evidence of mission fulfillment aggregates comments about the surveys across the various objectives. Please see additional comments from departmental assessment projects.

Results from “The Student Satisfaction Inventory” regarding core theme objectives

In 2007 and 2011, the college administered the *Student Satisfaction Inventory* (SSI) as part of the campus-wide assessment plan for the traditional program. The SSI is one of the most widely used instruments in college and university effectiveness studies nationwide. It covers a wide range of issues such as instructional effectiveness, recruitment, financial aid, campus services, advising, safety, and campus climate. Students mark ratings on a seven-point scale from “not satisfied at all” to “very satisfied” as well as similar ratings for the importance of the college attribute listed in the question. The paper version of the survey was collected at the end of traditional campus classes especially targeting Freshman and Senior students (76 total in 2007, 134 in 2011) then sent to the Noel-Levitz computer scoring service. Trends across years are shown by the following items and mean responses:

Table 4.11 Selected Student Satisfaction Inventory Results

Item #	Statement	2007 Mean	2011 Mean	Significance
15	“Computer labs are adequate and accessible”	4.13	5.08	highly significant increase
29	“Faculty use a variety of technology and media in the classroom	4.79	5.57	a large increase
43	“Mentors are available to guide my life and career goals”	5.41	5.28	a non-significant change

Each of these items showed 2011 means just above the “somewhat satisfied” level (5.00).

Core Theme #5 issues were examined more directly with “local questions” (as with the ASPS) in 2011. Because core themes were not employed in 2007, these direct items were not included in the 2007 survey. The 2011 survey mean responses will serve as a “benchmark” for monitoring future change on the objectives of Core Theme #5. Relating to Objective #1 (Spiritual), the item, “Warner Pacific is distinctively Christian” had a mean of 4.87 (standard deviation—SD of 1.60), slightly below “somewhat satisfied.” For Objective #5, the question, “Coursework prepares me for the technological challenges of the 21st century” showed a mean of 5.08 (“somewhat satisfied”; SD 1.46).

CHAPTER FOUR

Results from “The Adult Student Priority Survey” regarding core theme objectives

Student satisfaction with the ADP in terms of Core Theme #5 has been evaluated with the *Adult Students Priority Survey* (ASPS). The ASPS was given to 140 ADP students in November, 2009 and repeated in a master-degree programs in Spring 2011, and in a new sample of undergraduates totaling 94 students, in November/December 2011 (see details of the survey sample in the section on Core Theme #3: Providing Liberal Arts Education).

In surveying undergraduates, the target population was all advanced undergraduate students (those with at least five months enrollment with multiple courses completed) in ADP Associate and Bachelor programs. A total of 173 students completed the survey in November 2009. Supplemental questions specific to WPC's ADP program were included (Questions 51 to 70). In Fall, 2011, 94 students completed the ASPS with local questions nearly identical to 2009 (only item 57 was changed to include coverage of urban issues). In terms of individual questions, the “local items” added to ASPS by WPC provide evidence for each of the five objectives of Core Theme #5. The items related to Objective #1 (Spiritual) include “I found time for activities that enhanced my spirituality (worship, prayer, meditation, etc.)” and “My convictions and values have been shaped by discussions in class.” Results for these two items showed means in the “somewhat satisfied” range of 4.55 and 5.19 in 2009 and 4.72 and 4.92 in 2011.

The differences between years are not highly significant (very small effect sizes under .20). Objective #2 (Moral) is also reflected in the “values” item, where a slight, non-significant decrease occurred. For Objective #3 (Social) two local items showed mean responses at or near the “satisfied” level—“Students in my ADP cohort are supportive of me,” (means of 6.15 and 5.97, non-significant difference between years) and “Being in a cohort group helps me progress toward a degree” (means of 5.50 and 5.43). For Objective #4 (Vocational), two items provide some evidence for Objective #4 (Vocational). The item “Coursework includes ideas or methods I applied in my life and work” had means of 5.80 and 5.65, near the “satisfied” level of 6.00. The item “An evening and accelerated program is essential to my finishing a degree” had extremely high means of 6.45 and 6.23, not showing a significant change between years but nearing the “very satisfied” level of 7.0. The item “ADP has helped me use technology better (e.g., computers, internet)” is related to Objective #5 but shows fairly low ratings of 4.33 and 4.34 across years (indicating a “neutral” response of 4.00, below “somewhat satisfied” at 5.00).

The issues of instructional technology, use of computers, use of Excel and statistical software in particular, have become serious topics of discussion among faculty and administration in both traditional and ADP programs. A new Core Studies Committee began to review the core studies objectives and courses, including concerns about coverage of technology skills in Fall 2011. At the time of this writing, options for improving student learning outcomes in this area include adding specific courses on technology use, upgrading computer labs, use of online tutorials, creation of a technology “placement” test for selected majors, and

CHAPTER FOUR

other alternatives. In response to pressure on the teaching computer lab on the Mt. Tabor campus, the college added a mobile supply of laptop computers to allow more “hands on” use of computers in a wide variety of departments. In addition, the college hired a new librarian, specially trained to support technology-assisted instruction. Professor Doug McClay has extensive experience with Moodle and other resources that provide students experience with the use of technology in the context of academic learning. One encouraging sign of the effectiveness of new attention to technology and this core theme in general, is the increase in student ratings of the local question, “Coursework prepares me for the challenges of the 21st century,” that showed growth in mean responses from 4.79 in 2009 to 5.09—a small change (effect size of .19), but promising.

In 2011, ten students in the ADP Master of Science in Management and Organizational Leadership (MMOL) and twelve students in the Master of Education (M.Ed.) programs completed the *Adult Student Priorities Survey* (ASPS). Students rated the importance and the satisfaction of program elements or effects on a seven-point scale (7 being highest satisfaction). On Core Theme #5 issues examined with “local questions” (those added to the survey by Warner Pacific College), students rated the program as satisfying or highly satisfying on questions such as, “Coursework includes ideas or methods I applied in my life or work” (satisfaction mean 6.48 versus importance mean of 6.64). On the direct statement, “Coursework prepares me for the challenges of the 21st century,” master degree students had a satisfaction mean of 5.82 and a somewhat higher importance mean of 6.50. On the statement, “The ADP program has changed or shaped my career goals and aspirations,” mean student ratings were 5.86 on satisfaction and 6.18 on importance. One area needing improvements (and already a key element of the long term plan to upgrade the college’s instructional technology) is reflected in the ratings of the statement, “ADP has helped me use technology better (e.g., computers, internet, A/V)” which had means of 5.59 for satisfaction and 6.00 for importance.

Results from “the National Survey of Student Engagement” (NSSE), 2008 (Traditional) regarding core theme objectives

The college administered the NSSE survey to 103 First Year and 96 Senior students in the traditional program in the spring of 2008. Both web-based (90% of students) and paper versions of the survey (10% of students) were employed. The demographics of the sample closely matched the traditional undergraduate population at the time—72% female, about 80% white (non-Hispanic), and all full-time.

On the question “To what extent has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas?” students responded in the following ways to aspects related to Core Theme #5 (with Objectives listed by employing the wording of the NSSE question):

CHAPTER FOUR

Objective #1. NSSE: Developing a deepened sense of spirituality

Response Options	First Year Students						Seniors					
	WP		CCC&U		Carnegie Class		WP		CCC&U		Carnegie Class	
	#	%	#	%	#	%	#	%	#	%	#	%
Very little	4	12	124	6	4,085	32	12	24	167	8	4,185	37
Some	2	6	383	17	3,758	27	15	29	412	18	3,112	25
Quite a bit	11	39	719	30	3,122	22	9	16	770	32	2,412	19
Very much	12	42	1,102	47	2,795	19	17	31	1,053	43	2,356	18
	29		2,328		13,760		53		2,402		12,065	

These data indicate that Warner Pacific students are on par with other colleges (somewhat below CCCU in the senior year) but far above colleges in the same Carnegie Class (four-year private) at both levels.

Objective #2. NSSE: Developing a personal code of values and ethics

Response Options	First Year Students						Seniors					
	WP		CCC&U		Carnegie Class		WP		CCC&U		Carnegie Class	
	#	%	#	%	#	%	#	%	#	%	#	%
Very little	2	6	141	7	1,519	12	4	7	131	6	1,348	12
Some	4	13	495	22	3,666	27	10	19	397	17	2,826	24
Quite a bit	16	57	820	35	4,588	33	18	33	874	36	3,984	32
Very much	8	24	867	37	3,983	27	22	40	1,004	42	3,912	31
	30		2,323		13,756		54		2,406		12,070	

Warner Pacific students rank below CCCU institutions in First Year, but are comparable in senior year (and exceeding colleges in same Carnegie class in senior year). Also, note that Warner Pacific's numbers and percentage in the "Very Much" category increased dramatically from First Year to Senior respondents while the change in the CCCU and Carnegie comparisons was much less pronounced.

