REPORT OF THE WSCUC VISITING TEAM

EDUCATIONAL EFFECTIVENESS REVIEW

for REAFFIRMATION

To Fresno Pacific University

Dates of visit
25-27 February 2015

Team Roster

Team Chair - Douglas McConnell, Provost and Senior Vice President, Fuller Theological
  Seminary
Team Assistant Chair - DawnEllen Jacobs, Vice Provost/ALO, California Baptist University
Team Member - Carole Huston, Associate Provost, Provost's Office, University of San
  Diego
Team Member - Lisa Bissell Paulson, Vice President for Student Services, Pacific Union
  College
WASC Staff Liaison – Richard Osborn

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SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Visit

Fresno Pacific University serves CaliforniaÕs central San Joaquin Valley as a four year, faith based liberal arts university offering undergraduate and graduate programs in more than 60 subject areas to a diverse population of approximately 3,700 students, with an emphasis on

FPU is the last institution to follow WASCÕs three-stage accreditation process. These areas formed a major focus of the institutionÕs CPR Report. The Institutional Proposal in May 2012 was commended for Òseriousness, feasibility, relevance, thoughtfulness, and transparencyÓ (Osborn Letter June 2012, qtd in FPU EER report, p13). In addition to addressing the six areas identified in 2007 for continued focus (1) a more structured cycle for program reviews with external reference points; 2) need to develop expectations of scholarship, community service, and the culture of research and explicitly state these; 3) clearly demarcated faculty governance of structures; 4) data and analysis of the decentralization of services and the performance and quality of the Regional Centers; 5) the development of a more comprehensive Diversity Plan to help focus campus priorities; and 6) closing the assessment loop demonstrate that assessment data and program review outcomes are being used to inform change at the institutional and departmental levels), the institution was tasked with defining educational effectiveness, degree quality and integrity, and providing preliminary data for two of the four core competencies

The report was also appropriately forthcoming about the resignation and replacement of the university's president and the change in leadership structure to allocate some of his day-to-day

issues this institution continues to face, this was something of which the team made note and which they felt was important to pursue as an avenue of inquiry during the visit.

C. Response to Issues Raised in the Capacity and Preparatory Review

The EER report respond specifically to the following recommendations stemming from the 2013 CPR visit.

1. **Continued work to finalize and implement the Strategic Plan.** [CFRs 1.2, 1.2, 3.6, 3.7, 4.6, 4.7]

Implementation of the strategic plan in process at the time of the CPR visit was delayed to allow the recently appointed president time to establish his leadership of the institution. It was evident to the CPR Team in March 2013 that until the strategic plan was finalized, the progress toward the aggressive goals held by the FPU leadership would not be realized in full. The CPR Team recommended that ÒFPU [continue] work to finalize and implement the Strategic Plan.Ó [CFR 4.1, 4.2] The Commission further expected Òto see greater internal transparency about decision making and the creation of budgets that flow from the strategic plan (Commission Action Letter 2013). It is evident that further work was done on the plan between March 2013 and February 2015, but since much of the work was still in progress at the time of report there was little concrete evidence of connections between the planned budget and strategic planning. Establishing the degree to which these connections were being made and ascertaining the extent of the progress made on strategic planning, especially in light of significant leadership changes at the institution, was a priority for the visiting team.

2. **Greater attention to clarity and definition of the annual budgeting process**. [CFR 1.2, 3.5]

As a result of the financial issues discovered in the period leading up to and including the season

controller and manages the budget process. Under his leadership and in collaboration with the new president and the provost and senior vice president (PSVP), the institution is to see the budget brought back into balance with a projected $1.5 million surplus this year. Thematic Essay III: Resources and Financial Stability outlines and explains the actions taken to achieve this goal, and data was given to demonstrate the effectiveness of these actions, but the report shows more evidence of effective management of the crisis situation than it clearly defines an annual budgeting process moving forward. The institution was not, at the time of the report, at a place where it was able to step back and effectively evaluate what worked and what did not in a way that would allow FPU to develop clear processes, although the adoption of various CFO Colleague tools and processes bode well for the institutionÕs ability to do so once the financial situation is completely stabilized.

