

## Review under WSCUC Standards

### ***Purpose of the Worksheet***

This worksheet is designed to assist planning groups preparing for a WASC Senior College and University Commission (WSCUC) review to undertake a preliminary, systematic institutional self-analysis under the WSCUC Standards by identifying strengths and areas of good practice as well as areas that may need attention. Institutions will also use this worksheet to identify, and insert references to, key supporting documentation to support its judgments. Teams will follow these references to verify the completeness of the information. After being used to stimulate discussion and to help focus the review, the completed worksheet will then be submitted with the self-study for evaluation as evidence for Component 2 of the Institutional Report at the time of the Offsite Review, with follow up as needed at the time of the Accreditation Visit. The submission of this worksheet with the institution's self study helps to validate that the institution has been reviewed under all Standards and relevant Criteria for Review.

### **The WSCUC Standards, CFRs, and Guidelines**

The WSCUC Standards guide institutions in self-review, provide a framework for institutional submissions, and serve as the basis for judgments by evaluation teams and the Commission. Each Standard is set forth in broad holistic terms that are applicable to all institutions. Under each of the four Standards are two or more major categories that make the application of the Standard more specific. Under each of these categories are Criteria for Review (CFRs), which identify and define specific applications of the Standard. Guidelines, provided for some but not all CFRs, identify typical or common forms or methods for demonstrating performance related to the CFR; institutions, however, may provide alternative demonstrations of compliance. This worksheet contains all the CFRs and Guidelines from the 2013 *Handbook of Accreditation*. An "X" in the cell indicates a cross-reference to other CFRs that touch on related issues.

### **Using this Worksheet**

The worksheet is used during the early stages of planning for the Institutional Report and may be revisited later when preparing for further reviews. For each CFR, institutions are asked to give themselves a rating indicating how well they are doing, to identify the importance of addressing the CFR as an aspect of the review, and to provide comments as appropriate, about their self-assessment. Key areas may thereby be identified where more evidence is needed or more development required. Institutions may have members of the planning group complete the worksheet individually with responses reviewed by the group as a whole. Or an institution may divide the worksheet by Standards with different groups completing each standard. Use these or other approaches to complete the worksheet.

Once the institution has completed this self-review process, priorities that are identified using this form should be integrated with the institution's context, goals, and planning in the development of its report. Summary questions are provided in the worksheet as a means of assisting institutions in determining areas of greatest concern or areas of good practice to be addressed or highlighted in institutional reports. Please include the summary sheets with the submission of this worksheet.

### **Compliance with Federal Requirements**

In addition to the Review, there are four checklists that team members will complete during the Accreditation Visit and attach to their team report in order to ensure that the institution is in compliance with the federal requirements cited in the checklists. The institution is expected to provide the links to the needed information in anticipation of the team's review at the time of the visit.

**PLNU Review under WSCUC Standards**

<p>Provide the institution’s consensus rating for columns 3 and 4; add comments as appropriate in column 5.                  For un-shaded cells in Column 6, delete text and provide links or references to evidence in support of findings. Column 7 is for staff and teams to verify documentation and for teams to comments on evidence.</p> <table style="width:100%; border: none;"> <tr> <td style="width:50%; border: none;"><b><u>Self-Review Rating</u></b></td> <td style="width:50%; border: none;"><b><u>Importance to address at this time</u></b></td> </tr> <tr> <td style="border: none;">1= We do this well; area of strength for us</td> <td style="border: none;">A= High priority</td> </tr> <tr> <td style="border: none;">2= Aspects of this need our attention</td> <td style="border: none;">B= Medium priority</td> </tr> <tr> <td style="border: none;">3= This item needs significant development</td> <td style="border: none;">C= Lower priority</td> </tr> <tr> <td style="border: none;">0= Does not apply</td> <td style="border: none;">0= Does not apply</td> </tr> </table>	<b><u>Self-Review Rating</u></b>	<b><u>Importance to address at this time</u></b>	1= We do this well; area of strength for us	A= High priority	2= Aspects of this need our attention	B= Medium priority	3= This item needs significant development	C= Lower priority	0= Does not apply	0= Does not apply	<p align="center"><b>Institutional Information</b></p> <p>Institution <u>Point Loma Nazarene University</u></p> <p>Type of Review:</p> <p style="margin-left: 20px;"><input checked="" type="checkbox"/> Comprehensive for Reaffirmation</p> <p style="margin-left: 20px;"><input type="checkbox"/> Initial Accreditation</p> <p style="margin-left: 20px;"><input type="checkbox"/> Other _____</p> <p>Date of Submission: <u>  1  </u>/<u> 24 </u>/<u> 17 </u></p> <p style="margin-left: 100px;">Mo      Day      Year</p> <p>Institutional Contact Maria Zack <a href="mailto:mzack@pointloma.edu">mzack@pointloma.edu</a> or <a href="mailto:Klee3@pointloma.edu">Klee3@pointloma.edu</a></p>
<b><u>Self-Review Rating</u></b>	<b><u>Importance to address at this time</u></b>										
1= We do this well; area of strength for us	A= High priority										
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**Standard 1. Defining Institutional Purposes and Ensuring Educational Objectives**  
*The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.*