CHAPTER FOUR

Objective #3. NSSE: Worked with classmates outside of class to prepare class assignments

Response Options	First Year Students						Seniors					
	WP		CCC&U		Carnegie Class		WP		CCC&U		Carnegie Class	
	#	%	#	%	#	%	#	%	#	%	#	%
Never	1	3	171	8	2,335	17	2	4	115	4	943	8
Sometimes	7	21	1,141	41	6,486	41	11	19	866	32	4,389	33
Often	12	37	1,034	36	5,005	29	20	38	1,106	41	4,745	35
Very Often	14	40	437	15	2,100	13	21	39	593	23	3,045	24
	34		2,783		15,926		54		2,680		13,122	

Note: Significant positive results appear in black boldface type.

WPC students exceed other college students by a very large percentage in both First Year and Senior year.

Objective #4. NSSE: Acquiring job or work-related knowledge and skills

Response Options	First Year Students						Seniors					
	WP		CCC&U		Carnegie Class		WP		CCC&U		Carnegie Class	
	#	%	#	%	#	%	#	%	#	%	#	%
Very little	3	10	166	8	1,014	8	4	8	105	4	608	6
Some	8	26	577	25	3,413	25	11	20	452	19	2,084	18
Quite a bit	13	39	926	39	5,141	37	14	26	866	35	4,197	34
Very much	7	26	691	29	4,391	31	25	46	1,010	42	5,320	43
	31		2,360		13,959		54		2,433		12,209	

These data illustrate a significant increase from First Year to Senior level.

Objective #5. NSSE: Using computing and information technology

Response Options	First Year Students						Seniors					
	WP		CCC&U		Carnegie Class		WP		CCC&U		Carnegie Class	
	#	%	#	%	#	%	#	%	#	%	#	%
Very little	2	6	107	5	627	5	6	11	98	4	393	3
Some	9	30	531	23	2,708	19	12	23	455	18	1,969	16
Quite a bit	10	30	952	39	5,111	36	17	33	908	37	4,263	34
Very much	10	3	768	33	5,519	40	18	34	973	41	5,571	46
	31		2,358		13,965		53		2,434		12,196	

Note: Significant negative results appear in red boldface type. However, also note that the gain from first year to senior among WPC students is much greater than among the CCCU and Carnegie comparators.

Responses by Warner Pacific students are comparable in the First Year but lag among Seniors.

CHAPTER FOUR

HIGHLIGHTS FROM DEPARTMENTAL ASSESSMENTS: CORE THEME 5 PREPARING STUDENTS FOR 21ST CENTURY CHALLENGES

The section of “highlights” below provides examples of the annual assessment plans and results filed by departments, administrative units, and programs related to this Core Theme. These are available for review as Exhibit 4.6 “Assessment Plans and Reports.”

Administrative Units

The Director of the Academic Support Center has conducted several studies of students needing tutoring, mentoring, or increased monitoring (e.g., because of GPA below 2.0 and probationary status) since 2009. Using a tutoring-evaluation form, professors were asked to rate the “effectiveness of tutoring in assisting students to learn and continue in their studies.” Results showed that 85% rated the center as Good to Very Good, 15% rated Academic support center OK. In another survey examining the effectiveness of the Academic Support Center, 35% rated Academic support center as Good, 50% rated Academic support center as Very Good (the Overall rating was 4.35 on a 5-point scale).

Another survey targeted students who were tutored during the 2010 spring semester. More than 90% of the students who sought assistance identified tutoring as being accessible. When asked to rate how easy (on a 10 point scale, with 10 being extremely helpful) it was to contact and connect with the tutor, 92% of students rated the ease of contacting tutors with a “10.” In terms of ease in fitting schedules with the tutor, 76% of students rated a “10.” In terms of helpfulness, 75% of students rated tutors with a “10” and 16% rated them with a “9.” Evaluations of low ratings revealed some areas of possible improvement. Concerns were expressed about collaboration and communicating with faculty as well as tutor training. Some of these concerns have to be related to ADP campus and its remote locations. Tutoring takes place primarily on the Mt. Tabor campus, supplemented by phone calls and email questions. The email has been found to be effective for writing, although face-to-face interaction remains the ideal option. To improve connecting, the Center expanded hours, hired a 19-hour a week academic specialist, and added math and business tutoring hours on Sundays (two of the courses most often seeking tutoring by ADP students). Also, the Center strengthened their partnership with ADP academic counselors (formed a committee for academic support with members of the ADP staff/faculty), added specialty training of tutors (working with students with disabilities, working with adult learners, working with multi cultural learners, writing across the curriculum). The Center involved faculty, other staff experts, and ADP to lead the training sessions. The Center is also creating a tutor webpage for connecting with tutors. Finally, the Center had the tutors working the first week of the semester, and 25 tutoring sessions were held that first week of 2010 classes.

CHAPTER FOUR

Adult Degree Program (ADP)

Several personal stories of “preparing students for the vocational challenges of the 21st century” have been accumulating in the ADP. The following assortment of three student examples provides evidence of vocational advancements. First, a December 2010, graduate of the ADP Bachelors in Business Administration (BBA) program reported that she would be enrolling in the Marylhurst College MBA program in Sustainable Business, with a concentration in Natural and Organic Resources. She reported, “Since I started at Warner in August of 2007, I have been promoted within the Department of Human Services three times, and I am currently in a position which I have wanted to be in for many years. “ Second, a student sent an email to the Dean of the ADP program, saying: “Hello Dr. Pauls! I just wanted to let you know that I got a promotion today! Management has been impressed with my leadership and initiative skills and is excited to promote me and the value I bring to ODS. I am so excited! You and my husband are the first to know of this news!” And, finally, an alumnus who graduated from the ADP BBA program in May 2007, wrote in an email that he was completing his MBA from University of Portland. His comment was, “My father pointed out that aside from my aunt (she is the District Attorney for Lincoln County), I was the most educated person in my family. That comment made me feel really good. My MBA will feel better. I drew out a career plan back in 2004—I’m on track with a dream to actually get this far.”

Business Department

In 2011 the Business department conducted an alumni telephone survey, as part of an upper division marketing course. Students learned the knowledge and skills necessary to design and execute an effective telephone survey to 95 former Business students. Structured interviews (with a protocol script) were conducted on 18 traditional and 77 ADP former business students, with nearly an equal number of male and female alumni. Results showed that most of the students (78%) of the alumni were employed full or part-time, with 20% in graduate school or having completed an advanced degree. Another 16% had either obtained work-related licenses, certifications, or additional training. Thus, the Business curriculum appears to be preparing students for further advancement in education or careers. Additionally, the survey asked questions about several aspects of the Business curriculum and effectiveness of the college. The highest ratings among the survey questions were for questions about the application of courses to current employment needs, assistance from advisors, and topics of management and ethics. The lowest ratings were for topics of law and marketing along with the WPC employment assistance (the latter may be due to the fact that most students are already employed!). The Business department discussed the results in a departmental meeting and made adjustments to the law and marketing courses in response to the survey.

Education Department

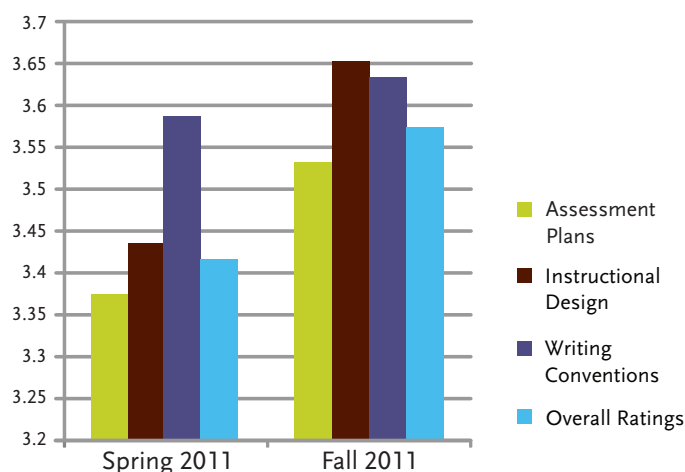
Teacher Candidates finishing the program with a secondary emphasis (middle or high school) are asked to complete an assessment of the program as part of their exit procedure. This assessment asks for the students

CHAPTER FOUR

to evaluate their experiences in various courses they took in the program and will give valuable insights to the program strengths as well as those areas that need improvement. On the survey of students completing the program in 2011, the department set a goal of 80 percent indicating “agree” or “strongly agree” with the statement “I believe that my experiences in the Teacher Education program have well prepared me to begin my career in education.” The department also set the goal of 80 percent responding “agree” or “strongly agree” with the statement “Courses helped me to become more informed and reflective about the education profession.” The 2011 results showed the average score for both of these statements to be 3.6 (Agree=3 and Strongly Agree=4), and showed that 80% exceeded the score of 3 on the agreement scale. The results of these assessment questions indicate that the licensure program is meeting the needs of the students in a general way; however, the department will continue to seek ways to continue to improve the program in ways indicated by a second study of Work Samples.

