



STANDARD ONE

Prepared for the Northwest Commission on Colleges and Universities

January 2020

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Standard One – Student Success and Institutional Mission and Effectiveness

The institution articulates its commitment to student success, primarily measured through student learning and achievement, for all students, with a focus on equity and closure of achievement gaps, and establishes a mission statement, acceptable thresholds, and benchmarks for effectiveness with meaningful indicators. The institution's programs are consistent with its mission and culminate in identified student outcomes leading to degrees, certificates, credentials, employment, or transfer to other higher education institutions or programs. Programs are systematically assessed using meaningful indicators to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes for all students, including underrepresented students and first-generation college students.

Introduction

The current mission statement and core themes were approved by the Board of Trustees at the April 2012 meeting and reaffirmed at the April 2019 meeting, when the revised vision and values statements and current Strategic Plan were approved. Since 2012, University faculty and staff have worked to clarify and connect the mission, values, and core themes to assessments, increasing retention and graduation rates, and increasing overall institutional effectiveness.

Institutional Mission

1.A.1 - The institution has a statement of mission that defines the institution's broad educational purposes and its commitment to student learning and achievement.

Mission

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

Vision

The vision statement of Warner Pacific is "Mission-driven leaders who change the world".

Values

The values of Warner Pacific are as follows:

- We learn in an inclusive community
- We innovate toward experiential learning and academic relevance
- We engage our spiritual journey with Christ at the center
- We serve and care for our city and the world
- We cultivate curiosity, creativity, and purpose

Core Themes

The core themes of Warner Pacific are as follows:

- Cultivating a Christ-centered learning community
- Collaborating with and for our urban environment
- Fostering a liberal arts education
- Investing in the formation and success of students from diverse backgrounds



Embedded in the mission statement of Warner Pacific are four core themes: Christ-centered, urban, liberal arts, and diverse. The four core themes permeate and inform the values and vision of the institution to create a unified commitment. The four core themes serve as the pillars for the General Education Core that went into effect in the Fall 2019 semester. This change stemmed from recommendations from the Program Review Coordinating Team (PRCT) and the Administrative Review Task Force (ARTF), which began reviewing various elements of program, academic, and administrative assessments in the 2013 to 2014 academic year. The recommendations then went to an expanded Academic Council and the Core Studies Committee to review, revise, and recommend changes to the core curriculum for approval by faculty. One of the guidelines for this comprehensive project was to maintain focus on Warner Pacific's four core themes. Warner Pacific believes infusing these core themes into the curriculum will create an education that is equitable for all students who attend Warner Pacific. [PRCT Project Priorities, PRCT Recommendations]

Improving Institutional Effectiveness

1.B.1 - The institution demonstrates a continuous process of assessing institutional effectiveness, including the assessment of student learning and other support services to facilitate student learning and achievement. The institution uses that ongoing and systematic evaluation and planning to inform and refine its key processes, assign resources, and improve student learning.

Warner Pacific University (Warner Pacific) has a long history of engaging in assessment at different levels of the university to increase graduation and retention rates. Since 2010, Warner Pacific has

utilized external surveys to benchmark student achievement. In addition, Warner Pacific is dedicated to the assessment of academic and non-academic programs and areas, assessed through the Academic Metric and Administrative Metric. Following the full-scale review conducted by the PRCT and ARTF in the 2013-2014 academic year and by an expanded Academic Council in the 2014-2015 academic year, Warner Pacific has focused energy on academic assessment and on creating a culture of assessment.

Ongoing Assessment – External Surveys

Warner Pacific engages in a continual process of assessing institutional effectiveness through several avenues. One way Warner Pacific collects data to make informed decisions and systematically evaluate and plan is through the use of national external surveys. Warner Pacific has a long history of collecting data through such surveys. Starting in 2017, the office of Institutional Research and Assessment incorporated the surveys into a formal assessment cycle. That cycle includes four national surveys: the Cooperative Institute Research Program (CIRP) Freshman Survey, the Student Satisfaction Inventory for traditional students and the Adult Student Priorities Survey for Professional and Graduate Studies



students, and the National Survey of Student Engagement. Warner Pacific engages with these surveys on a cyclical basis in order to gather longitudinal data and help drive decision making.

In the past, Warner Pacific used these external surveys as part of a Pyramid Longitudinal Assessment model that assesses the career of a student at Warner Pacific. In that model, Warner Pacific utilized student self-reported data, combining data collected through the national surveys with other contextual data such as financial aid and registration data. In 2016, Warner Pacific revised its assessment of student success to refocus on assessing student learning outcomes in both academic programs and the General Education Core, while continuing to give context to the student experience, benchmark institutional change, and work toward continuous improvement.

Within the external survey cycle, only one survey is scheduled for annual distribution: the CIRP Freshman Survey. Administered to first-time freshmen at the beginning of the fall semester, this survey serves as an informational tool for growth, in addition to providing faculty, staff, and administrators with more information about incoming students. As student demographics have changed over the past seven years, this information has been key to helping understand incoming students' background and needs.

The three remaining external surveys are administered cyclically, with the National Survey of Student Engagement (NSSE) administered every three years, and the other two surveys administered at least once in the years the NSSE is not administered. The Student Satisfaction Inventory (SSI) gathers data for students in the traditional program, and the Adult Student Priorities Survey (ASPS) gathers data for students in the Professional and Graduate Studies program. For the most recent reports for each survey, see the table below.

Year	Report
2019	CIRP Freshmen Survey
2019	Student Satisfaction Inventory Report
2019	Adult Student Priorities Survey Report
2018	National Survey of Student Engagement

Academic and Administrative Metric

In addition to surveys, the Office of Assessment and Institutional Research and the Institutional Assessment and Effectiveness Committee created academic and administrative metrics that assess mission fit, viability, and outcomes for both academic programs and administrative offices. This work is a result of a renewed focus on mission fulfillment, starting in 2013. At the beginning of the 2013-2014 academic year, the Warner Pacific University Board of Trustees mandated a review of all institutional programs and activities as a means of assessing mission fulfillment. All academic and co-curricular programs as well as administrative functions were to be examined. The academic and administrative metrics were created as one way of holistically evaluating academic and non-academic programs.