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<b>Institutional Purposes</b>						
1.1 The institution’s formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.	The institution has a published mission statement that clearly describes its purposes. The institution’s purposes fall within recognized academic areas and/or disciplines.	1	C		Discussed in Section 1 and in Section 3. <ul style="list-style-type: none"> <li>• <a href="#">Mission, Vision and Core Values</a></li> </ul>	
1.2 Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student		1	C		Discussed in Sections 4, 5 and 6. <ul style="list-style-type: none"> <li>• <a href="#">Inventory of Educational Effectiveness Indicators</a> (IEEI)</li> <li>• <a href="#">Assessment wheels</a> for undergraduate, graduate and adult degree completion programs</li> <li>• <a href="#">PLNU retention data</a></li> <li>• <a href="#">PLNU graduation data</a></li> </ul>	

<p>achievement, including measures of retention and graduation, and evidence of student learning outcomes. X 2.4, 2.6, 2.10, 4.2</p>					<ul style="list-style-type: none"> <li>• <a href="#">Graduation Rates &amp; Academic Success Rate Report for Student Athletes, 2008-09</a></li> <li>• <a href="#">Graduation Rates &amp; Academic Success Rate Report for Student Athletes, 2009-10</a></li> <li>• <a href="#">PLNU Licensure Exam Pass Rates</a></li> </ul>	
<b>Integrity and Transparency</b>						
<p>1.3 The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing. X 3.2, 3.10</p>	<p>The institution has published or has readily available policies on academic freedom. For those institutions that strive to instill specific beliefs and world views, policies clearly state how these views are implemented and ensure that these conditions are consistent with generally recognized principles of academic freedom. Due-process procedures are disseminated, demonstrating that faculty and students are protected in their quest for truth.</p>	1	B		<ul style="list-style-type: none"> <li>• <a href="#">Faculty Handbook Academic Freedom Statement</a></li> <li>• <a href="#">Complaint/Grievance Procedure</a></li> <li>• <a href="#">UG and GPS Student Handbook Academic Freedom</a> (reference)</li> <li>• <a href="#">Complaint Verification Letter from Vice-Provost</a></li> <li>• Note that all faculty and staff read and affirm the Community Life Covenant before employment and renew that affirmation annually - <a href="#">Community Life Covenant on Web Site</a></li> </ul>	
<p>1.4 Consistent with its purposes and character, the institution</p>	<p>The institution has demonstrated institutional</p>	2	A	<p>Diversity policy in place in named areas but did not find evidence faculty</p>	<p>Evaluated during comprehensive review.</p>	

<p>demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices. X 2.2a, 3.1</p>	<p>commitment to the principles enunciated in the WSCUC Diversity Policy.</p>			<p>diversity has kept pace with student diversity. Limited activity in diversity council and in efforts to increase diversity among VP's and their direct reports.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Faculty Handbook</a> (EEO Language)</li> <li>• <a href="#">Blank Sample Faculty Application</a> (with diversity language on p. 5 and p. 9)</li> <li>• <a href="#">Staff Handbook</a> (EEO pages)</li> <li>• <a href="#">Trad. UG Diversity Data</a></li> <li>• <a href="#">Adult Degree Completion (ADC) Diversity Data</a></li> <li>• <a href="#">Graduate Diversity Data</a></li> <li>• <a href="#">Community Life Covenant</a> (p. 3 for <a href="#">diversity statements</a>)</li> <li>• <a href="#">Cultural Learning Taskforce Report</a></li> <li>• <a href="#">Faculty Posting on TTU Diversity Web Site</a></li> <li>• <a href="#">Diversity Initiatives Update</a></li> <li>• <a href="#">Faculty Diversity Committee Report</a></li> <li>• <a href="#">Diversity Training for Student Leaders</a></li> <li>• <a href="#">Campus Climate Survey 2012</a></li> <li>• <a href="#">Diverse Learning Environments (CIRP-DLE) Survey 2015</a> (PPT)</li> <li>• <a href="#">Diverse Learning Environments (CIRP-DLE) Survey 2015</a> (Factor Report)</li> </ul>	
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					<ul style="list-style-type: none"> <li>• <a href="#">Office of Multicultural and International Student Services</a></li> <li>• <a href="#">List of clubs, including diverse/multi-cultural</a></li> <li>• <a href="#">MOSAIC Clubs</a></li> <li>• <a href="#">Center for Justice and Reconciliation</a></li> <li>• <a href="#">Center for Women's Studies</a></li> </ul>	
<p>1.5 Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. X 3.6 – 3.10</p>	<p>The institution does not experience interference in substantive decisions or educational functions by governmental, religious, corporate, or other external bodies that have a relationship to the institution.</p>	1	C		<p>Evaluated during comprehensive review.</p> <ul style="list-style-type: none"> <li>• <a href="#">PLNU Articles of Incorporation</a></li> <li>• <a href="#">PLNU Bylaws</a> (and separate <a href="#">Table of Contents</a>)</li> <li>• <a href="#">PLNU Board Policies Manual</a></li> </ul>	