3. **Greater transparency and better communication across units at all levels within the University and among all constituents and stakeholders.** [CFR 1.7, 4.1, 4.2]

FPU was transparent in their report about the issues the institution faced in dealing with the

artifacts for both the curricular and co-curricular, Core Competency highlights with benchmarking noted, and the expected ePortfolio content. This high level of communication and excellent preparation of those participating in interviews facilitated the work of the team during the visit. Constituents understood the importance of the assessment and the accreditation processes and

Educational Effectiveness Assessment described the mapping process to align course, program, and institutional outcomes through syllabus templates, signature assignments, and-criterion referenced scoring rubrics and outlines some of the impact of these efforts on the quality of teaching and learning and on student success. Further, the FPU Idea is now linked to outcomes at all levels in most curricular and-co curricular areas and is subject to various qualitative and quantitative assessments. The remainder of the report organized itself around six themes that were developed as a result of the institutional response to the recommendation to Òuse the site visitorÕs report to prioritized areas for greatest attention. These themes were well chosen to address issues raised by the CPR team in their 2013 report, and the team found the ÒEER Responses to WASC Commission Action Letter RecommendationsÓ and the ÒResponses to CPR Recommendations and QuestionsÓ to be useful documents in terms of providing an overview of these themes and a rationale for their development. This approach demonstrated the institutionÕs ability to identify and prioritize those recommendations most important to the spirat this point. The report concluded with institutional recommendations.

SECTION II –

Other Matters Raised on the Visit

Transitions in Leadership [CFR 1.4, 1.6, 1.7, 3.6, 3.7, 3.8, 3.9]

Between the CPR visit (3/19/21/2013) and the EER visit (2/25/27/2015) the university underwent a major transition in leadership including the resignation of the president on 11 September 2014 and the appointment of the 12th president on 16 September 2014 In addition to the presidential transition, FPU appointed a second new Vice President of Finance and Business Affairs (VPFBA) in August 2014 and adopted a dual leadership model (September 2014) which tasks the president with external responsibilities and the provost (newly titled the Provost and Senior Vice President PSVP) with broader internal responsibilities During the CPR review in March 2013, the WASC CPR Team interacted with the 11th president, who was in his first year.

2014. Equally significant was the impact of what was referred to in a letter from the Committee for Advancing Intercultural Competencies of the Council for Christian Colleges & Universities (CCCU) as the departure of the 11th president very early in his tenure. Throughout the EER visit reference was made to the unsettling impact of the resignation of the president, which appeared both precipitous and unexplained by the official documentation, particularly among several key constituencies. Concerns over the propriety of the resignation and the nature of the Board's influence on the decision surfaced during the visit as a source of deep concern. As is the case in such personnel matters, the 11th president signed binding "disclosure" and "non-disparagement" agreements that limit the current leadership's ability to address the concerns with the level of transparency requested by many, both internal and external. The team strongly encourages FPU to implement a holistic approach to diversity including attention to structure, climate, staffing, and curricular areas demonstrated by a plan that will address the residual challenges in the current transitional period and fully respond to diversity issues that have been an ongoing concern for the institution. [CFR 1.1, 1.4, 1.7, 3.1, 3.3]

Various reports such as the annual assessment report and numerous program reviews provided the team with access to data already disaggregated by gender, ethnicity, location, modality, and academic level. FPUÕs emphasis on evidence is documented in the Institutional Effectiveness Assessment Manual and Program Review Manual.

The team applauds FPU on the progress it has made in maximizing the capabilities of TaskStream across campus, in providing careful training with resource documents, in showcasing assessment data, and in creating the Institutional Academic Assessment I The team encourages FPU to continue to utilize such tools as they engage in the continuous work on updating departmental data and various assessment reports. [CFRs 1.2, 2.3, 2.4, 2.10, 3.5, 3.7, 4.1, 4.2]

The team saw evidence of the effectiveness of a well developed program review process which the institution is able to use to develop areas of academic focus. An early alert system enabled FPUÕs faculty to see immediately the significance of evidence collected on the effectiveness of the first year experience and from an evaluation of student writing. Faculty used the data to make adjustments to the first year experience course and to revise elements of various writing courses to positively impact student success. Data was clear and transparent. The creation of templates helped bring clarity to the process and was generally seen as a positive experience across different departments. Faculty and staff were pleased to see that consistent of the these tools in both the academic and co-curricular programs and the incorporation of data from sources such as NSSE allowed the institution to create a cohesive assessment narrative in forums such as program reviews.