Also in 2011, data on all students enrolled in teacher-preparation degree programs (including undergraduate and Master level) were examined in detail. One major source of data on student competency was available on all students—Work Sample evaluations. Faculty rated the work samples on a five-point scale (0=not acceptable through 4=exemplary). Scores of 3 (proficient) or higher were obtained by all 38 MAT students in Spring 2011, and all 33 MAT students in Fall 2011. Mean scores and the percentages of students receiving each score or response level on each measure were tabulated and summarized in Excel spreadsheet-format. Improvement in competency was shown by higher mean scores in Fall as compared to Spring as shown in the graph to the right.

Department professors and chair examined these mean scores to identify any areas of strength and weakness. One of the areas in the Work Samples that needed improvement was in the selection and use of assessments for lesson plans (3.38 in Spring, 3.54 in Fall). Strengths were found in instructional design and writing. The department discussed and made adjustments to courses and assignments based on the study, e.g., increased attention to assessment planning. In December 2011 the department submitted all of the work samples for teacher candidates in the fall to an external consultant. Based upon this professional’s assessment, the department revised its scoring rubric and planned comprehensive training for supervising teachers.



CHAPTER FOUR

Humanities Department

The capstone course in Humanities (HUM 410) serves as a culmination of the core-studies experience in the traditional program of the college. The course requires a formal project and thesis paper that identifies “an issue constant to the human experience” and examines the issue via a synthesis that employs research materials from at least three academic disciplines. This project is intended to prepare students to analyze, synthesize, and find possible solutions to major social, ethical, religious, or personal issues of the current and future decades. Professors guide students through the project conception and development stages and explain the purpose and method of rating to be used during the semester-long course. Student papers are “juried” by assigned professors representing the disciplines addressed in each student’s paper. A rubric-style rating procedure with multiple raters has been used for many years and is often evaluated in terms of reliability (e.g., agreement among raters), fairness, and curriculum validity (e.g., alignment with the core-studies objectives). The quality of the assessment method was studied in 2006 and again in December 2009, and continues to be reviewed by the Humanities department. The rubric for the project examines the student’s articulation of the significance of the problem, creativity, interdisciplinary nature, organization, construction, use of sources, and writing. Also, students are encouraged to find issues that include “paradox” (strongly counter-intuitive or apparently self-contradictory issues). The study of the rating quality in 2009 by the Director of IR and Assessment found an overall internal consistency reliability of .91 for a set of three raters that produced 32 ratings for 11 theses. The Director then gave feedback to the Humanities department concerning the rubric, suggesting efforts to increase agreement among raters, editing for clarity one of the rating items (“transfer skills developed for describing, interpreting and evaluating art to other disciplines”), and change in the wording of the Likert-type rating items from “agree/disagree” to “excellent to poor.” To assess validity, all students in HUM 410 during the Spring, 2010, were administered the *ETS Proficiency Profile*, which showed a mean score at approximately the 40th percentile nationally for traditional-program seniors (see the section on the Liberal Arts core theme for more details on these test results) with several student above the 90th percentile on the ETS total score. Thus, the capstone assignment in HUM 410 is both reliably evaluated and contributes to a reasonable level (as judged nationally in comparison to other four-year colleges) of general-education learning and critical reading.

Music Department

The chair of the Music department has conducted various studies of graduates using questionnaires that target areas of possible curricular improvement. Also, contacts with local churches and inquiries from pastors concerning needs for music or “worship arts leaders” led to the creation of worship arts leadership degree program in 2008, a major change that prepares students for high-demand vocational positions in the church at large.

CHAPTER FOUR

Natural Science and Health Department (Includes Mathematics)

A recent change in the mathematics core curriculum has occurred in response to the growing need for mathematics and technology in our society. Previously an Intermediate Algebra course was one of the classes that satisfied the core requirement for mathematics. After assessment of the needs of students in the areas of mathematics and technology, the department put forward a proposal to not allow that intermediate course to meet core requirements. Students who need that course can now count it toward elective credits, but must also complete a higher math course for core. Either MA 104, Math Concepts, or MA 11, College Algebra, are logical courses to follow the Intermediate Algebra course. In another move to strengthen the mathematics requirements of students, test scores that will qualify students to waive the mathematics requirement have been raised recently. Previously any student with an SAT score of 600 or an ACT score of 27 in mathematics was given a waiver for the mathematics core requirement. Those minimums have now been raised to 650 on the SAT and 28 on the ACT.

Social Science Department

A study of exercises in information literacy was conducted in 2008 in Psychology 141 and results found that 50% of students were graded at or above 90% of points given for the library-research project. Also, 100% of students finished the library research and the exercises increased students' awareness and knowledge of library and electronic resources. Cooperative instruction in library resources was continued and enhanced in subsequent years with new search software available through the college library.

The coordinator of the Social Work program has been evaluating the internship placements and performance of students since 2004, using a standard rating scale completed by intern supervisors. Strengths and weaknesses of students each year have been noted and renewed efforts to increase weak areas (e.g., confidence and organization) implemented each year, with improvements noted across time.

CHAPTER FOUR

CHAPTER SUMMARY

Chapter Four drills into the analysis of the institution's mission fulfillment through performance in its core themes. Obviously, the faculty and staff of Warner Pacific College believe that they provide high quality learning experiences in and beyond the classroom. The effort in this chapter is to provide both quantitative and qualitative measures of effectiveness in support of that claim.

Admittedly, the tracking tables provide only summary data in reference to each objective and indicator. Now that the data has been collected, analyzed and reported, those involved realize the strengths and weaknesses of this approach. On the positive side, the tables present visually a complex amalgam of data. Progression from core theme to objective to indicator to threshold is a linear, and potentially powerful representation of where the institution stands. On the negative side, the tables are at times cumbersome, incomplete and imprecise models of the material presented in the narrative explanation of the core themes in Chapter One. Almost always, the tables only come alive when read in context with the descriptions of assessment activities that make up the bulk of the sections. The Institutional Effectiveness Committee, Director of Institutional Research and Assessment, Accreditation Committee and Assessment Committee will benefit immensely by a thorough debrief of the use and misuse of these tables.

Fortunately, the narrative material within the chapter clearly demonstrates the college's commitment to and considerable accomplishments within the core themes. For several years, academic departments and administrative units at the college have diligently executed assessment plans that resulted in improvements within their programs. In addition, participation in surveys created by leaders in higher education has yielded valuable comparative data regarding student satisfaction, engagement, and academic achievements. Finally, the Director of Institutional Research and Assessment has provided excellent leadership in the synthesis of disparate threads into a colorful portrait of Warner Pacific College. That portrait is not complete for there is much yet to be added, blended and perfected. Nonetheless, Chapter Four presents a richly textured view of a college on the move.

CHAPTER FIVE



5

Mission Fulfillment, Adaptation, and Sustainability

ELIGIBILITY REQUIREMENT 24

Warner Pacific College's operations are of sufficient scale and complexity to support the fulfillment of its mission and achievement of its core theme objectives. As enrollment increased, the college has committed resources in personnel and program to address demands. Campus master planning, budgeting, strategic planning, and operational decisions are based on careful, conservative projections. The firm ground on which the college currently stands serves as the foundation of its future.

STANDARD 5.A: MISSION FULFILLMENT

Over the past several years, Warner Pacific College has engaged in the implementation of significant systemic processes, which have been designed to provide the framework for building a shared understanding of the college's mission and the fulfillment thereof. The institution's cycle of engagement in planning is participatory in nature and provides for data-based assessment and self-reflection that informs our work toward fulfillment of the college's mission. The new NWCCU standards aligned with the outcomes of our processes, which resulted in WPC gaining clarity about our mission and further developed the priorities for our current strategic plan. These processes have invited the participation of the entire campus.