<p>1.6 The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution demonstrates that its academic programs can be completed in a timely fashion. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid. X 2.12</p>	<p>The institution has published or has readily available policies on student grievances and complaints, refunds, etc. The institution does not have a history of adverse findings against it with respect to violation of these policies. Records of student complaints are maintained for a six-year period. The institution clearly defines and distinguishes between the different types of credits it offers and between degree and non-degree credit, and accurately identifies the type and meaning of the credit awarded in its transcripts. The institution's policy on grading and student evaluation is clearly stated and provides opportunity for appeal as needed.</p>	<p>1</p>	<p>C</p>		<p>Evaluated during comprehensive review.</p> <ul style="list-style-type: none"> <li>• <a href="#">Bureau for Private Postsecondary Education (BPPE) Portal Agreement (PLNU State Authorization Contract Agreement)</a></li> </ul> <p>Truthful representation and complaint policies evaluated during comprehensive review:</p> <ul style="list-style-type: none"> <li>• <a href="#">UG Catalog Course Grade Appeal Policy</a></li> <li>• <a href="#">GPS Catalog Course Grade Appeal Policy</a></li> <li>• <a href="#">Disabilities Resource Center</a></li> <li>• <a href="#">Student Complaint/Grievance Procedure</a></li> <li>• <a href="#">UG Catalog Student Costs Information</a></li> <li>• <a href="#">GPS Catalog Student Costs Information</a></li> <li>• <a href="#">UG Catalog Grading Procedures</a></li> <li>• <a href="#">GPS Catalog Grading Procedures</a></li> <li>• <a href="#">UG Student Handbook Conduct Information</a></li> </ul>	
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					<ul style="list-style-type: none"> <li>• <a href="#">GPS Student Handbook</a> <a href="#">Community Life Information</a></li> <li>• <a href="#">Internal Complaints</a> <a href="#">Verification Letter</a></li> <li>• <a href="#">PLNU DOE Complaint</a> <a href="#">Response</a></li> <li>• USDE Student Refund Policy for <a href="#">Undergraduates</a> and <a href="#">Graduates</a></li> <li>• WASC Correspondence with PLNU (WASC Sub-folder) <a href="#">WSCUC Commission 2007</a> <a href="#">WSCUC Commission 2008</a> <a href="#">WSCUC IRC Action 2013</a> <a href="#">WSCUC Core Competencies</a> <a href="#">BAOM Final Approval</a></li> <li>• WASC Sample Sub-change Action Reports <ul style="list-style-type: none"> <li>○ <a href="#">MA SPED</a></li> <li>○ <a href="#">MA Org. Leadership</a></li> <li>○ <a href="#">Kinesiology</a></li> <li>○ <a href="#">MA Teaching</a></li> </ul> </li> <li>• IRB Information <a href="#">IRB Guidelines for Debriefing</a> <a href="#">IRB Helpful Hints</a> <a href="#">IRB Sample Informed Consent</a> <a href="#">IRB Sample Consent Form</a></li> </ul>	
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					<ul style="list-style-type: none"> <li>• <a href="#">Catalog Evidence of Distinction Between Degree and Non-degree Credit</a></li> <li>• <a href="#">Catalog Evidence of Certificate Requirements</a></li> </ul>	
1.7 The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly		1-2	B	Most elements of 1.7 are in place. Need to implement regular reviews of non-academic services.	<p>Audits submitted with Annual WASC Report. Samples given below. Business process/review discussed in Section 7.</p> <ul style="list-style-type: none"> <li>• <a href="#">Complaints Verification Letter</a></li> <li>• <a href="#">Staff Handbook</a></li> <li>• <a href="#">Faculty Handbook</a></li> <li>• <a href="#">PLNU Board Policies Manual</a></li> <li>• <a href="#">Student Consumer Complaint Procedure</a></li> <li>• <a href="#">Student Conduct Grievance Procedure</a></li> <li>• <a href="#">Curricular</a> and <a href="#">Co-Curricular Assessment Wheels</a></li> <li>• <a href="#">Previous WASC Reaffirmation Report (2007)</a></li> <li>• <a href="#">Previous WASC Reaffirmation and Interim Reports</a></li> </ul>	

<p>audited by qualified independent auditors. X 3.4, 3.6. 3.7</p>					<ul style="list-style-type: none"> <li>• <a href="#">WASC Interim Report (2012)</a></li> <li>• <a href="#">2014-15 Financial Audit</a></li> <li>• <a href="#">2015-16 Financial Audit</a></li> <li>• <a href="#">Student Satisfaction Inventory (SSI) Instrument</a></li> <li>• <a href="#">Student Satisfaction Inventory (SSI) Analysis on Representativeness</a></li> <li>• <a href="#">SSI 2016 Analysis (IR Chart)</a></li> <li>• <a href="#">SSI 2016 Demographics &amp; Institutional Summary</a></li> <li>• <a href="#">SSI University vs. Reg. Group</a></li> <li>• <a href="#">Prioritization Process Description</a></li> <li>• <a href="#">Moody's Report on PLNU</a></li> </ul>	
<p>1.8 The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially</p>		<p>1</p>	<p>C</p>		<p>Commitments to integrity with respect to WSCUC policies are demonstrated in prior interactions with WSCUC.</p> <ul style="list-style-type: none"> <li>• <a href="#">WASC Dr. Wolf Reaffirmation Letter 2008</a></li> <li>• <a href="#">WASC Interim Report Commission Letter 2013</a></li> <li>• <a href="#">Sample Teach-Out Letter (Arcadia)</a></li> <li>• WASC Sample Sub-change Action Reports <ul style="list-style-type: none"> <li>○ <a href="#">MA Special Education</a></li> </ul> </li> </ul>	