The Academic Metric is used yearly to collect data for Warner Pacific's academic programs. This metric has been used since the 2015-2016 academic year. See table below for yearly data. [Academic Metric]

Report
2016-2017 Academic Metric Report
2017-2018 Academic Metric Report
2018-2019 Academic Metric Report

The Administrative Metric was created to assess administrative offices, focusing on mission fulfillment and outcomes. Due to structure and leadership changes, data for the Administrative Metric has not been regularly collected across the institution. [Administrative Metric]

Academic Assessment

Over the past three years, Warner Pacific has paid focused attention on student learning outcomes and assessment, as a result of a prior decision to reevaluate what information would be most meaningful to assess. Through that work, Warner Pacific created a reinvigorated culture of assessment, invested in a new software program to manage assessment data (Taskstream), and established a new three-year academic assessment cycle. During the transition, assessment was scaled back to allow for a more thorough evaluation of the assessment process. Previous to that work, Warner Pacific's academic programs participated in yearly assessment of student success and created goals for the future.

In 2019-2020, each division or department is required to conduct a full-scale assessment on at least one program to establish a baseline assessment and begin the new assessment cycle. This entails setting up



standing requirements such as a mission statement; creating an assessment plan, collecting data, and creating an operational plan for all program outcomes.

After the initial full-scale program assessment, each division/department will begin assessing programs on a rotating basis, with each program on its own three-year assessment cycle. In the first year of the cycle, programs will assess and collect data on one-third of their program outcomes, adding an additional third the following year, and culminating in a full assessment of all program outcomes at the end of the third year. To ensure timely assessment of all programs, programs will be stacked, with each division/department adding one to two programs to their assessment cycle each year, until all are on an established, overlapping, three-year cycle. At the end of each program's three-year cycle, divisions/departments will submit a completed three-Year Assessment Narrative to the Assessment Committee for review.

Timeline

Year 1	Year 2	Year 3	Year 4
Initial assessment of all program outcomes.	Assessment and data collection on one-third of program outcomes selected by division/department	Assessment and data collection on one-third of program outcomes selected by division/department	Assessment and data collection on one-third of program outcomes selected by division/department; submit Three Year Assessment Narrative

For a detailed description of the assessment process, please see the Assessment Handbook.

[Assessment Handbook]

Use of Data

Through the process of programmatic assessment, Warner Pacific faculty and staff have the opportunity to celebrate success through student achievement and work together to strengthen programs by setting outcomes based on good practices and meaningful data. One example of how the University uses data to inform and refine its processes may be seen through the CIRP Freshman Survey. Via the Survey, Warner Pacific found that a high number of its freshman students come to Warner Pacific to get a better job, to be able to make more money, and to become a more cultured person. It also found that First Year students rated their experience at Warner Pacific “good” or “excellent” and stated that they would “definitely attend again”. Because these scores were higher than those listed for the comparison group and those reported for Warner Pacific seniors, the University attributed the results to its Freshman Year Learning Community program and established a parallel Transfer Learning Community program to improve the experience of an increasing number of transfer students and student athletes.

1.B.2 - The institution sets and articulates meaningful and measurable goals, objectives, and indicators to improve its effectiveness consistent with its mission.

Over the last five years, Warner Pacific has focused on creating measurable goals, objectives, and indicators in order to improve effectiveness in alignment with its mission. Out of this focus came two large projects: the three-year Strategic Plan and a revision of the General Education Core.

Strategic Plan

During the 2018-2019 academic year, faculty and staff from across the University came together to assess the challenges and successes of the previous Strategic Plan. This work informed Warner Pacific’s Strategic Plan for 2019-2022. Differing from the previous seven-year plan, the new Strategic Plan was created with the understanding that in order for Warner Pacific to be relevant in an ever-changing world, it must be flexible and willing to assess its accomplishments over a shorter period of time. The resulting three-year Strategic Plan will be refreshed annually to remain relevant throughout the three year period.

Embedded in the Strategic Plan are four strategic imperatives, with accompanying objectives:

1. Innovate Models of Education Continuously and Efficiently

- a. Increase net revenue per credit hour for redesigned formats by 15%
 - b. Require all new programs launched result in a net positive variance within 3 years
- 2. Lead with Excellence in Equitable Education
 - a. Demonstrate a positive equitable improvement in student completion rate
 - b. Demonstrate continued growth in culturally responsive capacity of faculty and staff as measured by the Intercultural Development Inventory®
- 3. Upgrade Strategic Infrastructure for the Future
 - a. Increase utilization of University-adopted technology systems by 80%
 - b. Attain and maintain a 50% increase in positive response related to technology in targeted programs/investments
- 4. Enhance Market Position
 - a. Increase public recognition of WPU brand as measured by social media engagement and interaction with WPU website
 - b. Increase giving to annual fund by alumni and friends by 15%
 - c. Increase conversion to enrollment with a Fall 2022 goal of 1,000 students across programs

These Strategic Plan imperatives with linked objectives are intentionally aligned with Warner Pacific's core themes and institutional mission to visually tie Warner Pacific's work to its mission. Specifically, over the next three years, Warner Pacific has four imperatives: innovate models of education continuously and efficiently, lead with excellence in equitable education, upgrade strategic infrastructure for the future, and enhance market position. To ensure imperatives are being met, each imperative is aligned with measurable objectives that allow for annual data collection, to provide a clear understanding of Warner Pacific's current position and identify a path to move forward. Noted on the plan are the current year initiatives with assignment of leaders who are responsible for facilitating teams to achieve the imperatives [Strategic Plan]

Student Achievement – General Education Core

The revision of Warner Pacific's General Education Core started over five years ago, in order to ensure students were leaving Warner Pacific with a well-rounded, liberal-arts education that reflected the University's mission and core themes. The basis for the change is tied into Warner Pacific's mission fulfillment framework and the second imperative from the Strategic Plan objective to improve the student completion rate. It is also tied to data from student surveys related to getting a better job and becoming a more cultured person, and is supported by a long period of analysis of other institutions' general education requirements. Work to revise the University's General Education Core was conducted by the Core Studies Committee, made up of teaching and administrative faculty from various divisions across the University. [General Education Core]

Warner Pacific's core themes are practiced throughout the institution, but the revision of General Education Core exemplifies this work. For courses to be part of the general education, they must meet learning outcomes that are aligned to key proficiency areas and core themes. This allows the University to measure mission fulfillment from an academic and student achievement perspective. In addition, the revision increases effectiveness to students from diverse backgrounds by better meeting transfer student needs, and with a decreased number of general education transfer credits, it is now easier for

transfer students to bring prior coursework with them while continuing their education at Warner Pacific.