The planning process employed in the development of the 2007-2012 strategic plan was designed to engage all faculty and staff, as well as students who wished to participate. More than 70 employees and 35 students participated in one or more of the opportunities, which included a plenary priority exploration session, priority task forces, and multiple feedback sessions. Once the initial priorities and categories were developed, these were tested with the Board of Trustees and constituents of the college. The resulting feedback sessions provided an opportunity to both assess alignment with the mission and vision and solicit the support of these important stakeholders. Working taskforces developed the objectives and action steps, while

CHAPTER FIVE

also providing recommended metrics for measurement of achievement. The institution began implementing the 2007-2012 strategic plan in the summer of 2007. The college annually publishes and disseminates a Strategic Plan Update to the entire campus community, as well as the Board of Trustees. The update includes accomplishments achieved during the fiscal year in each of the eight priority areas. Yearly updates reflect the college's persistence in direction and successful navigation of growth—all while shifting the demographic of student recruitment to serve increasingly diverse adult and traditional students. As the previous five-year strategic plan culminates at the end of the 2012 fiscal year, Warner Pacific College has experienced unprecedented growth while successfully integrating the college's five mission-based themes into all strategic work being measured.

The next strategic plan, currently being developed to be ratified by the board of trustees in April 2012, will be seven-years in length. This next plan will mark a historic season, in which the institution will purpose to grow enrollment, build two new buildings, and demonstrate an ongoing commitment to employing diverse faculty and staff to serve diverse students. While the mission of the college is unwavering, Warner Pacific will continue to articulate how the mission leads to strategic development that will set Warner Pacific apart. Committed to the integrity of being an urban Christ-centered liberal arts college, Warner Pacific is well-positioned and prepared to engage the challenges of the future.

The program assessment process, outlined in earlier chapters, has been in place for several years. Both academic and administrative offices engage in annual assessment to inform and improve the college's academic programs and operations. The program assessment process contributes to mission fulfillment by evaluating student learning outcomes and administrative effectiveness in supporting the academic and co-curricular learning environments. The college's commitment to assessment helps in developing an understanding of the status of our achievements and areas of improvement needed. The Assessment Committee and the newly-formed Institutional Effectiveness Committee collaborate with the Vice President for Academic Affairs to evaluate and distribute findings related to academic programs. Vice Presidents overseeing administrative areas carry the responsibility for evaluating program assessments in their areas of responsibility.

Warner Pacific College established a new Institutional Effectiveness committee during the fall of 2011. In addition, the college is in the process of recruiting and hiring a full-time director of institutional effectiveness. The purpose of this new campus-wide committee and the expanded position will focus on compliance with policies and regulations as well as effectiveness and achievement in all of the college's operations. Members of the inaugural committee include the following positions: Director of Budget Management, Associate Director of Student Financial Services, Adult Degree Program Academic Counselor, Bookstore Manager, Professor of Educational Psychology, Associate Registrar, Vice President for Academic Affairs and Vice President

CHAPTER FIVE

of Operations. In addition to monitoring the academic quality and achievement of learning outcomes, the committee's work will enhance risk management through better controls over the many systems, processes and procedures, and promote accountability among college departments and functions. Internal auditing, stronger governance and internal controls will improve the college's organizational functions and academic performance while creating cost efficiencies.

INSTITUTIONAL EFFECTIVENESS COMMITTEE CHARGE

The Institutional Effectiveness Committee will systematically assess the processes and procedures of the college to ensure continuous improvement of institutional quality.

DEFINITION OF WORK

The Committee will fulfill its charge by:

- Reviewing institutional processes and procedures for compliance with regulating bodies
- Meeting with individual departments to understand processes and procedures and improve compliance
- Assessing fulfillment of the college's mission, vision, and values
- Measuring progress toward achievement of the Strategic Plan
- Assessing departmental alignment with the objectives of the Strategic Plan
- Communicating with the college community regularly regarding assessment of compliance and mission fulfillment
- Serve as advisors/consultants to the Director of Institutional Effectiveness

In addition to the regular program assessment process and strategic plan process and implementation, the college has engaged external reviewers to provide fresh perspectives on both academic programs and administrative functions. A very comprehensive process utilized Richard Harrison Bailey/The Agency in a review of the college's market position and institutional identity. The process included all faculty members, many staff, students, and community members as well as alumni, parents, pastors, neighbors, donors and friends of the college. The process invited participants to express their understandings of the college's unique identity as an institution of higher education. The core themes outlined in the mission statement were strongly affirmed through this process. In turn, the process reinforced and enlivened the college's commitment to the curricular and co-curricular initiatives that enable it to fulfill that mission. The college's efforts at bringing coherence to its mission, message and results, has been chronicled in a book titled, *Coherence* by Richard H. Bailey, 2009.

CHAPTER FIVE

In addition to the above example of a comprehensive process, the college has engaged in focused internal and external reviews in the following areas: Adult Degree Program Administrative Structure, Student Affairs, Religion and Christian Ministries Department, Education Department, Social Science Department, and a comprehensive Diversity Audit. In addition to the creation of review documents by personnel within these program, the college invited external review teams, generally including academic faculty from other institutions and/or professionals from the disciplines, to read materials, interview faculty, staff and students and prepare reports based on this “peer review” process, not unlike what the NWCCU has done for many years. In each case, the internal review and the external reviewers provided excellent feedback on the strengths, weaknesses and opportunities of the area under review. The following are examples of the actions taken as a result of the reviews:

- **ADP Administrative Structure:** Supervisory lines for the Financial Aid and Registrar functions supporting the ADP program were changed to report to the Director of Financial Aid and Registrar, rather than to the Dean of the Adult Degree program. This change in administrative structure resulted in increased oversight by functional professionals to ensure compliance with regulations and to provide additional staffing support during times of increased work demands.
- **Student Affairs:** The review of Student Affairs resulted in a change of philosophy for the department from a therapeutic model to a developmental model. As a result of the review, the department began to refocus its approach to student affairs, developed an agenda for assessment of programs and services, and changed the reporting and collaboration structures (including moving athletics to student affairs). Additionally, this review led to the creation of a Vice President for Community Life and Chief Diversity Officer position. In the past, student affairs reported to the president through the vice president for academic affairs, however, the review made a strong recommendation that a cabinet level position be created for student affairs. The hiring of the Vice President for Community Life has fulfilled this recommendation.
- **Religion and Christian Ministries:** This academic department’s external review took place at a critical point for the program. The number of majors of this historical flagship program had declined to fewer than a dozen. Faculty members were divided regarding the future direction of the program and had presented curriculum proposals to their college faculty colleagues that had been rejected. As a result of the review, the department redesigned its majors, realigned faculty members’ assignments to better match the offerings, and developed a new focus on equipping students for God’s calling. Since implementation of the program changes, the enrollment has more than quadrupled in majors and students are expressing strong levels of satisfaction with their education and their preparation for ministry.

CHAPTER FIVE

- **Education Department:** The college hosted an external review of the education department in the spring of 2011. The education program had undergone two visits by the Teachers Standards and Practices Commission. While issues were identified and plans made to resolve them, program enrollment was flat and the TSPC reviews raised concerns about the administration of the program. The complete report by the external review committee was received and shared with the department in June. Findings of external review of the education department raised concerns similar to those outlined in the TSPC Executive Director's recommendation issued in July 2011. As a result of this review and the TSPC recommendation, the college has made changes to the leadership of the Teacher Education Department and begun implementing a plan to fully address the issues raised by the review team and the Executive Director—including revisions to data collection and reporting, review of the program effectiveness in achieving educational goals, and the faculty qualifications for teaching in the program.
- **Social Science Department:** The Social Sciences Department completed an external review in December of 2011. The reviewers identified four areas of focus for action: 1) consider seeking certification to offer a Bachelor of Social Work with external accreditation, rather than a Bachelor of Science in Social Work; 2) develop a succession plan to address upcoming faculty transitions; 3) consider consolidation of majors; and 4) consider additional undergraduate and graduate program opportunities. The department has reviewed the report with the administration, made budget requests for fiscal year 2013 and is preparing proposals for curriculum changes that respond to this assessment process and its recommendations.
- **Diversity Audit:** The Vice President for Community Life and Chief Diversity Officer collaborated with a consultant to administer a comprehensive diversity audit in January of 2012. While a report is yet to be received, the administration expects the data to inform plans to provide training and programming to address deficiencies identified in the report.

Many of the external reviews noted above took place to address concerns or to deal with a particular dilemma. Thus the reviews were more episodic than planned and not regularly provided for in the college's budget. Recently, the faculty voted to amend the Faculty Handbook to adopt the external review element as a part of its regular program review process and to outline the conditions under which an external review might be called for outside of the normal schedule. Additionally, expenses for these processes will be included in the Academic Affairs budget in the future.

CHAPTER FIVE

Over the last decade or so, Warner Pacific College has been awarded a number of grants that have contributed to mission fulfillment. These grants have supported the following projects and programs:

2000 M. J. Murdock Charitable Trust – Assessment Grant \$81,300

“Utilization of assessment, across disciplines and institution-wide, to support learning and instruction.” The goal of the grant was to bring together “individualized outcomes assessment with our mission, with planning, with instruction and with student life and spiritual life functions.” To this end, the college proposed to identify and engage a recognized expert in the field to define and train the faculty and staff in the particulars and nuances of assessment at academic institutions, then to implement a comprehensive process for the use of the results of assessment data to improve instruction at the college.