<p>affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.</p>					<ul style="list-style-type: none"> <li>○ <a href="#">MA in Strat. Org. Leadership</a></li> <li>○ <a href="#">MS in Kinesiology</a></li> <li>○ <a href="#">MA Teaching</a></li> </ul>	
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**Synthesis/Reflections on Standard One**

**1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?**

- PLNU demonstrates high levels of integrity and transparency in all aspects of operations and ensures education is central to its operations.
- PLNU is a learning institution and has continuously evolved to ensure its independent governance and relevancy while maintaining its essential mission and values to serve the public good.
- PLNU has developed clear, current and appropriate policies and information systems to inform and support its operations including student success and student grievance policies and procedures.

**2. Looking overall at the quality and effectiveness of the institution’s data gathering and systems to support the review process, what are institutional strengths under this Standard?**

- PLNU has been at the forefront in making key documents, assessment data, prioritization decisions, and strategic planning transparent and available to ensure the integrity of decisions-making and communication with stakeholders.
- The university has responded thoughtfully and proactively to changes in the higher education and regional landscape in an effort to maintain and increase its service to the community including making significant progress toward achieving diversity goals
- The PLNU Board of Trustees has completed a self-evaluation leading to significant restructuring and improvements in Board governance to better ensure the independence of the university in achieving its mission and core values.

**3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are areas to be addressed or improved under this Standard?**

- PLNU has strong leadership and well-defined diversity policies and a diverse student population. Organizational gaps are being addressed and continued attention given to diversity in hiring and admissions.
- While PLNU has strong evaluation processes for the curricular and co-curricular programs, the university needs to continue to strengthen its ability to aggregate data at the institutional level and disaggregate key financial indicators at the unit level.
- PLNU serves multiple constituencies including new student populations (e.g. adult degree completion and online). The university has put in place systems to monitor the services and educational quality provided in order to maintain the university's unique mission while growing its enrollment and commitment to serve these diverse student populations.

**Standard 2: Achieving Educational Objectives Through Core Functions**  
*The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.*

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<b>Teaching and Learning</b>						
2.1 The institution’s educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered. X 3.1	The content, length, and standards of the institution’s academic programs conform to recognized disciplinary or professional standards and are subject to peer review.	1	C		Evaluated during comprehensive review, documented in “Credit Hour and Program Length Checklist” <ul style="list-style-type: none"> <li>• <a href="#">Undergraduate Academic Catalog</a></li> <li>• <a href="#">Graduate &amp; PS Academic Catalog</a></li> <li>• <a href="#">UG Catalog Credit Hour Definition</a></li> <li>• <a href="#">GPS Catalog Credit Hour Definition</a></li> <li>• <a href="#">Catalog Faculty List</a></li> <li>• <a href="#">Academic Policies Committee Handbook</a></li> <li>• <a href="#">Graduate and Extended Studies Handbook</a></li> <li>• <a href="#">Distance Education Policy: Definitions and Practices</a></li> <li>• <a href="#">PLNU Program Review Information</a></li> <li>• <a href="#">PLNU Program Review History</a></li> <li>• <a href="#">University Program Review Master Schedule</a></li> <li>• <a href="#">Program Review Calendar</a></li> <li>• <a href="#">Adjunct Hiring Process</a></li> <li>• 2015-16 Adjuncts:</li> </ul>	

					<ul style="list-style-type: none"> <li>○ <a href="#">SNS</a></li> <li>○ <a href="#">FSB</a></li> <li>○ <a href="#">CAH</a></li> <li>○ <a href="#">SOE</a></li> </ul>	
<p>2.2 All degrees— undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees. X 3.1 – 3.3, 4.3, 4.4</p>		1	C		<p>Discussed further in Sections 3 &amp; 4.</p> <ul style="list-style-type: none"> <li>• University catalogs. Including: <ul style="list-style-type: none"> <li>○ <a href="#">Institutional Learning Outcomes</a></li> <li>○ <a href="#">UG Admission requirements</a></li> <li>○ <a href="#">UG Graduation requirements</a></li> <li>○ <a href="#">GE Requirements</a></li> <li>○ <a href="#">ADC Admission and Graduation Requirements</a></li> <li>○ <a href="#">Graduate Admission Requirements</a></li> </ul> </li> <li>• Graduate Graduation Requirements are listed by degree. Examples: <ul style="list-style-type: none"> <li>○ <a href="#">MBA</a></li> <li>○ <a href="#">MSN</a></li> </ul> </li> <li>• <a href="#">Adult Degree Completion Graduation Requirements</a></li> <li>• <a href="#">Assessment Wheels</a></li> <li>• <a href="#">Program Review Information</a></li> </ul>	
<p>2.2a Baccalaureate programs engage students in an integrated course of</p>	<p>The institution has a program of General Education that is integrated throughout the curriculum, including at the</p>	1	C		<p>Discussion of General Education, Core Competency and Program Learning data can be found in Section 4.</p>	