Evidence of student success was clearly demonstrated as a result of the linkage among FPUÕs ten USLOs, the FPU Idea, academic PSLOs and curricular Area Student Learning Outcomes (ASLOs) and Group Student Learning Outcomes (GSLOs). The ten year assessment plan evaluates USLOs and the five WASC Core Competencies twice during the cycle. This plan has good potential to create a meaningful, manageable, and sustainable process of assessing university learning outcomes. This demonstrated sequence of assessment combined with intentional conversations in venues such as Data Dialogues showed the instituÕs ability to use the evidence in program decision-making. Training sessions for faculty who then examined

direct and indirect evidence, the assessment plan, curriculum maps, alignment of PSLOs, and any other data that would be included in the Annual Assessment Report further supports the sustainability and continuity of these efforts [CFR 2.3, 2.4, 2.6, 2.7, 2.9, 2.10, 3.5, 3.7, 3.10, 4.1, 4.2, 4.3, 4.4, 4.6]

Graduation and retention rates were of primary focus during the CPR visit with noted concern regarding declining graduation rates and the need to stabilize retention rates. Of particular concern in the season of transition that marked the departure of the previous president, was the impact on minority students; however, the team was told that overall graduation rates between 48 and 60% were higher than comparator schools, who averaged 45% as Latino students graduated at a rate of 63%. FPU concluded in the Stem (Retention Success)-2014 document that the fall-to-fall retention rates were highest for STEM students. Retention rates for white males appear to be lower. Overall the team had some difficulty corroborating this data and would encourage FPU to carefully monitor and report this data so that it can be used to create a sustainable retention plan.

The team also noted that FPU has responded proactively to current conversations about the need for transparency in making retention and success data readily available to a broad cross-section of internal and external stakeholders. Annual USLO and PSLO data and biennial data such as the Noel Levitz/HERI survey data is available for entire FPU campus community including students on the Intranet. A number of programs are using the TaskStream exhibit room function for their current program review process. FPUÕs career services office is exploring ways to better enable the institution to follow up with alumni to gather assessment data and to gain better longitudinal data on the success of graduates as they transition to the workplace.

Although not as developed or consistent as in the academic programs, FPU conducts co-curricular assessment in three areas: Student life (Residence Life, First Year Programs, Student Activities, International Programs and Service, New Student Orientation, Health Services, Career Services Center, Commuter Services), Athletics, and Office of Spiritual Formation (College Hour, Multicultural Scholars, Student Ministries, Missions Awareness, Diversity Education). For this seven-year co-curricular assessment cycle, each of the three areas has developed Area Student learning Outcomes (ASLOs), and departments within each area have developed Group

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Student Learning Outcomes (GSLOs). Each area/group aims to align its SLOs with USLOs. These three areas have either written or are currently drafting student development outcomes, which, when aligned with USLOs, are intended to address the whole student experience and embed the assessment process into the co-curricular. The Dean for Spiritual Formation (also the University Pastor) is a member of the Academic Cabinet, attesting to the institutionÕs increased understanding of the important role outcomes in the area of student life play in shaping the FPU experience. [CFR 2.7, 2.10, 2.13, 2.14]

The Team observed and affirms the new level of discourse, excitement, and understanding of assessment among the co-curricular team who sees this process as a way to determine Òhowwell we are doing with a given outcome instead of always doing it the same way.Ó Evidence of FPU as a learning institution was seen in this statement that is reflective of many of the interviews conducted during the visit: ÒWe learned that if we come together we can accomplished more; we discovered silos and began to collaborate. It is now more clear why we are doing what we are doing and how.Ó The team was also encouraged to hear that those most involved with the work of assessment as a Òcontinuous process where we never ÔarriveÕ [but] as we are constantly examining and refining what we do and the system we use.Ó This realistic view of assessment bodes well for the sustainability of the FPU model as they continue to evaluate the efficacy and usability of TaskStream and the intranet against the increasing number of data warehouse

The CPR Report previewed this set of strategic priorities (p. 17):

Recommendations Related To Diversity:

1) The university should appoint a Diversity Officer to champion issues of diversity across the institution and clarify the role of the Diversity Advisory Committee.

2) The university community should develop a shared definition of diversity, consistent with The FPU Idea and informed by the universityÕs Christian commitments.

3) The university should develop, adopt, and implement a comprehensive diversity plan. The OIE should assist in the development of a means to assess the diversity plan.

4) There should be a dedicated line item affirming the work of diversity as a budgetary priority within the university.

5) The university should develop consistent recruitment and retention practices, undergirded by necessary budgetary resources, to strengthen and stabilize the diversity of faculty, staff, and administration.