Cultivating a Christ-Centered Learning Community

Core Theme/ Mission Fulfillment	Proficiency Area(s)	Learning Outcomes <i>Students will be able to:</i>	Indicators
Christ-Centered	Exploration of Spiritual Journey	C1. Articulate their own spiritual journey as related to an understanding of God and a connection with others	at least 60% of Course Outcomes or Course Learning Activities
	Holistic Worldview	C2. Explain foundational beliefs and practices of <i>the</i> Christian faith	at least 40% of Course Outcomes or Course Learning Activities
		C3. Articulate and apply the holistic benefits of a healthy lifestyle	at least 40% of Course Outcomes or Course Learning Activities
	Ethics	C4. Demonstrate an ethical and respectful worldview that promotes stewardship and care for others	at least 40% of Course Outcomes or Course Learning Activities

Warner Pacific's first core theme, *cultivating a Christ-centered learning community*, is measured by four learning outcomes: C1) articulate their own spiritual journey as related to an understanding of God and a connection with others, C2) explain foundational beliefs and practices of Christian faith C3) articulate and apply the holistic benefits of a healthy lifestyle, and C4) demonstrate an ethical and respectful worldview that promotes stewardship and care for others. These outcomes align with the key proficiencies students will have before graduating from Warner Pacific.

To demonstrate proficiency in *Exploration of Spiritual Journey*, students are required to take one course that has at least 60% of its course assignments and activities (as identified in the syllabus) measure learning outcome C1. To demonstrate proficiency in a *Holistic Worldview*, students are required to take one course that has at least 40% of its course assignments and activities (as identified in the syllabus) measure learning outcome C2 or C3. To demonstrate proficiency in *Ethics*, students take at least one course that has at least 40% of its course assignments and activities measure learning outcome C4. To meet the expected threshold for these outcomes, students must earn a 70% or better on key assessments.

Collaborating with and for Our Urban Environment

Core Theme/ Mission Fulfillment	Proficiency Area(s)	Learning Outcomes <i>Students will be able to:</i>	Indicators
Urban	Understanding the Organization and Impact of Urban Life	U1. Articulate how human behavior interacts with social organizations and cultural patterns	at least 40% of Course Outcomes or Course Learning Activities
		U2. Identify the opportunities and challenges of urban life	at least 40% of Course Outcomes or Course Learning Activities

The second core theme, *collaborating with and for our urban environment*, is measured by two learning outcomes in Warner Pacific University's General Education Core: U1) articulate how human behavior interacts with social organizations and cultural patterns, and U2) identify the opportunities and challenges of urban life. These outcomes align with the key proficiency: *Understanding the organization and impact of urban life*. To show proficiency in this area, students are required to take one course that has at least 40% of its course assignments and activities (as identified in the syllabus) that measure U1 or U2. As with the previous core theme and proficiency areas, students must earn a 70% or better on key assessments to meet the expected threshold for these outcomes.

Fostering a Liberal Arts Education

Core Theme/ Mission Fulfillment	Proficiency Area(s)	Learning Outcomes <i>Students will be able to:</i>	Indicators
Liberal Arts	Interdisciplinary Thinking	L1. Articulate connections among multiple academic disciplines	Upper division course with at least 40% of Course Outcomes or Course Learning Activities
	Written Communication	L2. Produce written communication relevant to specific audiences	EN-200 competency
	Information Technology	L10. Locate, analyze and synthesize information using current technology	at least 40% of Course Outcomes or Course Learning Activities

	Historical/Cultural Knowledge and Practice	L4. Articulate the historical and/or cultural context of a particular art form	at least 40% of Course Outcomes or Course Learning Activities
		L5. Express oneself through one or more artistic medium	at least 40% of Course Outcomes or Course Learning Activities
		L9. Explain the value of historical context	at least 40% of Course Outcomes or Course Learning Activities
	Critical Thinking and Strategic Action	L3. Model civil discourse through purposeful dialogue and/or presentations	at least 40% of Course Outcomes or Course Learning Activities
		L6. Apply problem-solving techniques	at least 40% of Course Outcomes or Course Learning Activities
		L11. Utilize critical thinking to assess information	at least 40% of Course Outcomes or Course Learning Activities
		L12. Demonstrate strategies required to create and execute a plan	at least 40% of Course Outcomes or Course Learning Activities
	Scientific Reasoning	L7. Utilize scientific knowledge to understand and explain the natural world	at least 60% of Course Outcomes or Course Learning Activities
	Quantitative Reasoning	L8. Demonstrate quantitative and analytical reasoning	at least 60% of Course Outcomes or Course Learning Activities

Warner Pacific's third core theme, *fostering a liberal arts education*, is measured by twelve learning outcomes; all aligned with key proficiency areas. The first proficiency area, *Interdisciplinary Thinking*, is measured by L1) articulate connections among multiple academic disciplines. Students are required to take one upper division course with at least 40% of its course assignments and activities (as identified in the syllabus) measuring the General Education Core outcome. The second proficiency area, *Written Communication*, is measured by L2) produce written communication relevant to specific audiences. To satisfy this, students are required to show competency in EN-200. For the next proficiency area, *Information Technology*, students are required to take one course with at least 40% of its course assignments and activities (as identified in the syllabus) aligned with learning outcome L10) locate, analyze, and synthesize information using current technology.

Historical/Cultural Knowledge and Practice is measured by three learning outcomes: L4) articulate the historical and/or cultural context of a particular art form, L5) express oneself through one or more artistic medium, and L9) explain the value of historical context. Students are required to take one course that has at least 40% of its course assignments and activities (as identified in the syllabus) align with one of the learning outcomes in this proficiency area. For *Critical Thinking and Strategic Action*, students are required to take one course that has at least 40% of its Course Outcomes or Course Learning Activities measure one of the following outcomes: L3) model civil discourse through purposeful dialogue and/or

presentations, L6) apply problem-solving techniques, L11) utilize critical thinking to assess information, or L12) demonstrate strategies required to create and execute a plan.