<p>study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, baccalaureate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of</p>	<p>upper division level, together with significant in-depth study in a given area of knowledge (typically described in terms of a program or major).</p>				<ul style="list-style-type: none"> <li>• <a href="#">Catalog General Education Information</a></li> <li>• <a href="#">UG Catalog Program Information</a></li> <li>• UG Catalog major requirements are listed by major. Examples: <ul style="list-style-type: none"> <li>• <a href="#">Biology, B.S.</a></li> <li>• <a href="#">Business Admin</a></li> <li>• <a href="#">History</a></li> <li>• <a href="#">Nursing</a></li> </ul> </li> <li>• UG Catalog Upper-Division GE 3 units in upper-division Christian Tradition required: <ul style="list-style-type: none"> <li>• CHU 395 - <a href="#">The Christian Tradition (GE) (3)</a> OR</li> <li>• <a href="#">THE 306 - The Life of Holiness (GE) (3)</a></li> </ul> </li> <li>• One upper-division Literature course required: <ul style="list-style-type: none"> <li>• <a href="#">LIT 350 - World Literature (GE) (3)</a></li> <li>• <a href="#">LIT 351 - World Cinema (GE) (3)</a></li> <li>• <a href="#">LIT 352 - Diverse Voices in American Literature (GE) (3)</a></li> <li>• <a href="#">LIT 353 - Women Writers (GE) (3)</a></li> </ul> </li> <li>• <a href="#">ADC Admission and Graduation Requirements</a></li> <li>• <a href="#">Assessment Wheel Site</a> contains program learning outcomes, GE outcomes and Core Competency data.</li> </ul>	
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<p>educated persons. Undergraduate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major). X 3.1 – 3.3</p>						
<p>2.2b The institution's graduate programs establish clearly stated objectives differentiated from and more advanced than undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the field and create a culture that promotes the importance of scholarship and/or professional practice.</p>	<p>Institutions offering graduate-level programs employ, at least, one full-time faculty member for each graduate degree program offered and have a preponderance of the faculty holding the relevant terminal degree in the discipline. Institutions demonstrate that there is a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.</p>	<p>1</p>	<p>C</p>	<p>Address RN to MA as exception to baccalaureate degree requirement for grad admission.</p>	<p>Further information can be seen in Section 4.</p> <ul style="list-style-type: none"> <li>• <a href="#">GPS Catalog graduate program information</a></li> <li>• <a href="#">GPS Catalog course information</a></li> <li>• <a href="#">Graduate Admission Requirements</a></li> <li>• Graduate-Level Graduation Requirements are listed by degree. Examples: <ul style="list-style-type: none"> <li>• <a href="#">MBA</a></li> <li>• <a href="#">MSN</a></li> </ul> </li> <li>• <a href="#">Student Scholarly Work</a></li> <li>• <a href="#">Faculty Accomplishments</a></li> <li>• Graduate Culture documents <ul style="list-style-type: none"> <li>• <a href="#">Biology</a></li> <li>• <a href="#">College of Extended Learning</a></li> <li>• <a href="#">Kinesiology</a></li> <li>• <a href="#">School of Education</a></li> <li>• <a href="#">MMin</a></li> <li>• <a href="#">Nursing</a></li> </ul> </li> <li>• <a href="#">Catalog Faculty List</a></li> </ul>	



<p>Ordinarily, a baccalaureate degree is required for admission to a graduate program. X 3.1 – 3.3</p>						
<p>2.3 The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and Standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment. X 3.5</p>	<p>The institution is responsible for ensuring that out-of-class learning experiences, such as clinical work, service learning, and internships which receive credit, are adequately resourced, well developed, and subject to appropriate oversight.</p>	<p>1</p>	<p>C</p>		<p>Further information can be seen in Section 4.</p> <ul style="list-style-type: none"> <li>• Institutional Learning Outcomes <ul style="list-style-type: none"> <li>• <a href="#">UG Catalog</a></li> <li>• <a href="#">GPS Catalog</a></li> </ul> </li> <li>• Program Learning Outcome Examples: <ul style="list-style-type: none"> <li>• <a href="#">Biology, B.S.</a></li> <li>• <a href="#">History</a></li> <li>• <a href="#">ADC Child Development</a></li> <li>• <a href="#">ADC Organizational Management</a></li> <li>• <a href="#">GRAD MA Education</a></li> <li>• <a href="#">GRAD MS Nursing</a></li> </ul> </li> <li>• <a href="#">Assessment Wheels</a> containing learning outcomes and data.</li> <li>• Syllabi containing Course Learning Outcomes are part of assessment wheels for all departments Examples: <ul style="list-style-type: none"> <li>• <a href="#">Chemistry Syllabi</a></li> <li>• <a href="#">History Syllabi</a></li> <li>• <a href="#">MSN Nursing Syllabi</a></li> <li>• <a href="#">Biology Syllabi</a></li> <li>• <a href="#">Art &amp; Design Syllabi</a></li> </ul> </li> </ul>	