2002 M. J. Murdock Charitable Trust – Development Enhancement Project \$280,000

The Murdock Trust awarded a capacity building grant of \$280,000.00 to Warner Pacific College for the purpose of augmenting staffing and the infrastructure of the college’s Development Office.

2007 M. J. Murdock Charitable Trust – Technology for Learning Resources \$231,000

The Murdock Trust awarded this grant to provide Orbis Cascade Alliance Membership and Software Conversion for the Otto F. Linn Library. This project increased volumes available to students and faculty from 500,000 to more than 29,000,000.

2008 The Collins Foundation – Undergraduate Urban Studies Program \$290,000

The Collins Foundation awarded this grant to fund the development of major as well as a minor in Urban Studies by academic year 2009-2010. Additionally, the purpose of the grant was to further expand the college’s current community involvement through supervised for-credit service. That service would be supported by urban studies coursework relevant to the specific needs of the host organization as well as the Warner Pacific student interested in occupational proficiency within a densely populated environment.

2010 M. J. Murdock Charitable Trust – Ministry in and for Society \$292,000

The Murdock Trust awarded this grant in order for Warner Pacific College to develop a ministry program responding to challenges facing theological education and preparation for Christian Ministry. This proposal was directly tied to the assessment process noted above.

2012 M.J. Murdock Charitable Trust – Urban Call to Action \$414,000

This grant will support the formation of a Teaching and Learning Center on campus, develop and implement Learning Communities in the traditional program and provide support for Learning Teams in the ADP program.

CHAPTER FIVE

Each of these grants resulted from assessment of the deficiencies of then current practices at the college. Receiving the awards, and satisfactory completion of the activities identified in the awards, has contributed significantly to the fulfillment of the college's mission to be an urban Christian liberal arts college, dedicated to providing students from diverse backgrounds with an education that prepares them for the challenges of the 21st Century.

Warner Pacific College's assessment program relies both on the department-level engagement by faculty and staff and institution's commitment to provide leadership for a comprehensive plan and its implementation. The college recognizes the importance of providing support, resources and personnel to ensure the clarity, measurement and attainment of our mission. In order to support these efforts, the college has invested resources in the following actions:

- Implementation of a comprehensive assessment program in 2002
- Creation of an Assessment Committee Providing employee training for implementation of the assessment protocol
- Implementation of Datatel (an integrated database for all college administrative offices) beginning in 2007
- Addition of administrative assignments for Institutional Research staffing
- Instituting an External Review process
- Establishing a Core Studies Committee
- Providing faculty development resources
- Funding ongoing assessment tools (e.g. NSSE, SSI, ASPS , DLE, CSI and other student surveys)
- Providing staffing and funding to enhance Institutional Effectiveness position and appointed cross-institutional committee
- Periodically presenting data regarding key performance indicators to employees and the Board of Trustees

The college has developed a set of key indicators against which to measure performance. These indicators are focused on each of the five core themes: Impacting Urban Environments, Creating a Christian Learning Community, Providing a Liberal Arts Education, Encouraging Enrollment and Retention of Students from Diverse Backgrounds, and Preparing Students for 21st Century Challenges. This protocol for mission fulfillment and indicators was developed through discussions involving the Director of Institutional Research, Vice President for Academic Affairs, Accreditation Steering Committee, Institutional Effectiveness Committee and the Executive Cabinet. The data elements were selected based on their importance to the college, available data and understandings of best practices. In some cases, these key indicators have informed

CHAPTER FIVE

the decision making processes at Warner Pacific College for years; however, a host of new key indicators have been recently identified and are only beginning to be monitored. Those that are newly identified will require the college to begin data collection and to determine the acceptable levels of performance.

The table below shows the current status of these key indicators identified by Warner Pacific College. The historic and/or initial data framework informs the conclusions at this point in time. While this first review provides important information regarding fulfillment, ongoing and consistent collection and reviews of the data will provide more significant results and inform our next seven-year self study cycle.

Table 4.10 Summary Tracking and Rating Sheet for Core Theme #5

Mission Fulfillment Ratings for Core Theme and Their Objectives	Average of All Ratings	Range*	Average Ratings Above Threshold?	All Indicators Above Threshold?
Theme 1: Impacting Urban Environments	3.26	2.44-3.67	YES	NO
Obj. 1: Regional leader in Urban Studies	3.46	3.22-3.75	YES	YES
Obj. 2: Prepare students for Urban living	2.81	2.44-3.25	NO	NO
Obj. 3: Reach and Transform urban environments	3.38	3.14-3.67	YES	YES
Theme 2: Create Christian Learning Community	3.34	2.89-3.78	YES	NO
Obj. 1: Programs infused with faith exploration	3.31	3.11-3.44	YES	YES
Obj. 2: Develop spiritual convictions	3.44	3.33-3.56	YES	YES
Obj. 3: Employee Christian community	3.11	2.89-3.22	YES	NO
Obj. 4: Ethos of service in college activities	3.56	3.22-3.78	YES	YES
Theme 3: Providing Liberal Arts Education	3.25	3.11-3.44	YES	NO

CHAPTER FIVE

Obj. 1: Core curriculum reflecting mission	3.11	NA	YES	YES
Obj. 2: Develop new degree opportunities	3.44	NA	YES	YES
Obj. 3: Enhance self-discovery and efficacy	3.33	NA	YES	YES
Obj. 4: Serve/grow in co-curricular leadership	3.18	3.11-3.25	YES	YES
Theme 4: Enroll/Retain Diverse Students	3.33	3.11-3.44	YES	NO
Obj. 1: Recruit/retain diverse students/staff	3.31	3.11-3.44	YES	YES
Obj. 2: Develop diversity knowledge/skills	3.50	NA	YES	YES
Obj. 3: Strive for multicultural leadership roles	3.28	3.17-3.39	YES	YES
Theme 5: Prepare Students for Challenges	3.06	2.39-3.44	YES	NO
Obj. 1: Faith journey/discussion, biblical focus	3.11	3.00-3.22	YES	YES
Obj. 2: Sound moral and ethical decisions	3.33	NA	YES	YES
Obj. 3: Social development, change agents	3.44	NA	YES	YES
Obj. 4: Prepare for vocational options	3.33	NA	YES	YES
Obj. 5: Technological challenges in future	2.56	2.39-2.72	NO	NO
Number of Themes or Objective-Indicators All above Threshold			22 of 24	18 of 24

*Range is usually an average of ratings for a theme or objective, but in the case of single indicators for an objective, the range does not apply and is indicated as NA.

CHAPTER FIVE

Note: “Threshold” is defined as an average or individual rating of 3.0 (Acceptable/Improving) or higher. Full “anchor definitions” of these ratings points may be found in Chapter One of this report. The number of achievement indicators for each objective varies from one to five; hence some ranges are based on individual ratings within the one objective.

After a pilot study of the rating process with the Executive Cabinet in Summer 2011, the Institutional Effectiveness Committee representing faculty, staff, and administration made ratings of each achievement indicator within each objective of each of the five core themes. Ratings were collected in February 2012, based on nine committee members excluding those directly responsible for the accreditation data. Members studied the data presented in Chapter 4 of this report and used their individual perspectives and experience on campus to make the ratings.

All core themes obtained average ratings above 3.0, the acceptable threshold. The highest rated themes were #2—Creating Christian Learning Community (3.34) and #4—Enrolling/Retaining Students with Diverse Backgrounds (3.33). The lowest ratings were obtained for #5—Preparing Student for the Challenges of the 21st Century. The very low ratings on technological challenges probably account for the low average, with computer labs and data-based expertise among students known to be at a lower level than desired.

In terms of objectives within the core themes, only two received ratings below the threshold. First, Objective #2 for Theme #1 (Prepare students for urban living) received an average rating of 2.81, apparently due to the concern that not enough syllabi in courses included objectives or content directed to embracing and adapting to urban living, per se. Second, Objective #5, Theme #5 (Prepare students for the technological challenges of the 21st century) at 2.56, was the lowest rating due to the reasons stated in the paragraph above—computer labs and, principally, lack of knowledge of Excel and other academic and data-oriented software. As discussed in other sections of this report, improvements are planned and currently underway for adding a specific core studies course to address this deficiency and adding computer labs (e.g., including the recent addition of a mobile laptop service operated by the Library).