Finally, *Scientific Reasoning* and *Quantitative Reasoning* are measured by a course in which at least 60% of course assignments and activities (as identified in the syllabus) align with the respective general education learning outcome. *Scientific Reasoning* is measured via learning outcome L7) utilize scientific knowledge to understand and explain the natural world; and *Quantitative Reasoning* is measured via learning outcome L8) demonstrate quantitative and analytical reasoning. To meet the proficiency standard, students must earn a 70% or better on key assessments to meet the expected threshold for these outcomes.



Investing in the Formation and Success of Students from Diverse Backgrounds

Core Theme/ Mission Fulfillment	Proficiency Areas	Learning Outcomes <i>Students will be able to:</i>	Indicators
Diversity	Appreciation for Cultural, Societal, and Global Diversity	D1. Articulate the value of diverse voices and perspectives	at least 40% of Course Outcomes or Course Learning Activities
		D2. Explain the impact of global interdependency on social and cultural systems	at least 40% of Course Outcomes or Course Learning Activities

Warner Pacific's final core theme, *investing in the formation and success of students from diverse backgrounds*, is measured by two learning outcomes: D1) articulate the value of diverse voices and perspectives, and D2) explain the impact of global interdependency on social and cultural systems. Both outcomes align with one proficiency area: *Appreciation for Cultural, Societal, and Global Diversity*. To show proficiency in this area, students are required to take one course with at least 40% of its course assignments and activities (as identified in the syllabus) that measure D1 or D2. As with all other core themes and proficiency areas, students must earn a 70% or better on key assessments to meet the expected threshold for these outcomes.

1.B.3 - The institution provides evidence that planning processes are broad-based, offer opportunities for input by appropriate constituencies, allocate resources, and lead to improvement of institutional effectiveness.

Continuously changing times require that institutions have a structure that allows for timely adaptation, based on planning that gives stakeholders opportunities to provide input. Within its structure, Warner Pacific has mechanisms that lead to the improvement of institutional effectiveness. These mechanisms include space for multi-level review of programmatic and curriculum changes and include institutional committees and meeting groups, advisory councils, and programmed input opportunities.

Faculty Meetings

Warner Pacific holds monthly faculty meetings specific to faculty-related problem solving and decision making. These meetings provide time and space for monthly input from all faculty, including adjunct faculty, administrative teaching members, and members of the Executive Cabinet. When changes are proposed, information is first vetted through a standing committee and then presented for a first and second read, prior to a faculty vote. This allows time for continued discussion and input gathering from related constituents. Information with broad impact is then forwarded to the appropriate group for further review and approval, as needed and required. As faculty meetings are among the few occasions when the entire instructional body is together, they provide an important opportunity for relationship building and professional development, and serve as a forum for critical decision making. [FH pp. 17-20]

All-Employee Meetings

In order to ensure communication and engagement across campus, Warner Pacific utilizes regularly scheduled all-employee meetings. These meetings are used for communicating with employees and provide an opportunity for faculty and staff to speak into some processes.

In addition, Warner Pacific staff and faculty participate in professional development days focused on the core themes. Starting in 2015, each year faculty and staff engage with the designated core theme for the year through workshops, focused time at faculty and employee meetings, focused readings, and other events. This engagement creates space for discussion and focus on mission fulfillment.

The following table shows meeting dates for the 2019-2020 academic year.

All Employee Meeting Dates – 2019-2020
August 20, 2019

September 13, 2019
October 10, 2019 – Core Theme Day
October 25, 2019
December 6, 2019
January 8, 2020 – Core Theme Day
February 14, 2020
March 20, 2020
April 24, 2020

Institutional and Faculty Committees

Warner Pacific engages input from appropriate constituencies for continual improvement by utilizing focused avenues. The Leadership Advisory Council (made up of administration, faculty, staff, and student representatives) meets monthly to discuss and give input on various projects and initiatives at an administrative level, with staff, faculty, and student input. Focused committees, such as the Institutional Technology Planning Committee and the *ad hoc* Facilities Planning Committee, meet to improve structures and processes under their purview, with a direct alignment to the Strategic Plan, to focuses on improving student learning outcomes and experiences at the institution.

Faculty committees, such as the Academic Policies Committee and the Curriculum Committee, focus on continuous planning and improvement for students and faculty. Each division/department holds regular meetings enhancing communication between faculty and administration, and the division chair/dean is a member of Academic Council, where decisions related to policies and calendars are developed. In addition, many of the University's professional programs maintain advisory councils or focus groups to obtain input from industry experts, to identify industry standards and expectations, and to ensure programs address student and industry needs. [FH pp. 8, 13-17, Committee Roster]

Initiatives

Warner Pacific ensures that planning processes are broad-based and offer opportunities for input across the institution in a variety of ways in order to improve. One case in point is the University's recent work on the Strategic Plan. Plan development involved the work of a *committee*, led by a *plan manager* and composed of ten individuals across the University representing the administration, staff, faculty, and the Board; *meetings and brainstorm sessions* with the Board of Trustees, faculty, staff, and students; and numerous *surveys and feedback opportunities*, resulting in the collection of over 50 documents. It also included the work of consultants, who helped frame the discussion and develop the final document. [Strategic Plan Process]

Warner Pacific University has in place a planning and engagement process that provides a variety of broad-based opportunities for input by the appropriate constituencies. Effective allocation of resources necessary to improve its institutional effectiveness are continuously evaluated and monitored. The Office of Assessment and Institutional Research schedules regular meetings to review compiled data and to work through an application of results for the vice presidents' divisions in the preparation of divisional goals and budgets. Examples include work with the Vice President for Finance on data governance and key performance indicators, work with the Vice President for Academic Affairs on academic performance indicators, work with both the Vice President for Finance and the Vice President

for Academic Affairs on cost per credit hour, and upcoming work with the Vice President for Student Affairs to provide monthly progress reports on key indicators related to the Strategic Plan.



1.B.4. - The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, planning, the intended outcomes of its programs and services, and indicators of achievement.

Warner Pacific University, as all other institutions of higher education, needs to guarantee that its mission is fulfilled. In order to assess mission fulfillment, internal and external monitoring systems are in place under the supervision of the President and the Board of Trustees.