					<ul style="list-style-type: none"> <li>• <a href="#">Course Completeness and Review Schedule</a> (requiring alignment with SLOs)</li> <li>• <a href="#">Library (Ryan, Main Campus)</a></li> <li>• <a href="#">ITS with focus on labs</a></li> <li>• <a href="#">Office of Instructional Technology</a></li> </ul>	
2.4 The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards. X 4.3 – 4.4	Student learning outcomes are reflected in course syllabi.	1	C		<p>Further information can be found in Sections 4 and 6.</p> <ul style="list-style-type: none"> <li>• Program-level Assessment Wheel examples: <ul style="list-style-type: none"> <li>• <a href="#">Family &amp; Consumer Science</a></li> <li>• <a href="#">Fermanian School of Business (Graduate)</a> <ul style="list-style-type: none"> <li>• <a href="#">MICS</a></li> <li>• <a href="#">Nursing (Graduate)</a></li> <li>• <a href="#">Psychology</a></li> </ul> </li> </ul> </li> <li>• Syllabi Course Learning Outcome Examples: <ul style="list-style-type: none"> <li>• <a href="#">Chemistry 101</a></li> <li>• <a href="#">Writing 110</a></li> <li>• <a href="#">History 111</a></li> <li>• <a href="#">PS BAOM 300</a></li> <li>• <a href="#">PS Nursing SLC 302</a></li> <li>• <a href="#">Biology 633</a></li> <li>• <a href="#">Business 610</a></li> <li>• <a href="#">Education 600</a></li> </ul> </li> </ul>	
2.5 The institution's academic programs		1	C		Further details in Section 4.	

<p>actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved. X 4.4</p>					<ul style="list-style-type: none"> <li>• <a href="#">Assessment wheels</a> containing both Program Learning Outcomes and Assessment Plans.</li> <li>• <a href="#">Transfer credit policy</a></li> <li>• <a href="#">UG Catalog Internship Examples</a></li> <li>• <a href="#">UG Catalog Research Examples</a></li> <li>• <a href="#">UG Catalog Capstone Examples</a></li> <li>• <a href="#">UG Catalog Practicum Examples</a></li> <li>• <a href="#">GPS Catalog Internship Examples</a></li> <li>• <a href="#">GPS Catalog Research Examples</a></li> <li>• <a href="#">GPS Catalog Capstone Examples</a></li> <li>• <a href="#">GPS Catalog Practicum Examples</a></li> <li>• <a href="#">Student Scholarly Work</a></li> </ul>	
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<p>2.6 The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are</p>	<p>The institution has an assessment infrastructure adequate to assess student learning at program and institution levels.</p>	<p>1</p>	<p>C</p>		<p>For further information see Sections 4 and 6.</p> <ul style="list-style-type: none"> <li>• Program-level Assessment Wheel examples: <ul style="list-style-type: none"> <li>• <a href="#">Family and Consumer Science</a></li> <li>• <a href="#">Fermanian School of Business (Graduate)</a></li> <li>• <a href="#">MICS</a></li> <li>• <a href="#">Nursing (Graduate)</a></li> <li>• <a href="#">Psychology</a></li> </ul> </li> </ul>	
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<p>embedded in the standards that faculty use to evaluate student work. X 4.3 – 4.4</p>					<ul style="list-style-type: none"> <li>• Syllabi Course Learning Outcome Examples: <ul style="list-style-type: none"> <li>• <a href="#">Chemistry 101</a></li> <li>• <a href="#">Writing 110</a></li> <li>• <a href="#">History 111</a></li> <li>• <a href="#">PS BAOM300</a></li> <li>• <a href="#">PS Nursing SLC302</a></li> <li>• <a href="#">Biology 633</a></li> <li>• <a href="#">Business 610</a></li> <li>• <a href="#">Education 600</a></li> </ul> </li> <li>• <a href="#">DQP Overview</a></li> <li>• DQP summaries showing institutional performance but also data by academic unit <ul style="list-style-type: none"> <li>○ <a href="#">DQP Summary 2015-16</a></li> <li>○ <a href="#">DQP Summary 2014-15</a></li> </ul> </li> </ul>	
<p>2.7 All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of</p>		<p>2</p>	<p>B</p>	<p>Much improved program review process over the last 5 years, improved retention and graduation data. Some academic units and co-curricular areas slower to implement program review.</p>	<p>Further details can be found in Sections 4, 5 and 6.</p> <ul style="list-style-type: none"> <li>• <a href="#">Program Review Resources Page</a></li> <li>• <a href="#">Program Review Schedule</a></li> </ul> <p>Sample Program Reviews  <a href="#">Program-Review-CMT-2004</a>  <a href="#">Program-Review-CMT-2013</a>  <a href="#">Program-Review-FCS-2007</a>  <a href="#">Program-Review-FSB-2013</a>  <a href="#">Program-Review-HPS-2015</a>  <a href="#">Program-Review-KINE-2012</a>  <a href="#">Program-Review-LJML-2015</a>  MICS (<a href="#">Phase I</a> &amp; <a href="#">Phase II</a>)-2010</p>	<p>MEP note to KMM: Still a way to go but better than I initially thought. See note for 2.11 and the comment for 4.1.</p>