6) The Undergraduate Academic Committee (UAC), the Degree Completion Academic Committee (DCAC), and the Graduate Academic Committee (GAC) should ensure greater integration of diversity related content across the universityÕs curricula.

7) The university should commit to increased resourcing of the universityÕs disability services.

8) HR guidelines related to diversity should be formalized and operationalized.

The institution has made some progress toward the achievement of these recommendations since the CPR visit. Conducting a campus-wide diversity survey; convening Òdiversity dialoguesÓ; sharing information about student support programs at national conferences; establishing funding for training, webinars, and global education initiatives; and integrating student life and spiritual formation events are among the actions summarized in the EER Report (pp. 44-45). The EER Report addressed three institutional questions as guides for understanding their progress.

encompass local and regional diversity within the current, globally focused definition of intercultural competence. [CFR 2.3, 2.4, 2.7, 2.9, 2.11]

The institution is to be congratulated for the development of Degree Completion programs at

The institution must continue to work to develop a master plan that will address staffing issues (recruitment and retention), curricular and cocurricular development of diversity and intercultural competence, and climate concerns expressed in the diversity survey and in various discussions during the team visit. The team further encourages the institution to revisit its CPR recommendations and to consider which of these steps would be most important to prioritize as it moves forward.

1. Empower diversity leadership (UDC) to work with faculty, students, staff, and

university will finish the year with a healthy surplus. The decisive action was implemented with the support of the University Board, faculty, staff, and administration. [CFR 3.4, 4.1, 4.2]

A major contributor to the deficit was the drop in enrollment in the degree completion program from a high of 1393 in 2011 to a low of 1136 in Fall 2013. By Fall 2014 the enrollment rose to 1313, an overall drop of 9.4% that decreased net contribution by 20%. Analysis of enrollment revealed that longer time to degree completion and increases contact hours were significant factors in the enrollment decline. Even after the traditional und

Theme #4 - Writing

At the time of the 2013 CPR visit, FPU had made significant strides in identifying writing as one of the campus core essentials for which data would be collected and analyzed. The rationale for selecting writing as one of the core competencies upon which to focus was rooted in the institutionÕs recognition of the large number of Spanish-first speaking and international FPU students who face challenges in this area. The work of the CPR Writing Inquiry Circle had established the English Placement Testing and tracking systems for undergraduate students on both the main campus and regional centers. An effective placement system was in place that afforded students the opportunity to receive writing instruction better tailored to the needs of their cohort. Additional attention was being given to students at the regional centers. Signature assignments were being developed to ensure uniform assessment and consistent experiences across all populations, and there was a plan to incorporate TaskStream for assessment and data analysis. [CFR 1.4, 2.3, 2.4, 2.8, 2.10, 2.13]

The CPR team encouraged the institution to continue work in the following five areas:

1. assistance to faculty and tutorial support on the assessment process
2. development of observation-based evaluation methods for teaching strategies
3. expansion and integration of Òwriting across the curriculumÓ as well as development of discipline-specific strategies for writing,
4. assessment of proficiency levels and needs of transfer TUGs and DC students and the development of support strategies to meet their needs, and
5. ongoing evaluation of the sufficiency and effectiveness of curriculum support resources (e.g., tutorial staff, workshops for faculty, staff, and students, etc.) for students in writing-intensive courses, particularly at upper division and graduate levels and for those students who score very low on the English Placement Test (CPR Report p. 3-22).

modified in a number of areas to require writing that demands critical thinking, synthesis, submission to a tutor or writing mentor, editing, and resubmission. As a result, faculty are seeing improved writing fluency.Further study may be necessary to determine if these measures have had or

Although critical thinking (CT) does not have an academic home as the writing USLO does in English, it is still very much owned by faculty. The visiting team noted what was described as cohesion among the faculty and a "pulling together in gathering data." FPU has been intentional about faculty training and development, particularly on critical thinking and writing assessment, and 20% of full time faculty have scored student responses, normed grading, and been involved in crossdepartmental CT discussions, half of those from undergraduate and regional center programs. [CPR 4.1, 4.2, 4.3, 4.4]