External Assessment

Warner Pacific continues to monitor its internal and external environments in various ways in order to assess its current position and refine its direction. One such example is the appointment of external consulting organizations, such as the Austen Group, Credo Higher Education Consulting (Credo), and Gray Associates. The Austen Group provided assessment data for PRCT work during the 2013-2014 academic year. Credo conducted a preliminary review of opportunities as well as a feasibility study for Warner Pacific's now-existing nursing program. Gray Associates researched and analyzed Warner Pacific's position, post-Credo study, and provided recommendations for growth and opportunities, using extensive market data and relevant indicators. After collecting data, Gray Associates held a two-day workshop with executive and faculty leadership to review results. Warner Pacific continues to utilize this data, in conjunction with follow-up meetings with faculty and staff, to prioritize resources and academic

priorities. This work has also informed other projects focused on using data to understand Warner Pacific's current position and make decisions to ensure its continued viability, vitality, and growth. One recent example is the incorporation of information provided by All Hands Raised into the fall Core Theme Day and a spring Faculty Lunch Meeting, to raise awareness of the demographics and realities for students in Multnomah County. [Austen Group Analysis, Credo Summary, Credo Nursing Report, Gray Associates Data, All Hands Raised Report]

General Education Core

Warner Pacific continues to align with current and emerging expectations through the revision of its General Education Core. Over a seven-year period, Warner Pacific researched and analyzed various general education policies from institutions across the country. During this process, Warner Pacific refocused on assessing student learning outcomes to improve its General Education Core. This resulted in the alignment of its general education to its core themes and mission.

Market Standing and Student Demand

Warner Pacific's Academic Metric also incorporates student demand and market standing in assessment measures for its current programs. This data gives the University the opportunity to assess programs from different angles, allowing informed, data-driven decision making. In addition to Warner Pacific's metric, Gray Associates provides ongoing useful data on market position, student demand, employment outlook, and competing program offerings from nearby educational institutions.

Dynamics and Trends

Warner Pacific continuously monitors its internal and external environment in order to identify the dynamics and trends in higher education in the Northwestern United States as well as on the national and international scene. Such monitoring allows the University to adapt to continual societal change in order to prepare students to lead and serve in the community, region, and world. Through this monitoring and through an assessment of activities based on the Warner Pacific mission, vision, values, and core themes, Warner Pacific is redefining its direction for future development to ensure its continued relevancy and vitality.

Academic Quality

1.C.1 - The institution offers programs with appropriate content and rigor that are consistent with its mission, culminate in achievement of clearly identified student learning outcomes, and lead to collegiate-level degrees, certificates, or credentials with designators consistent with program content in recognized fields of study.

Warner Pacific provides associate, baccalaureate, and master's degree programs, offered in a variety of delivery formats with degree-appropriate content, consistent with its mission. In the Warner Pacific Catalog and Professional and Graduate Studies Bulletin, student learning outcomes are identified for each major and minor program of study, culminating in degrees or certificates in recognized fields of study. Degrees and majors are appropriately identified on student transcripts consistent with professional and academic standards.

1.C.2 - Awarding of credit, certificates, programs, and degrees is based on student learning and learning outcomes that possess an appropriate breadth, depth, sequencing, and synthesis of learning.

Admission and graduation requirements for each degree or certificate are published in the Warner Pacific Catalog and Professional and Graduate Studies Bulletin. Degree programs and curricula are developed by content expert faculty and division chairs/deans within each program area, validated by policy through Curriculum Committee review, and approved by the faculty. All degree programs include General Education Core requirements that have also been developed, reviewed, and approved by the faculty. Elements of the core themes are integrated into course outcomes and content within programs to further validate each program's congruence with the University mission. For example, courses within the nursing program curriculum, such as *Health Assessment* and *Diversity, Equity, and Advocacy*, incorporate concepts from liberal arts and core courses to inform students on the importance of cultural intelligence and advocacy in the processes of increasing quality of care. Program courses are sequenced to build on each other with increasing levels of depth and breadth in the subject area. [Catalog pp. 57-61, 103-105]

1.C.3 - The institution identifies and publishes expected course, program, and degree learning outcomes for all degrees, certificates, and credentials. Expected student learning outcomes for all courses are provided to enrolled students.

Program and degree learning outcomes for each certificate and degree program are found in the Warner Pacific Catalog and Professional and Graduate Studies Bulletin. Expected student learning outcomes are published in all course syllabi and are cross-referenced to certificate or degree program outcomes. Verification of documented course and program outcomes is validated through each



program's chair or dean. Documents such as the Warner Pacific Catalog, the Professional and Graduate Studies Bulletin, and course syllabi identify expected student requirements in order to receive course credit and earn a degree or certificate. Student achievement is documented in student transcripts based on grades or other verification of achievement and completion of credited course outcomes. The Warner Pacific Catalog and Professional and Graduate Studies Bulletin identify University-wide grading policies that are then contextualized by instructors in courses. Certificate and degree requirements are consistent and equivalent with standards found in professional and other academic institutions. [Sample TRA Syllabus, Sample PGS Syllabus, Catalog pp.48-50, Bulletin pp.32-34]

1.C.4 - Admission and completion or graduation requirements are clearly defined and widely published.

Admission and graduation requirements for each degree or certificate are published in the Warner Pacific Catalog and Professional and Graduate Studies Bulletin and are also published on the website for the major. Degree programs and curricula are developed by content expert faculty and division chairs/deans within each program area, validated by policy through Curriculum Committee review, and approved by the Faculty. All degree programs include General Education Core requirements that have also been developed, reviewed, and approved by the faculty. Courses in each certificate or degree are sequenced to build on each other with increasing levels of depth and breadth in the subject area. [Catalog pp. 7-13, 52-53, 62-63; Bulletin pp. 9-18, 42]

1.C.5 - The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty in establishing quality and improving instructional programs.

Processes, codified in policies in the Faculty Handbook, provide authority for faculty to initiate development of curriculum, submit for review by the Curriculum Committee, and then proceed through multiple reviews and revisions by the entire faculty. Once approved, faculty are responsible for implementation of the curriculum within their division or program. Ongoing evaluation of programs and courses allow faculty and program directors to initiate revisions to program curricula. The Director of Assessment and Institutional Research oversees university-wide processes directed at ongoing program assessment. These processes involve leaders from each program. Revisions are vetted through a process similar to the initiation of new programs or courses with the faculty having voting authority. Faculty are responsible for final decisions regarding the assessment of student learning outcomes.