<p>licensing examination and placement, and evidence from external constituencies such as employers and professional organizations. X 4.1, 4.6</p>					<p><a href="#">Program-Review-PSY-2011</a> <a href="#">Program-Review-SOE-2012</a> <a href="#">Program-Review-SoTCM-2014</a></p> <ul style="list-style-type: none"> <li>• <a href="#">Licensure Exam Pass Rates</a></li> <li>• Graduation Rates <a href="#">FTF 6-Yr Grad Rates by Dept.</a> <a href="#">FTF 6-Yr Grad Rates Demog.</a></li> </ul>	
<b>Scholarship and Creative Activity</b>						
<p>2.8 The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character. X 3.2</p>	<p>Where appropriate, the institution includes in its policies for faculty promotion and tenure the recognition of scholarship related to teaching, learning, assessment, and co-curricular learning.</p>	1	C		<p>Policies related to faculty and student research.</p> <ul style="list-style-type: none"> <li>• Faculty Handbook promotion and tenure policy including <a href="#">scholarship expectations</a> and <a href="#">rubric</a></li> <li>• Graduate culture documentation <ul style="list-style-type: none"> <li>• <a href="#">Biology</a></li> <li>• <a href="#">College of Extended Learning</a></li> <li>• <a href="#">Kinesiology</a></li> <li>• <a href="#">MBA</a></li> <li>• <a href="#">MMin</a></li> <li>• <a href="#">Nursing</a></li> </ul> </li> <li>• <a href="#">Faculty Accomplishments</a></li> <li>• <a href="#">Student Scholarly Work</a></li> <li>• <a href="#">Faculty Scholarship Day Program 2016</a></li> <li>• <a href="#">Faculty Scholarship Day Programs 2011-2015</a></li> <li>• <a href="#">Tenure and the Mission of PLNU</a>, Board-approved</li> </ul>	

<p>2.9 The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service. X 3.2</p>		1	C		<ul style="list-style-type: none"> <li>• <a href="#">Faculty Handbook</a> promotion and tenure sections: refer to pp. 35-43.</li> <li>• <a href="#">Assessment Wheels</a></li> </ul>	
<b>Student Learning and Success</b>						
<p>2.10 The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of</p>	<p>The institution disaggregates data according to racial, ethnic, gender, age, economic status, disability, and other categories, as appropriate. The institution benchmarks its retention and graduation rates against its own aspirations as well as the rates of peer institutions.</p>	1	C		<p>Discussed in Sections 5 and 6.</p> <ul style="list-style-type: none"> <li>• <a href="#">Student Success Collaborative Background Information</a></li> <li>• <a href="#">PLNU FTF Persistence and Graduation Rates</a></li> <li>• <a href="#">2015 WASC Annual Report Pt1</a></li> <li>• <a href="#">2015 WASC Annual Report Pt2</a></li> <li>• <a href="#">Fall 2015 Datapoint UG Enrollment including demographic data</a></li> <li>• <a href="#">Fall 2016 Datapoint FTF Persistence and Graduation Rates with Demographic Data</a></li> <li>• <a href="#">PLNU NSSE 2014 Snapshot</a></li> <li>• Sample Program Review Data Packets (<i>embedded within program review self-study template, data packets show student success data by major</i>) <a href="#">Art &amp; Design</a></li> </ul>	

<p>study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.</p>					<p><a href="#">Biology</a>  <a href="#">Chemistry</a>  <a href="#">Family &amp; Consumer Sciences and Sociology &amp; Social Work</a>  <a href="#">Music</a>  <a href="#">School of Nursing</a></p>	
<p>2.11 Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-</p>		<p>2</p>	<p>B</p>	<p>Much improved assessment and program efforts in some but not all co-curricular areas. Need to move focus from compliance to learning and for clearer alignment with academic goals and programs. No institutional assessment of co-curricular effectiveness in place.</p>	<p>Evaluated during comprehensive review.</p> <ul style="list-style-type: none"> <li>• <a href="#">Spiritual Development Evidence of Student Learning</a></li> <li>• <a href="#">Spiritual Development Use of Evidence of Student Learning</a></li> <li>• <a href="#">Student Development Evidence of Student Learning</a></li> <li>• <a href="#">Student Development Use of Evidence of Student Learning</a></li> <li>• Review 2014-15</li> <li>• Community Classroom annual assessment reports: <a href="#">2013-2014</a></li> </ul>	

<p>curricular programs and uses the results for improvement. X 4.3 – 4.5</p>					<p><a href="#">2014-2015</a> <a href="#">2015-2016</a></p> <ul style="list-style-type: none"> <li>• <a href="#">University Master Schedule - Program Review (includes co-curriculars)</a></li> <li>• <a href="#">Spiritual Development 12-13 Assessment Plans</a></li> <li>• <a href="#">Spiritual Development 13-14 Assessment of Student Learning</a></li> <li>• <a href="#">Spiritual Development 13-14 Use of Student Learning to Improve Programs</a></li> <li>• <a href="#">Student Development 15-16 Assessment Plans</a></li> <li>• <a href="#">Student Development 15-16 Assessment of Student Learning</a></li> <li>• <a href="#">Student Development 15-16 Use of Student Learning to Improve Programs</a></li> </ul>	
<p>2.12 The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements. X 1.6</p>	<p>Recruiting materials and advertising truthfully portray the institution. Students have ready access to accurate, current, and complete information about admissions, degree requirements, course offerings, and educational costs.</p>	<p>1</p>	<p>B</p>		<ul style="list-style-type: none"> <li>• <a href="#">Athletic Dept. Progr. Review</a></li> <li>• <a href="#">"Marketing and Recruitment Review" Checklist</a></li> <li>• <a href="#">University Academic Catalogs</a></li> <li>• <a href="#">Academic Advising Web Page</a></li> <li>• <a href="#">Faculty Handbook Student Advisement Policy</a></li> <li>• <a href="#">Faculty Handbook Office Hours Policy</a></li> <li>• <a href="#">Student Success Collaborative Background Document</a></li> </ul>	