In terms of threshold ratings for all Achievement Indicators within an Objective, the IE Committee found a number of gaps in data specifically tied to specific indicators, often because it was not found in the draft they were given of Chapter 4 of this report. These misalignments of data and indicators will be improved over time, given that the indicators were only finalized in 2011 (e.g., for the Year One Report by members of the Accreditation Committee) and the assessment and institutional research projects in past years were not always targeted to these specific indicators.

Due to the newly adopted process of evaluation, the college has not been able yet to implement changes that are necessary in order to address the areas of deficiencies. The next step in mission fulfillment will be

CHAPTER FIVE

for the Executive Cabinet to conduct a thorough review of the findings of the Institutional Effectiveness Committee in order to assign responsibility for follow-up.

Warner Pacific College has made it a practice to compile a series of key strategic indicators that are reported to the Board of Trustees and the college community on a periodic basis. While pertinent indicators are shared within the committee structure of the Board on a regular basis, a comprehensive presentation is made to new board members as part of the orientation and to the full board, as deemed appropriate by the Chair and the President. Most recently, the president offered a full “Brutal Facts” presentation to both the board and the employees in fall of 2011. The presentation included governance structures; environmental scan data for higher education regionally and nationally; recruitment, enrollment, retention and graduation of students; cost and financial aid data; unrestricted and restricted giving; endowment and investment performance; consolidated financial indices; faculty salaries; demographics of prospective student pools; and innovations and challenges facing higher education. The purpose of the “Brutal Facts” presentation is to provide Warner Pacific College data in the larger context of higher education. It is critical that our Board of Trustees and employees understand environment within which we operate and our relative strength or weakness so that we can effectively address the challenges and opportunities that we encounter. The full PowerPoint may be viewed in Exhibit 5.1 “Brutal Facts Presentation, Fall 2011.”

The data compiled in this ongoing process of reviewing key strategic indicators provided the impetus to make a change in the college’s financial investments that allowed Warner Pacific to address a provisional Department of Education Composite Financial Score related to financial aid eligibility. As a result of reviewing the data, the college was able to reclassify funds from a significant matured trust to address issues related to liquidity to improve the ratio. As a result, the college was notified in January 2012 that the college’s status had changed to approval without restrictions, removing the requirement to hold a letter of credit for the DOE and the requisite administrative requirements for provisional status.

Recently the college made significant updates to its institutional website. The change in format and capacity provided an opportunity to publish data related to the college on an Institutional Effectiveness page. While this is a recent addition to the website, the intent is to continue populating this page with data related to the college’s mission fulfillment. The college is committed to providing transparency to its constituents and the public through this significantly improved resource. The previous website was static and difficult to navigate. With the implementation of the new website design, greater flexibility to add data and the website is attracting higher traffic of both our internal constituents and our external stakeholders.

Warner Pacific College’s use of assessment results is critical in making determinations of quality, effectiveness and mission fulfillment as the institution communicates its commitment to excellence to its constituents and the public. This commitment was recently tested by the concerns raised by the college’s relationship with the Teacher Standards and Practices Commission of the state of Oregon, noted earlier in

CHAPTER FIVE

this chapter. Though this experience is also detailed in Chapter Two of this report, reference here draws attention to the college's transparency and style of communication. This discussion also serves as an example of adaptability and sustainability, addressed in the next substandard.

Having undertaken a college-initiated independent review of the Education department in the Spring of 2011 as a follow-up to concerns raised in a February 2010 TSPC site visit, the college received an email from the Executive Director of TSPC, indicating plans to recommend the removal of the college's approval to recommend teacher education students for licensure. Immediately, the college reviewed the issues outlined in the Executive Director's recommendation and the results of its own external review. The report from the external review noted the strong preparation of students as professional educators, but expressed concern about documentation, data collection, assessment and reporting. The Executive Director's recommendation highlighted the same issues as the external review. As a result of these two coinciding reports, the college made a change in leadership of the program and began immediately to address the issues outlined. The Commission provided the college an opportunity to present an appeal before the full Commission and to demonstrate its capacity to deliver documentation, data, assessment results as well as accurate and timely reports.

The college approached the TSPC meeting with a complete, clear, methodical and honest response to the concerns raised by the Commission. The newly appointed Interim Director of Teacher Education provided a notebook of data, reports, and plans compiled during the ten days between the notification and the appearance before the Commission—demonstrating both the college's ability and commitment to fully and readily comply with requirements. Additionally, the President committed to making necessary changes, investments of human and financial resources, and to holding employees accountable to achieve at the highest level. As a result of the hearing, the college was ultimately granted ongoing conditional approval with a series of reporting deadlines to meet over the coming months, which are outlined in a stipulated order.

The college proactively communicated the issues regarding the Teacher Education Program and the results of the hearing with education students and their parents (in the case of traditional students). The college issued a statement on the website, and the President, Vice President of Academic Affairs, and newly-appointed Director of Teacher Education met with employees and students in collective meetings to answer questions and address concerns. Enrollment Counselors contacted admitted, but not yet enrolled, students to inform and clarify any issues of concern.

Since negotiating the ongoing conditional approval, the college has met all deadlines and received positive comments from the Commission regarding the quality of the submissions to date.

Warner Pacific College is committed to transparent and complete communication of the conclusions of its assessment results related to mission fulfillment.

CHAPTER FIVE

STANDARD 5.B: ADAPTATION AND SUSTAINABILITY

Warner Pacific College takes seriously the importance of carefully and regularly evaluating the adequacy of its resources, capacity and effectiveness of operations. In order to be effective in fulfilling its mission, while fully integrating its core themes into all of strategic planning work, the institution recognizes that achieving the goals established for the development of programs and services requires diverse revenue streams. The college has established clear processes and policies around resource distribution. As the institution has grown, tuition revenue has been the main financial engine that has dramatically improved instructional technology, facilities and overall financial position through elimination of long-standing operational debt. Chapter Two provided a summary of the college's resources and capacity. Clearly the college's situation is much improved over past eras, and yet limited resources must be effectively allocated and managed to achieve the college's mission.

As an institution largely dependent on tuition revenue, Warner Pacific recognizes the unique challenges ahead as the college continues to grow enrollment in a manner that is consistent with its mission, and core themes. Committed to serve an increasingly diverse demographic of students, the institution made a counter-intuitive decision to restructure its pricing model by lowering tuition by 23 percent in 2008. This change was informed by compilation of data regarding the demographics of the college's student population (high percentages of first generation, high need, increasingly diverse, etc.) and recognition that for many considering the college, the pricing model that incorporated a high tuition/high discount strategy was confusing, if not misleading. Additionally, the college enrolled very few full-pay students and was relying on increasing levels of financial aid discount to bolster enrollment. The restructured pricing model more accurately reflected the cost of education for students, and positioned the college's price at a level 35% lower than the national average for four-year private colleges and universities (according to the College Board). This position communicates the institution's commitment to provide access and to make the federal and state financial aid resources students receive cover a greater percent of their cost of education. Double-digit increases in traditional student enrollment since the implementation of the new model suggest that the bold move has been well received.

The college needs to continue to grow enrollment, particularly in the traditional program, in order to increase institutional viability. In November 2011 the Executive Cabinet implemented a Request for Proposal process (RFP) designed to encourage innovation with a specific target to identify new strategies in developing student enrollment, persistence and completion. The RFP highlighted the critical component of mission alignment and fulfillment as a key criterion for consideration, while encouraging innovative adaptation of opportunities in higher education. Of the twenty responses, over half were approved for feasibility studies, which are currently underway.

CHAPTER FIVE

While the college's recent growth has created full capacity in terms of housing (at the Tabor campus), classroom and administrative space (Traditional and ADP), the Vice President for Operations has been taking steps to secure housing availability in apartment complexes in close proximity to the campus. The college will also schedule classes for traditional students at a facility previously used only for its ADP evening courses. The Campus Master Plan includes expanding the dining hall, constructing a new academic building, and building a new residence hall at the Mt. Tabor campus. The college has recently engaged architects to develop the Campus Master Plan for submission to the City of Portland for renewal of the college's Conditional Use Master Plan. Additionally, architects will begin designing the new academic building during spring 2012 and fundraising efforts will ensue to secure resources for its construction. The building will house classrooms, faculty and administrative offices, and common learning engagement spaces.

Warner Pacific College's Adult Degree Program has grown significantly over the past seven years. From a low of 94 students, programs now enroll more than 1,100 students who attend classes in six locations in the Portland metro area and the Mt. Tabor campus. In recent years, the college identified locations within the metropolitan area that would be convenient teaching sites for students enrolled in the program. The college received approval for each location from the NWCCU and the Department of Education prior to beginning classes in these locations. The sites provide good environments for teaching and learning, and are equipped with technology that facilitates classroom instruction. Additionally, students are provided services for advisement and materials delivery at each location. As the Adult Degree Program has continued to grow, the college has reaffirmed and strengthened academic department chairs' roles in assessment, faculty selection and curriculum oversight. The college also continues to explore potential new sites that would provide convenient and effective locations for students to attend classes. By addressing facility needs through leasing of existing buildings, the college seeks to be a good steward of the broader community's resources. This is an intentional effort to contribute to the sustainability of our common environment.