In addition, the quality of learning is maintained through an annual evaluation of the faculty. Each year, all full-time and part-time faculty are evaluated by the division chair/dean and/or the Director of Adjunct Faculty Development. (See section 1.C.7.)

1.C.6 - Consistent with its mission, the institution establishes and assesses student learning outcomes (or core competencies) such as effective communication, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and information literacy for all programs.

The General Education Core requirements for undergraduate programs meet the expectations of this element, reflecting outcomes in communication, computation, and human relations that are directly

connected to the Warner Pacific core themes. With the input of students, faculty, and program administrators, Warner Pacific initiated a revision of its core requirements that went into effect with new student enrollment, starting in the Fall 2019 semester. The Core Requirements are embedded in courses within various disciplines and majors. For further details, please see Section 1.D.2.

1.C.7 - The institution uses the results of its assessment efforts to inform academic and learning support planning and practices that lead to enhancement of student learning.

Faculty Evaluation Process

Faculty annual evaluations are designed for personal development and professional review. It is a collaborative process combining information from a variety of sources. [FH pp. 31-34, End of Year Checklist]

Course Evaluations: Each faculty member selects one course per semester in which to be evaluated through student surveys. Faculty members in their first year of appointment are required to conduct surveys in every course. The faculty member then prepares an annual memo reflecting on one of the courses being reviewed. One copy of the memo must be given to the division chair/dean, and one is designated for the faculty file in the Office of the Vice President for Academic Affairs. The purpose of this memo is to place the course being reviewed into context. Prior to Fall 2019, the memo was submitted as a separate document. Starting with the 2019-2020 academic year, the memo has been incorporated into the Annual Narrative template. [Sample Course Evaluation]

Annual Narrative: At the end of the academic year, each faculty member prepares an Annual Narrative, which describes and reflects upon her/his personal/professional and academic development. The narrative outlines particular areas of teaching, scholarship, and service, and reviews the major accomplishments of the current year in alignment with the guidelines established by the CAO and with reflection on the current year's core theme. Each faculty member also prepares and outlines goals for the coming year. [Annual Narrative Template]

Classroom Observations: Classroom observation is key in support of the development of student learning. The division chair/dean (or a designee), in consultation with the faculty member, visits at least one course per year of each member of the division/program. Colleagues may visit classes for the purpose of general course development and mutual support. [Observation Form]

Annual Review for Educational Excellence: After performance review items have been submitted, the division chair/dean meets with fulltime ranked and unranked faculty members to conduct an annual review. Results of the review are then submitted to the Office of Academic Affairs for a subsequent review by the Chief Academic Officer. In the fall, the Chief Academic Officer meets with individual faculty members to deliver a response and provide a check-in. [AREE Faculty, AREE Chair/Dean]

Curriculum Review Process

Curriculum review falls under the purview of the division chairs/deans, the Core Studies Committee, and the Curriculum Committee. Roles for each are as follows:

- Division Chairs/Deans:
 - Assist in the formulation of general educational policies of the University by serving on the Academic Council.
 - Evaluate the curricula and teaching methods within the Division/Department and plan, as a Division/Department, to encourage the development of new programs, innovative teaching methods, and faculty development.
 - Coordinate the assessment of student outcomes for the Division/Department and each major and minor within the Division/ Department.
- Core Studies Committee:
 - Oversee Core Studies Requirements and recommend changes in requirements when appropriate.
 - Review and recommend proposals that affect Core Studies requirements.
 - Oversee and facilitate periodic assessment of core studies.
 - Work in conjunction with the Curriculum Committee and Assessment Committee to ensure core studies requirements and objectives are in agreement with the Warner Pacific mission and goals.
- Curriculum Committee:
 - Review and recommend to faculty proposed course or program changes.
 - Conduct periodic evaluations of curriculum in the light of the Warner Pacific mission and goals.

The above processes provides a multi-faceted approach to achieve the goal of enhancing student learning through continuous improvement of educational practices and program quality. Through ongoing review, Warner Pacific is able to assess its programs to support improvement in the student outcomes of individual programs, as well as to support student achievement of Warner Pacific's mission-driven outcomes.

1.C.8 - Transfer credit and credit for prior learning is accepted according to procedures that provide adequate safeguards to ensure high academic quality. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic rigor and quality, and comparable to credit it offers.

Warner Pacific evaluates credits from regionally accredited colleges and universities for applicability toward General Education Core, major, or elective requirements. In addition, the University evaluates coursework from schools and colleges that are accredited by other agencies, provided the institution is listed in the Accredited Institutions of Postsecondary Education directory, published by the American Council on Education (ACE). Policies and procedures related to transfer credits are written in the Warner Pacific University Catalog and Professional and Graduate Studies Bulletin. Articulation agreements and details related to accepting block transfer credits for AAOT degrees are also included in the Catalog and Bulletin. The Records Office determines what courses requested for transfer credit count toward core and electives. Content expert faculty are consulted when determining if a course may count toward the major. [Catalog pp. 37-41, Bulletin pp. 19-22]

1.C.9 - Graduate programs are consistent with the institution's mission; are in keeping with the expectations of their respective disciplines and professions; and are described through nomenclature that is appropriate to the levels of graduate and professional degrees offered. They differ from undergraduate programs by requiring greater depth of study and increased demands on student intellectual or creative capacities; knowledge of the literature of the field; and ongoing student engagement in research, scholarship, creative expression, and/or appropriate high-level professional practice.

Graduate programs are within Warner Pacific's scope and mission, within the expectations, and consistent with relevant professions or disciplines. Graduate degree programs build on undergraduate education with expanded expectations related to scholarship, in-depth analysis, literature awareness, and professional practice (when relevant). For example, graduate programs for teachers (Master of Arts in Teaching, Master of Education) provide advanced coursework in pedagogy and include supervised "student teaching" experiences to develop effective practice competencies. When relevant, graduate programs meet specialized accreditation standards to further validate the expectations congruent with professional standards. [MAT Handbook]



Standard 1.C Concluding Remarks

Warner Pacific has addressed the Academic Quality Standard (I.C) through a detailed review of official University documents such as the Warner Pacific University Catalog, the Professional and Graduate Studies Bulletin, the Faculty Handbook, individual program documents and websites, and course documents (e.g. syllabi). To obtain additional relevant information, Accreditation Committee members gathered and reviewed the content of relevant documents, and communicated directly with University administrators (e.g. the Registrar) and division chairs/deans. A "hands-on" review of documents and direct communication with University members was deemed essential to validate the congruency between published documents and the academic outcomes of students and programs. This intensive

validation process identified an overall positive correspondence between the desired and actual expectations related to academic quality.