Following the CPR visit, the Critical Thinking Inquiry Circle completed a tracking sheet that ranked recommendations using criteria established, along with TaskStream, annual data dialogues, and Annual Assessment plans to help the institution demonstrate the results of the piloted projects with multiple measures, including those with benchmarking capabilities such as CAT. The EER Team was able to observe evidence of implementing critical thinking learning, establishing a cycle of data collection and analysis, and closing the loop/corrective measures all to attain continuous improvement and to document-inter institutional benchmarks for critical thinking in general education and major programs. Achievement of USLOs in this area are shared in the CT section of The University Student Learning Outcomes Achievement Report, which shows 93% of students to have met or exceeded institutional expectations.

programs between White and Hispanic/Latino students. This data combined with the noted improvement in curricular data from DC and TUG scores parallel in the CAT results. The team congratulates FPU on closing the CT attainment gaps both in the area of gender and in ethnicity. The institution may wish to consider a plan to provide additional support for TUG male and Hispanic/Latino students, to calibrate TaskStream scoring across all academic levels, to provide directors with access to disaggregated TaskStream results, and to remain watchful for potential areas of deviation between campuses and programs. Thinking intentionally about the implications of CT assessment for the curricular PSLOs would provide the institution with concrete assessment results rather than aspirational goals. [CFR 3.5, 4.1, 4.2, 4.3, 4.4, 4.5]

The team affirms FPU on the progress of the CT assessment cycle and process. FPU has embraced CT as intentionally implemented and effectively assesses student learning in this core competency.

Integrity addresses what we appreciate seeing as a result of our service and how we know if student learning outcomes meet the needs of a diverse community and university. (p.41,

learning environment, 45 faculty, staff, and students from many areas across campus met as a focus group to discuss the IdeaÕs Òimpact, relevance, and existenceÓ (p. 43). The outcome was very positive, generally confirming that the Idea at its core has remained the same though various modalities and technologies have changed. The focus group also examined the relationship between the FPU Idea and the USLOs, concluding that there was broad overlap between the two with a special emphasis on critical thinking and comication. This relationship had not been examined publicly before, and there was general agreement that such a discussion helped to develop communal understanding of how the Idea functions in the life of the university community.

preparation for the EER visit. The meaning of the degrees are manifest in their outcomes, but quality and integrity should remain focuses of inquiry. The IC members were encouraged to think about intentional ways the institution could persist in its efforts to expand and assess not just the meaning through outcome achievement, but to critically evaluate benchmarked achievement levels at greater and greater degrees of integration.

Program Review

FPU has a well-developed system of program review that has led to the institution's ability to establish a culture of assessment and inquiry about teaching, learning and student achievement that is the cornerstone of their EER report. The process meets the expectations in the WSCUC Rubric for Assessing the Integration of Student Learning Assessment into Program Reviews. Review is stronger in academic areas than in the cocurricular programs, but good progress is being made there as well, and the team encourages FPU to continue with the next steps necessary to assure consistency across all programs, both academic and cocurricular. The team had some question about whether the institution might be better served to have a five year cycle in which all outcomes were evaluated once rather than a ten year cycle during which outcomes are evaluated twice. The institution must consider issues of workload, timeliness of data in making decisions, and the rapidly changing landscape of higher education, including changes in the needs and abilities of the student population, as it continues to evaluate the effectiveness of their processes.

The team was impressed at the degree to which the institution has been able to use the data collected in their program reviews and assessment processes to "close the loop." Evidence is included throughout this team report that supports the institution's ability to make significant , effective, and appropriate changes to the curriculum and the student experience as a whole as a result of data-driven inquiries and discussions.

SECTION III – FINDINGS AND RECOMMENDATIONS FROM THE CAPACITY AND PREPARATORY REVIEW AND THE EDUCATIONAL EFFECTIVENESS REVIEW

The quality and detail evident in the preparation FPU engaged in leading up to the EER was exemplary. The team appreciates the openness with which it was received and the invitation to review all aspects of the university. The team further appreciated the interaction with each of the groups who gave their time and energy to meet and discuss quite candidly issues of interest and concern. These forums were well attended and gave the team insights not readily available in, or appropriate to, the EER Report.

The team identified three significant themes that shaped the visit: Attention to academic processes, the culture of crisis stemming from leadership and financial challenges, and attention to issues of diversity. Two of these themes were appropriately addressed and outcomes support the teamÕs sense that the institution is capable of continuing progress in these areas. The third theme, transparency and communication, particularly as related to diversity, emerged with somewhat unexpected vigor and import.