Considering the complexity of how the college acquires and distributes its resources, it has adopted guiding processes designed to ensure a position of fiscal strength. These include: Master Planning, Institutional Effectiveness Reviews, annual employee evaluations, yearly vendor contract reviews, and most importantly, Strategic Planning. These processes provide data that helps the institution make sustainable organizing decisions at the forefront of its budgeting process. While seeking to be nimble and adaptable, as further opportunities for innovations arise, the college places the question of alignment with its mission our core themes at the very front end of its decision-making process.

Warner Pacific College has developed a long-range budget plan that factors in expected enrollment, tuition and auxiliary revenue, need for facilities, employees, and services. This plan is based on careful analysis of recent performance and conservative projections of revenue. In recent years the college has made significant progress in gaining financial stability related to effective budget structures. During FY 2008 and FY 2009, the college experienced operational deficits due to overstated projections in contributions. In the

CHAPTER FIVE

fall of 2008 (FY 2009), the college implemented a reduction in force in order to mitigate partially the budget deficit for the fiscal year. In addition, the administration implemented a hiring freeze and expenditures were curbed to essential functions.

For the FY 2010 budget, the Budget Committee (the president, all vice presidents and deans as well as the Manager of Budgets) implemented a new budget planning process. Each budget manager and department chair attended a meeting at which a member of the budget committee presented the budget assumptions and parameters for budget requests for the coming year. Each year, the college's mission statement, core themes, strategic plan priorities and time-sensitive internal goals are provided as the framework for decisions to be made by the budget committee. Budget managers and department chairs then make presentations of their requests in personnel, program and capital. This open process increases the understanding of the institution's financial situation, the importance of mission, the role strategic plan, and the immediate needs across campus in the determination of the budget. This open process of budget planning and prioritization has continued in ensuing years, developing a stronger sense of how important mission and strategic planning are in accomplishing financial sustainability in the deliberation of budget decisions.

In both FY 2010 and FY 2011, the college's budget results showed a net positive variance. The college has addressed the Department of Education Financial Viability Ratio to improve from a score of .8 for FY 2009 to a score of 2.6 for FY 2011. While the college continues to operate with limited resources, the budget planning processes and reporting have resulted in greater controls as well as greater achievement of mission fulfillment, strategic planning goals and institutional sustainability.

For example, despite the financial challenges of the recent past, the college implemented a plan to improve faculty salaries. Compensation of faculty members was a key issue noted in the 2007-12 strategic plan. The college identified a benchmark goal—to compensate faculty at a median salary rate by rank of the Council of Christian Colleges and Universities. Prior to implementation of the plan, the salaries of the college's faculty members were, on average, 20% below the identified benchmark. Factoring in the expectation that benchmark institutions would likely increase salaries by 3% each year, the college made a plan to bring salaries into alignment with our benchmark over a five year period. Implementation of the plan began in FY 2010 with an average salary increase of 14.1% to faculty members. The following two years faculty members received salary increases that averaged 9.8% and 8% respectively, for a total of nearly a 32% increase over a the three year period. The expectation of a five-year catch-up period was mitigated by the fact that the benchmark institutions, due to economic conditions, were giving small or no salary increases in the same period. The result is that, with the issuance of faculty contracts for 2012-13, Warner Pacific will have achieved its compensation goal. Given that faculty are a vital piece of any college's sustainability, this salary improvement strengthens the institution at its foundation. A similar study and improvement process resulted in placement of staff on the appropriate College and University Professional Association (CUPA) or CCCU comparison survey.

CHAPTER FIVE

The college's mission, strategic plan and institutional goals not only inform the budget process, but they also inform our employee evaluation and goal setting processes. Employees are evaluated and set goals annually in accordance with the mission, core themes and strategic plan. Each employee's goals for the coming years are incorporated into their next evaluation.

Periodically, the college reviews contracts with vendors. The Vice President for Operations monitors the performance of each vendor and recommends to the Executive Cabinet adjustments based on achievement of goals and provision of services. During the past fiscal year, the college evaluated the performance of Sodexo (food service provider) based on quarterly performance, student focus groups, and an expectations review. The college uses data from these processes to inform future contract negotiations. Additionally, the college renegotiated its contract with the Institute for Professional Development (IPD). The previous contract based payment to IPD on a revenue sharing model that was no longer in compliance with federal regulations as of July 1, 2011. The process included a review of services provided and a renegotiation of fees for service and expectations based on the contract review.

Finally, the Institutional Effectiveness Committee will annually assess the fulfillment of the core themes through completion of the rating sheet. This completed document will be used to inform budget plans and opportunities for improvement across the campus.

The college completes an annual review of progress regarding the fulfillment of priorities and objectives within the strategic plan. These updates help the Executive Cabinet assess the work that needs to be done and the adjustments that need to be made in determining priorities for spending resources. The President shares the reports with the Board of Trustees and the college community to keep them abreast of the progress.

The Board of Trustees, at its October 2011 meeting, reviewed the mission statement and began the process of identifying key strategic indicators for the administration to monitor. The reporting of these data points will assist in informing the administration and the board of the effectiveness, alignment and adequacy of long-term planning, resource allocation, and institutional capacity. The administration is identifying benchmark populations against which to compare itself, for the purpose of informing staffing, structures and financial models. Considering the significant changes that have taken place at Warner Pacific in the last five years, the five core themes have led the college well in determining the appropriate places to add infrastructure in a manner that has not led to mission drift. Below are multiple examples of actions the college has taken that connect directly to our five core themes:

CHAPTER FIVE

IMPACTING URBAN ENVIRONMENTS

- Formation of Urban Commission that led to development of a comprehensive “Urban Plan”
- Urban Plan Facilitation and Investment in zero year and beyond
- Launched Act Six Leadership and Scholarship Initiative
- Established Urban Studies degree program based on the Academic Vision and Strategic Plan
- Students engaged in service and internships in the urban context
- President’s Community Service award

CREATING A CHRISTIAN LEARNING COMMUNITY

- Learning Communities pilot
- M. J. Murdock Charitable Trust grant supported the restructure of the Religion and Christian Ministries program, which included the development of missional living communities for majors.
- Hiring of VP of Community Life and Chief Diversity Officer

PROVIDING A LIBERAL ARTS EDUCATION

- Faculty salary raises to benchmark
- ADP/Administrative Faculty structural decisions
- Restructure to ensure integrity of Liberal Arts at both Traditional and ADP

ENCOURAGING ENROLLMENT AND RETENTION OF STUDENTS FROM DIVERSE BACKGROUNDS

- Investing in key enrollment consultant to ensure growth trajectory
- Retention Committee exploring persistence and retention innovations
- Tripling the FTE assigned to provide academic support
- Hiring of the Act Six Coordinator
- Increased staffing in Career and Life Planning
- Hiring Urban Recruitment Coordinator

PREPARING STUDENTS FOR 21ST CENTURY CHALLENGES

- Service-learning investment through Oregon Campus Compact
- Internships across academic programs
- MLK Day Service Commitment

CHAPTER FIVE

- Common Day of Service
- President's Interfaith Dialogue
- Growth in ADP is significant in terms of serving students seeking a second career, etc.

As is demonstrated in the list sets above, the college has made significant investments in key areas—all of which stem from the mission and core themes. The cause and effect of these investments has led to an unprecedented season of growth and mission-connection within both the internal and external constituencies at Warner Pacific College.

Warner Pacific College's administration regularly compiles data and observes causal trends that lead to a recognition of new challenges and opportunities. Each year, the President's Office analyzes the data connected to the strategic indicators being observed by the Board of Trustees. The year's Strategic Plan update synthesizes that data through a narrative, but most importantly, the data is shared with the Board as they make structural decisions when considering the future of the college. This internal system provides context for employees to observe the institutions progress related to planning, and it empowers the Board to lead effectively. That data tells a story that should translate to all audiences internally. In terms of the Board, the strategic indicators are broad enough for the entire Board to assess institutional effectiveness; however, each committee leverages a specific data set to assess strategic directions related to: academic programs, co-curricular programs, finance, governance, and executive assessment.