Through this review process, there were findings that helped identify areas for improvement in the assessment of connections between University and program outcomes and actual student achievement. There were also instances where the information contained in University documents (e.g. the Warner Pacific Catalog) needed additional content and clarification. Through this formalized effort, Warner Pacific is learning how well the University is meeting academic quality standards based on its focus on mission fulfillment and assessment. It has reinforced the importance of designated processes and the equal importance of University members dedicated to monitoring and improving academic assessment and evaluation.

Warner Pacific is committed to promoting the standards of academic quality. The University meets the expectations that programs provide appropriate content and rigor; have expected student learning outcomes with a congruent allocation of credit; have accurate documentation for admission, course outcomes, and degree completion; and engage in ongoing assessment to maintain and improve academic quality.

Student Achievement

1.D.1 - Appropriate to its mission, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

Recruiting and Admitting Students with Potential to Benefit

Warner Pacific recruits and admits students with the potential to benefit from its programs. Admission requirements, admission criteria, and admission decisions are described and defined in the Warner Pacific University Catalog and the Professional and Graduate Studies Bulletin. Each candidate for admission is reviewed individually, with careful consideration given to academic records and test scores. Applicants who fail to meet admission criteria yet still express a desire to enroll at Warner Pacific may have their application considered by the Admission Review Committee (ARC). The ARC is comprised of faculty and staff members who meet to review applications and make the appropriate admission decision. Applicants not admitted in good standing and who demonstrate the need for additional support are considered for admission on Academic Warning or Academic Probation. Both of these admission statuses limit the student's academic credit load and participation in extra-curricular activities, and require regular meetings with an academic mentor. When deemed appropriate, students admitted under Academic Warning or Academic Probation are also required to enroll in a Critical Thinking and Study Skills course (CLS-110 or CLS-111). Ultimately, some applicants may be denied admission if it is determined that they will not benefit from a Warner Pacific University program. [Catalog pp.7-13, Bulletin pp. 9-18, Catalog pp. 51-52]

In order to further promote student success and achievement, Warner Pacific offers developmental coursework in writing and math. Students are placed in the appropriate writing and/or math course based on high school achievement and Accuplacer exam results (a placement exam for writing). In

traditional programs, students are placed into MA-90 Elementary Algebra, MA-95 Intermediate Algebra, or the college-level math course appropriate to their ability and major. Developmental writing courses include EN-90 Integrated Reading and Writing Skills, EN-95 Writing and Grammar, and EN-101 College Composition. Students placing into developmental coursework gain skills and competency necessary for college-level requirements, ensuring increased success and achievement when they enroll in college-level courses.

Recent concerns about graduation timelines and equity have led the University to consider changes to its EN-90 and EN-95 offerings. The University is in the process of reviewing its work in this area to focus efforts on reducing the number of credits that do not accrue toward graduation, while supporting the differential learning needs of each student. Adjustments should be in place by Fall 2020.

Orienting Students

All new Warner Pacific University students are oriented to relevant academic requirements. Students are assigned an academic or faculty advisor to help them plan and navigate their academic career at Warner Pacific. Traditional program students benefit from New Student Registration workshops, in which students meet with an academic advisor to create an appropriate degree plan. First-year and sophomore students are assigned a professional advisor to assist them with planning for and enrolling in core and introductory major courses. Junior and senior students are assigned a faculty advisor who teaches in their identified area of study to advise for upper-division requirements and career and/or graduate school readiness. Advisors maintain contact with their advisees throughout their academic career, assisting students in planning and registering for appropriate coursework each semester. Academic requirements, graduation policies, and transfer policies are clearly articulated in the Warner Pacific Catalog available in print at the Records Office or online via the Undergraduate Student Dashboard on the Warner Pacific website. The Student Dashboard also links to a self-service web advisor, where students can access grade reports, program evaluations, future term course planning, and self-registration tools. [Catalog pp. 41-42]

Students in Professional and Graduate Studies (PGS) programs are oriented by an academic advisor at an orientation event with their cohort prior to classes starting. The advisor meets with each student individually to explain degree plans and assist the student in selecting appropriate coursework. After orientation, advisors maintain ongoing contact with PGS students to answer questions and provide guidance regarding degree completion. Further, advisors perform graduation requirement audits and proactively connect with students to discuss plans to meet requirements. PGS students may access academic requirements and graduation and transfer policies in the PGS Bulletin available online via the Adult/Graduate Dashboard on the Warner Pacific website. PGS students can also access self-service web advisor tools via the dashboard. From the web advisor, students can access degree planning tools, program evaluations, and grade reports.

1.D.2 - Appropriate to its mission, the institution establishes and shares widely a set of indicators for student achievement (such as: course completion, experiential learning, program completion, degree completion, retention, job placement).

Graduation and Retention Rates

Warner Pacific has established a set of indicators that measure student achievement in multiple ways. In the past, Warner Pacific relied on graduation and retention rates as indicators of student success.

Warner Pacific continues to monitor these indicators and has longitudinal data that provides a full picture of student achievement, but the alignment of General Education Core with the core themes has expanded the concept of how Warner Pacific defines and measures student achievement. As a result, Warner Pacific now identifies proficiency areas, which are linked to the General Education Core and core themes, to highlight student achievement, in conjunction with graduation and retention rates.

Proficiency Areas

With the revision of the General Education Core, Warner Pacific wanted to not only align learning outcomes to its core themes and mission fulfillment but to also create proficiency areas that assess all students graduating from an undergraduate program. The below table outlines this alignment. Warner Pacific will begin collecting data during the 2019-2020 academic year, in alignment with the General Education Core that went into effect in the Fall 2019 semester.