The institution has taken seriously the recommendations, suggestions, and considerations stemming from the CPR report and has made significant strides forward in developing a culture of assessment and program review that supports an educationally effective learning environment. The institution is making good use of and contributing to best practices in this area. FPU has been proactive in looking ahead to changes in WSCUC accreditation and discussions in the broader context of high education and took the initiative to begin work on defining the meaning, quality and integrity of degrees and to assessment of WASC Core Competencies. The institution demonstrated numerous ways in which they are using the data collected to improve the student experience. These are all commendable activities that demonstrate the institutionÕs commitment to learn and continually seek quality improvement. Connecting these activities to strategic planning and budget is the next step in sustaining this culture.

The institution similarly identified leadership and financial management as priority concerns, and the institution demonstrated decisive and effective steps to deal with both. In the short time

between when the issues emerged and the EER visit. The EER report gave the team a good initial sense of how to address these issues during the visit, and the candor of FPU leadership in providing additional insight and information during the visit was not only helpful, but commendable. Leadership was exceptionally forthcoming in addressing the challenges and the action steps taken. They also exhibited a good level of self-awareness about the continued challenges moving forward. For the most part, these actions were commendable. The severity of the financial crisis and the inconclusive state of strategic planning and implementation remain cause for recommendations in this area.

The most serious gap the team identified was the degree to which the institution is aware of the gap between perceptions of some in leadership and some diverse constituencies of the climate of FPU relative to diversity and representation. It has appeared to the CPR team that appropriate steps were in place to address issues that arose during that visit, and the team left feeling that the institution was poised to make positive strides in this area. The resignation of the president and the ensuing questions and uncertainty about what that means for underrepresented groups is of particular concern given the institutionÕs status as Hispanic Serving. The team found ample evidence that underrepresented students from various demographic groups are considered in disaggregated data. The institution has supported programs and services to assure the success of students with a wide variety of needs. Evidence indicated that many of these initiatives have already had concrete, positive results in fostering student success.

Although it was clear that administration had made numerous good-faith efforts to be as open as possible about events as they unfolded, there was an unmistakable undercurrent of unease and concern that emerged from several corners and in several elements of the visit. The climate identified by the team seems to indicate that giving information is not the same as dialogue and that providing information is welcome but not as valuable as discussion. The unevenness the team saw from the community seemed to fall into a pattern: the closer the individual or group was to the decision-making processes that have driven the institution in recent months, the more confident they are in those decisions and the more comfortable they were about them. In probing outside the Òinner circleÓ the team uncovered discontent and a lack of confidence in the level of sensitivity FPU administration had for divergent opinions. There appeared to be a sense

include the progress in acquisitions of eResources in the library, the support for Moodle course design, and availability of technology support all sites.

5. The Team commends the candor and self-awareness with which FPU identified and articulated institutional recommendations made in their Educational Effectiveness Report.

Recommendations

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7283:>93762!C5795!548!351!1AA193!6A!. 4 72?!400!^E!/:6?:4. 8!
SN121:40!V; >943762¢101937<1¢42; !9656:3X!5=B:7; bB012:1; !
/:6?:4. 8,!d6. 1C6:1 !56>:8!C700!962372>1!36!B1!$+!56>:8!/1:!>273!
6A!9:1; 73!48!548!B112!351!/6079=!42; !/:493791,!U6340!7283:>9376240!42; !
56. 1C6:1 !37. 1!C700!1g>40!%&!56>:8!/1:!>273,!!

!!!/8./1#$+(7)1)J# 0143J37. 1!42; !56. 1C6:1 !37. 1!72!620721!96>:818!
4:1!; 7AA79>03¢7A!263!7. /6887B01!36!7860431,!U6340!7283:>9376240!42; !
72; 1/12; 123!C6:1 !C700!1g>40!6:!1a911; !351!36340!:1g>7:1; !37. 1!6A!
3:4; 7376240!>2; 1:?:4; >431!42; !!?:4; >431!96>:818!:18/1937<10=!
4996:; 72?!36!E4:21?71!8342; 4:; 8,!E6>:81!; 187?2!C700!B404291!
7283:>9376240!4937<73718!42; !C700!B1!?>7; 1; !B=!B183!/:4937918!48!
; 1<106/1; !72!#+""J"#!72!351!kK20721bM012:1; !E6>:81!j >4073=!
-2737437<1!B=!351!K20721!-283:>93762!E6. . 73311!42; !351!E1231:!A6:!
K20721! [14:272?¢42; !4//:6<1; !72!Y4=!#+"#,!!