Under the current administration's leadership, the institution has renewed its engagement in facilitating a 360-degree environmental scan. This practice, observed through a thorough data compilation, has empowered the college to practice applied research at the administrative level. Applied research accesses accumulated theories, knowledge, methods, and techniques, for a specific business-driven purpose. When operational problems arise, the administration aggregates internal data and external research to present solutions to the governing board. For example, when considering the work being done regarding andragogy (learning strategies that focus on adults) over the last five years, the academy has produced a significant number of studies that, when combined with marketplace research, have empowered the administration and the Board of Trustees at Warner Pacific to make key structural and strategic decisions about Warner Pacific's contract with IPD. The college's contract with IPD is consistently being evaluated in light of changes in Federal law, the speed of technological advances, emerging best practices in recruiting adult students, and ongoing identification of best practices in adult learning within the CCCU and with other benchmark institutions. The result of this applied research has placed Warner Pacific in a position of being a national leader in serving adult students in Christian higher education.

While engaging the applied research put forward is a key component of governing, the Board of Trustees at Warner Pacific College also recognizes the mission and core themes to be the organizing principle

CHAPTER FIVE

regarding how the college makes short and long-term governance decisions. The mission statement, ratified in 1998 reads, “Warner Pacific is an urban Christian liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them for the spiritual, moral, social, vocational, and technological challenges of the 21st century.” During discussions within the October 2011 meeting of the Board of Trustees, the Board requested that Dr. Cook begin the process of retooling the college’s mission statement as a parallel to the strategic planning process. While the majority of the mission adequately reflects who Warner Pacific is and who it aspires to be, the environmental scan and applied research put forward by the President clearly articulated that the college needs to reconsider the language regarding the “challenges” it is preparing students to engage; quite simply, the challenges of today are not the same challenges perceived in 1998. President Cook appointed a Strategic Planning Steering Committee to oversee both steering the strategic planning process and steering the creating drafts of new mission statements for the board to discuss. After reviewing multiple drafts of sample new mission statements at the February 2012 board meeting, a short-term working group from the Board of Trustees was asked to present a final draft to be approved by the board at the April 2012 meeting. Simultaneously, the Steering Committee has also organized a year-long process to develop the next strategic plan, which will also be finalized and brought to the board at the April 2012 meeting. Obviously, these two activities are deeply intertwined.

As the institution prepares for the 2012-2019 strategic plan to be ratified, the Board of Trustees has also asked the President to re-affirm the relevant strategic indicators currently being used and to identify new strategic indicators that will empower the board to assess properly institutional progress in the next seven years. As Warner Pacific grows in the midst of a constantly changing higher education milieu, the institution recognizes the need to explore new modalities of measuring effectiveness. Future strategic indicators will be presented by the President and agreed upon by the board at the April 2012 meeting. All strategic indicators will be tracked regularly by the administration (depending on the indicator, all indicators will either be tracked quarterly or yearly).

As the new strategic plan is ratified in April 2012, so, too, will a new set of nuanced core themes. While the current five themes have served the college well, the President, the Executive Cabinet, the Strategic Planning Steering Committee, and the Board of Trustees believe that re-crafting the themes into four statements will better reflect the intent of the mission. Those themes, in draft form, include:

- **Theme One:** Collaborating with and for our urban environment
- **Theme Two:** Cultivating a Christ-centered Learning Community
- **Theme Three:** Fostering a Liberal Arts Education
- **Theme Four:** Investing in the formation and success of students from diverse backgrounds

CHAPTER FIVE

These four themes will be carefully integrated into the 2012-2019 strategic plan, ensuring that all planning upholds the integrity of Warner Pacific College's core themes. Through the development of its new accreditation standards and utilization of a peer evaluation oversight process, the Northwest Commission on Colleges and Universities has encouraged Warner Pacific to reflect critically on its purposes, processes and outcomes. The college's commitment to the three dimensions of sustainability (financial, environmental, social) has never been stronger. Warner Pacific's mission and core themes embrace and project this spirit now and into the future.

CONCLUSION



This report concludes by reiterating the key point of its opening pages.

Warner Pacific College is an urban Christian liberal arts college dedicated to providing students from diverse backgrounds an education that prepares them for the spiritual, moral, social, vocational, and technological challenges of the 21st century.

Five core themes emanate from the mission:

- Impacting Urban Environments
- Creating a Christian Learning Community
- Providing a Liberal Arts Education
- Encouraging Recruitment and Retention of Students from Diverse Backgrounds,
- Preparing Students for the Challenges of the 21st Century.

The material in this report and its exhibits represent an honest presentation of the college's policies, practices, programs and personnel. It is a story of accomplishments, as well as challenges. Within the last five years the college has inaugurated a new president and hired three vice presidents, as well as several faculty and staff. Student enrollment in that period increased from approximately 700 to over 1700. Like many others, the institution has also faced financial challenges as the nation's economy faltered.

The positive changes in this period have reversed a pattern of sluggishness with new energy and vision. Each academic department and co-curricular office has been vitalized by new faculty and staff, many of whom are attached to new programming. As the college grows, so too do its resources and, therefore, its ability to respond to new opportunities.

CONCLUSION

It must be acknowledged, however, that with growth come new challenges. The college, for example, continues to explore what it means to be an “urban” institution, both in terms of the demographic of its expanding student body as well as the nature of its programs. As with many institutions, Warner Pacific’s commitment to diversity extends to its employees. Highly qualified individuals who can enhance the institution’s profile are in high demand. Engaging a Chief Diversity Officer and setting minimum requirements for inclusiveness in the hiring process are direct attempts to increase the college’s efforts in this area in the future. In line with the seven-year cycle implemented by the Commission, the college is currently reviewing its mission, vision and values statements, as well as the expression of its core themes in anticipation of revisions in time for its Year One Report in 2013. Strategic planning is also underway. The intended result will align the plan explicitly with the college’s core themes and put the implementation of the plan on the same seven-year cycle as the Commission’s review process.

The rapid growth of enrollment at the Adult Degree Program and the steady, but more modest, increases in the traditional student body have also proved a double-edged sword. Programs offered in the accelerated adult format have diversified the student body, expanded the curriculum and effectively provided the resources to balance the institution’s budget. Improvements in faculty and staff salaries are also indirectly tied to the financial health supported by revenue from the ADP. On the other hand, the programs have stretched the capacity of the respective department chairs to exercise oversight of the ADP’s teaching faculty, assessment of learning outcomes, and regular revisions of the curriculum, while also managing growth in the traditional programs. The college must continue to ensure the quality of these programs through the supervision provided by the faculty. This will most certainly require the addition of more full-time teaching faculty to the college’s ranks.

Enrollment growth has also stretched facilities on all of the campuses of the college. The Mt. Tabor, Centre 205, Cascade, and Vancouver sites are nearing capacity. Exploration of the feasibility of additional sites is under way. Though building sites on the Mt. Tabor campus are available, and a new academic building is on the drawing board, actual construction will depend on substantial donor support. Previous capital funds campaigns at the college have not been as large nor have they achieved the level of success necessary to see this project to completion.

Student preparedness, a common concern in higher education, presents another area of mission and core theme opportunity and challenge. Warner Pacific equips students to meet the challenges of the 21st century. The college recruits the vast majority of its students from the Portland metropolitan area. Though these students may meet the minimum requirements for admission, their high school experiences may not have adequately prepared them for the rigors of a college classroom. Warner Pacific’s commitment to foster a

CONCLUSION

quality Christ-centered liberal arts education challenges the faculty, staff and administration constantly to seek innovative ways to move its students on a path not only to graduation, but also toward a love of learning that lasts a lifetime.

Though the college is blessed with a highly qualified faculty, impending retirements will pose significant challenges for the institution in the next five years. Improved salary levels will make recruitment more tenable. The college is currently discussing issues related to class size, enrollment caps, and optimal learning designs in relation to plans for a new academic building. Other areas for future discussion include the ratio of fulltime to adjunct faculty, faculty loads, and alternative teaching assignments such as within learning communities.

The institution's ability to respond to the challenges of higher education in the modern world springs from its mission and core themes. Clarity of that mission and of its implementation is evident in the institution's pattern of governance, its employment standards and practices, its educational resources and programs, its student support network, its library and information services, its stewardship of financial resources, and in its physical and technological infrastructure.

As the college presses forward, it remains committed to processes that have served it well in the past: scrupulous attention to compliance with standards and regulations under which the institution operates; frequent and honest discussion of the realities facing the institution; research and innovation based on best practices in higher education; open and inclusive planning for the future; and conservative projections of resources available in support of the mission. These means serve the ultimate end of mission fulfillment by ensuring achievement of the core theme objectives.

Warner Pacific is grateful to the Northwest Commission for developing standards and a peer-evaluation process that require the college to demonstrate how it achieves mission fulfillment. Through quantitative and qualitative measures of student learning outcomes, national surveys, departmental assessments, and program reviews, the college endeavors to assess and continually improve its performance.