Core Themes/ Mission Fulfillment	Proficiency Areas	Learning Outcomes <i>Students will be able to:</i>
Christ-Centered	Exploration of Spiritual Journey	C1. Articulate their own spiritual journey as related to an understanding of God and a connection with others
	Holistic Worldview	C2. Explain foundational beliefs and practices of Christian faith
		C3. Articulate and apply the holistic benefits of a healthy lifestyle
		C4. Demonstrate an ethical and respectful worldview that promotes stewardship and care for others
Diversity	Appreciation for Cultural, Societal, and Global Diversity	D1. Articulate the value of diverse voices and perspectives
		D2. Explain the impact of global interdependency on social and cultural systems
Urban	Understanding the Organization and Impact of Urban Life	U1. Articulate how human behavior interacts with social organizations and cultural patterns
		U2. Identify the opportunities and challenges of urban life
Liberal Arts	Interdisciplinary Thinking	L1. Articulate connections among multiple academic disciplines
	Written Communication	L2. Produce written communication relevant to specific audiences
	Information Technology	L10. Locate, analyze and synthesize information using current technology
	Historical/Cultural Knowledge and Practice	L4. Articulate the historical and/or cultural context of a particular art form
		L5. Express oneself through one or more artistic medium
		L9. Explain the value of historical context

	Critical Thinking and Strategic Action	L3. Model civil discourse through purposeful dialogue and/or presentations
		L6. Apply problem-solving techniques
		L11. Utilize critical thinking to assess information
	Scientific and Quantitative Reasoning	L12. Demonstrate strategies required to create and execute a plan
		L7. Utilize scientific knowledge to understand and explain the natural world
		L8. Demonstrate quantitative and analytical reasoning

Because proficiency areas are linked to General Education Core outcomes, Warner Pacific will collect assessment data in its General Education Core courses to inform these proficiency areas. [General Education Core Forms]

1.D.3 - Results for student achievement are based on meaningful, institutionally identified indicators aligned with indicators for peer institutions at the regional and national levels; are used for improvement by informing planning, decision making, and allocation of resources and capacity; and are made widely available on its website.

As discussed in previous sections, Warner Pacific utilizes both graduation and retention as indicators for student success. This data is readily available on the website and in internal and external materials. In addition, Warner Pacific has identified peer institutions in order to understand its student achievement indicators in comparison with other institutions. As the institution's demographics continue to change, Warner Pacific continues to reevaluate its peer institutions. One taskforce focusing on this work is the Data Management Taskforce. Created in Fall 2018, this taskforce is responsible for improving data management across campus. Part of the work includes evaluating Warner Pacific's fit with its currently identified peer institutions. [Consumer Info, Registrar Page with Links, Student Right to Know, Pell Statistics, Graduation Rates]

While student achievement measures were used in the past to inform planning, decision making, and allocation of resources and capacity, a focus on utilizing student achievement indicators to make data-driven decisions was implemented in 2016. Student achievement data is used in decision making across campus and includes use by the Board of Trustees and the Executive Cabinet. [Dashboards, TRA IPEDS, PGS IPEDS]

1.D.4 - The institution's processes and methodologies for collecting and analyzing information on student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate achievement gaps and promote equity.

Warner Pacific continues to work toward transparent processes for collecting and analyzing student achievement data. Data that may have been collected by different institutional committees or offices in the past has been concentrated into the Office of Assessment and Institutional Research, to provide greater visibility around data collection and analysis and to better inform strategies and resource allocations.

External Surveys

As mentioned previously, Warner Pacific collects student achievement data in various ways. One way is via national surveys such as the CIRP Freshman Survey or the NSSE. Data from these surveys are disseminated to faculty and staff through presentations at all-employee and faculty meetings and shared through reports from the Office of Assessment and Institutional Research. In addition to these reports and presentations, bi-monthly newsletters from the OAIR highlight data for staff and faculty to see. [Sample Newsletter]

Academic Assessment

The new Academic Assessment Cycle, also referenced above, will create another avenue for collecting and analyzing data on student achievement. This will allow Warner Pacific to identify achievement gaps and in turn, promote equity.

External surveys and academic assessment are two examples of student achievement data that Warner Pacific collects and disseminates in order to make data-driven decisions. Information Warner Pacific collects and analyzes is disseminated through Board dashboards (see 1.D.3) and through various meetings with the Executive Cabinet, faculty, and staff throughout the year. IPEDS and other pertinent data are reviewed to inform the budgeting process and Strategic Plan implementation. [Faculty Meeting Presentation]

Conclusion

The material in this report and its exhibits represents an honest presentation of the University's work in continuous improvement through its policies, practices, programs, personnel, assessments, and integration. Student achievement and equity, a common concern in higher education, has been at the forefront of Warner Pacific's work over the last few years. From 2016 through 2019, Warner Pacific administrators, faculty, and staff participated in three different cohorts of Oregon Campus Compact's yearlong learning series entitled, "Executive Learning Series on Equity and Empowerment". During these sessions, the President and 19 other faculty and staff members learned specific ways to enhance Warner Pacific's work on campus. Using a combination of interactive, formal, and informal presentations, they then brought lessons learned back to campus to share with other faculty, staff, and students, to improve processes and services.

Embracing a strengths model that affirms the unique gifts and skills of all students, Warner Pacific University equips students to engage actively in a constantly changing world. While many of the University's students from the Portland metropolitan area may only meet minimum admission requirements due to a variety of limiting experiences (economic demands on first-generation students, various forms of bias in test scores and in access to equitable education, various forms of trauma), Warner Pacific faculty and staff are dedicated to ever improve programs and teaching practices to help students reach their potential and achieve success in the classroom. This commitment to foster a quality Christ-centered liberal arts education challenges the faculty, staff, and administration to constantly seek innovative ways to move students on a path not only to graduation, but also toward a love of learning that lasts a lifetime. As the University presses forward, it remains committed to innovative processes and data analytics to help guide its decisions and improve student achievement and educational equity.

Warner Pacific is grateful to the Northwest Commission for developing standards and a peer-evaluation process that require the University to demonstrate how it achieves mission fulfillment. Through quantitative and qualitative measures of student learning outcomes, national surveys, departmental assessments, and program reviews, Warner Pacific University endeavors to assess and continually improve its performance to fulfill its mission.