! **Internships, practica, studio and lab work, independent
programs** (e.g. IMAP) will include "at least an equivalent amount
of work" (see WASC Credit Hour Policy) as required in
classrooms, guided by standard higher education conventions.

>-#-*#")*$2*:$C72:02#")*+$
W543!; 434!62!:13123762!42; !

| 1023"#4$D((072*.-$=7).-((-(? ,=>?!!d6C!4: 1!351! 728373>3762i8!g>4073=! 488>:4291!/:6918818! ; 187?21;!6:!. 6; 7A71; !36! 96<1:!6AAJ94. />8!87318e!@ @> W543!1<7; 1291!78!/:6<7; 1; ! 3543!6AAJ94. />8!/:6?:4. 8! 42; !96>:818!4:1! 1; >943762400=!1AA1937<1e! SEFG8!%,"J%,(X! | U51!314. !A6>2; !351!84. 1!4//:6495!36!g>4073=!488>:4291!!72! M4I1:8A710; !48!C48!1<7; 123!72!c784074,!!U51!; 134708!42; !/:6918818!A6:! 620721bB012; 1; !42; !?16/5=87940!96>:818!4:1!2631; !72!351!1<7; 1291! 42; !96. /0=!C735!0342; 4:; 8!%,!!!

 Q88188. 123!42; !:1<71C!/:6918818!6A!-2g>7:=!E7:9018@[>. 724!^j L@ 42; !; 789>887628!4B6>3!494; 1. 79!:7?6:!42; !351!. 14272?!6A!351! ; 1?:11!962372>1; !36!856C!83>; 123!8>99188!72!49571<72?!0[Ki8!36!B1! 87. 704:!B635!62!94. />8!42; !43!:1?76240!91231:8,!

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O(1)9%@P#;1A7(%7@#QRF##QSTU

OBVM#	<$OBNBO#W	?<0OB$B?<XO#	*!$<OB!X #
"#f++!J""#f$+!LY!	Y113!G1?76240! E1231:!W1096. 1! N:6>/!\!U6>:! F497073=!	031/512!c4:<78@L:6<683b01276:!cL! E72; =!E4:31:@Q8869,!L:6<683!A6:!-28373>376240!VAA1937<12188!42; !^1?:11! E6. /013762!]62!V2; 79633@cL!A6:!V2:600. 123!42; !03>; 123!01:<7918! M:791!n69>. @Va19>37<1!^7:1936:@G1?76240!E1231:8! !	!
"#f$+J"f"&!LY!	[>295!C735!03>; 123! G1/:18123437<18!! !	V2; 11!N:7_40<4f![7B1:40!Q:38!! E=2; 71!P4<4::6f!MR0!YNU!! Y4=:4!U:1<726f!MR0!YNU!! V0. 4!M4::4Z4f![7B1:40!Q:38!! !	G66. !#+"!
"f"&J#f++!LY!	Q94; 1. 79!L:6?:4. 8f! Y113!L:6?:4. ! ^7:1936:8!\!!F49>03=! ! !	G42; =!W400491@^7:1936:!6A!M>872188!L:6?:4. 8@M4I1:8A710; ! Q22!L4804=@0731!^7:1936:!A6:!U14951:!V; >943762!]652!Y12; 7B>:>@L:6?:4. !^7:1936:@Q; . 72,!01:<7918!! ^74221!n6>2?@Q88783423!L:6A1886:@V4:0=!E570; 566; !^1<106/. 123! ^12278!]6528362@^E![7B1:40!Q:38!G1?76240!E66:; 72436:! 0>842!E6a@L:6?:4. !^7:1936:@YQ!72![14; 1:857/!03>; 718! E5:783721!N61; 54:3J!d>. /5:1=@M>872188!Q; _293!F49>03=! G6B1:3!026; ; =@M>872188!Q; _293!F49>03=! ! M=!<J962!A:6. !YE^!#' "f!	G66. !#+"!

!

		M:19I!d4::78¢L:6?:4. !^7:1936:¢K:?,![14; 1:857/!	
		E4:60!N688133¢L:6?:4. !^7:1936:¢V4:0=!E570; 566; !	
		L1??=!Q<4I742¢L:6?:4. !^7:1936:¢[7B1:40!Q:38!	
		!	
#f++J#f%&!LY!	Y113!03>; 123!01:<791!N:6>/!!	M:791!n69>. ¢Va19>37<1!^7:1936:¢G1?76240!E1231:8!	

M:791!n69>. ¢Va19>37<1!^7:1936:¢G1?76240!E1231:8!
]62!V2; 79633¢cL!A6:!V2:600. 123!42; !03>; 123!01:<7918!
V2; 11!N:7_40<4¢Q883,!^7:1936:!E6. . >273=!^1<106/. 123!
^427!F6aJ[6/1Z¢Q883,!^7:1936:!Q; <7872?!
V0. 4!M4::4Z4¢Q883,!^7:1936:!K/1:437628!
d14351:!0/4>0; 72?¢06>35!c4001=!03>; 123!F72429740!01:<7918!
!
M=!<J962!A:6. !YE^!#' "f!
N4:=!P7956018¢F72429740!Q7; !^7:1936:¢03>; 123!F72429740!01:<7918!
034971!M121; 793¢^7:1936:!6A!03>; 123!Q996>238!
M13542=!G4; 1:¢03>; 123!Q996>23!Y424?1:!
^12781!M4:62742¢Q8869,!^7:1936:!6A!G1?76240!V2:600. 123!
]64271!]6=¢Q8869,!^7:1936:!6A!G1?76240!V2:600. 123!
Q2?>0>8!W70862¢R27<1:873=!L4836:!
Y7I 1!Q0012¢G1?783:4:!
`1<72!V228JG1. /10¢^7:1936:¢d71B1:3![7B:4:=!
057:01=!W4:I 12372¢^E!K/1:437628!Y424?1:!
^4521!W43862¢Q:379>043762bU:428A1:!KA06:

	authority of a controlling or sponsoring entity that is affiliated with the institution, if any		! YY#
1.6a	Catalog (online with degree program descriptions, graduation requirements, grading policies (including grade appeals and changes policies and procedures to protect the integrity of grade	533/fbb:1?783:4:,A/>,1;>b943406?! R2;1:?:4;>431!Q94;1. 79!E43406?! N:4;>431!Q94;1. 79!E43406?!	**XX**
1.6b	Human subjects in research policies (f applicable)	N>7; 107218!A6:!d>. 42!0>B_1938!G1814:95! E-U-!U:47272?! CCC,A:1826,1;>b7:B! !	# # YY#
1.6c	Tuition refund policy	U>73762!:1A>2; !/6079=f!>2; 1:?:4;>431! U>73762!:1A>2; !/6079=f!?:4;>431! !	# YY#

		F49>03=!095604:857/f!01. 724:=! F49>03=!095604:857/f!F49>03=!d42; B66I!/&&! F49>03=!L:6A18876240!^1<106/. 123!F>2;72?! F49>03=!G1814:95!N:4238! !	
2.14a	Posted policies on receiving transfer credit and criteria for determining acceptance	U:428A1:!9:1;73f!>2;1:?:4;>431! U:428A1:!9:1;73f!?:4;>431! 533/fbb:1?783:4:,A/>,1;>b3:428A1::72?J96>:818! !	! ! YY#
2.14b	List of institutions with articulation agreements	Q:379>043762!42;!3:428A1:!4?:11. 123!0783!	YY#
3.2a	Faculty hiring and evaluation policies and procedures	F49>03=!57:72?f!F49>03=!d42; B66I!//$#J%' ! F49>03=!1<40>43762f!F49>03=!d42; B66I!//&%J(&! !	! YY#

3.2b	Staff hiring and evaluation policies and procedures	034AA!57:72?!\!1<40>43762f!034AA!d42; B66I!//#$J#%!	YY#
3.2c	Faculty orientation policies and procedures	P1C!F49>03=!K:712343762!4?12;48!#+"+J#+"%! K20721!3:47272?!A6:!834AA!42;!A49>03=! F49>03=!/:6A18876240!;4=!4?12;48f!#+"+J#+"%! F49>03=!/:6A18876240!;4=!#+"%!/:1812343762! Q;_>293!d7:72?!42;K:712343762!L:69188! G18/6287B7073718!A6:!L:6?:4. !^7:1936:8!\![14;! -283:>936:8! P>:872?!4;_>2938!6:712343762! d14035!94:1!4;_>2938!6:712343762! !	! ! ! YY#

3.9b	List of governing board committees with members	M64:; !6A!U:>83118!96. . 733118!	YY#
3.9c	Location of minutes of board meetings for last two years	R27<1:873=!Va19>37<1!0>731!	YY#
3.9d	Governing board bylaws and operations manual		