<p>2.13 The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers. X 3.1</p>		1	C		<p>Evaluated during comprehensive review.</p> <ul style="list-style-type: none"> <li>• <a href="#">Wellness Center</a></li> <li>• <a href="#">Disabilities Resource Center</a></li> <li>• <a href="#">Academic Accommodations</a></li> <li>• <a href="#">Tutorial Services Offered</a></li> <li>• <a href="#">Financial Services Advisors</a></li> <li>• <a href="#">Student Counseling Services</a></li> <li>• <a href="#">Success and Wellness Staff</a></li> <li>• <a href="#">CEL Center for Student Success and Career Development (for non-trad. &amp; graduate students)</a></li> <li>• <a href="#">Intercollegiate Athletics Annual Report</a></li> <li>• <a href="#">Advising Intro Email to New Students</a></li> <li>• <a href="#">Exit Counseling Notification</a></li> <li>• <a href="#">Loan Exit Counseling Electronic Sign-up</a></li> <li>• <a href="#">PLNU Student Accounts Brochure</a></li> <li>• <a href="#">Residential Life and Student Conduct Annual Report</a></li> <li>• <a href="#">Residential Life Purpose and Values</a></li> <li>• <a href="#">Offices of Strengths and Vocation (OSV)</a></li> <li>• <a href="#">Career Coaching Resources (OSV)</a></li> </ul>	
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<p>2.14 Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process. X 1.6</p>	<p>Formal policies or articulation agreements are developed with feeder institutions that minimize the loss of credits through transfer credits.</p>	<p>1</p>	<p>C</p>		<p>Discussed in Section 5.</p> <ul style="list-style-type: none"> <li>• <a href="#">Transfer Credit Policy Checklist</a></li> <li>• <a href="#">Catalog Transfer Information</a></li> <li>• <a href="#">Office of Records Transfer Information</a></li> <li>• <a href="#">Transfer Agreements</a></li> <li>• <a href="#">Transfer Student Orientation</a></li> <li>• <a href="#">GE Transfer Guide</a></li> <li>• <a href="#">Transfer Student Information (Course Equivalencies)</a></li> <li>• <a href="#">Transfer Student Exceptions and Academic Policies Information Sheet</a></li> <li>• <a href="#">Transfer Activities Group</a></li> <li>• <a href="#">PLNU Persistence and Graduation Rate Information</a></li> <li>• <a href="#">PLNU Transfer Persistence Data</a></li> <li>• <a href="#">Transfer Student Enrollment &amp; Persistence (5-yr. change and 10-yr change) by Dept.</a></li> </ul>	
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## Synthesis/Reflections on Standard Two

### 1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

- The program review and assessment processes of the university are well developed and essential to maintaining and improving curricular and co-curricular programs. The MOU process connects program review outcomes with institutional budget.
- PLNU has responded well to the complexity and rapid change in academic programs requiring increased emphasis on the quality and clarity of information about academic programs and graduation requirements and on the importance of strong faculty advising.
- Student success requires early warning, accurate, accessible information essential to the task of monitoring student learning and the student's timely progression to degree completion.

### 2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional strengths under this Standard?

- The university has made significant progress in recent years in implementing policies and procedures for educational effectiveness and program review to inform strategic planning and budgeting decisions.
- The university places a strong emphasis on its core functions of teaching, learning and scholarship and its commitment to student learning and success including robust educational effectiveness monitoring systems, Center for Teaching and Learning, undergraduate Honors program, and an active scholarly community.
- University programs include clear student learning outcomes and systems of assessment and program review for monitoring student accomplishment of those outcomes. Through the use of its online assessment wheel the university maintains up to date and transparent information about student learning.
- Institutional data demonstrates that the university is at or above the graduation and retention rate levels of most of its peers in encouraging student success.
- Documents describing the development of graduate culture are in place for each school or department hosting graduate programs.

**3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are areas to be addressed or improved under this Standard?**

- Program review has been viewed as too complex and presented a challenge for a few academic and co-curricular areas where the university has tried to simplify and provide additional support to assist the unit faculty and leadership. More progress is needed to identify ways for faculty and staff development and provide additional administrative support.
- There is still some unevenness in the quality of the assessment processes and data collection among academic units. With the transparency of the assessment plans and processes and assignments, faculty have learned from each other and significant improvement has been made.
- New degree programs and modality will add complexity to the assessment of student learning and the university's ability to aggregate data at the institutional, College and academic unit levels. The educational effectiveness infrastructure will continue to be developed to ensure meaningful, accurate and useful data for program improvement.

**Standard 3. Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability** *The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.*

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<b>Faculty and Staff</b>						
<p><b>3.1</b> The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification, and diversity and to achieve the institution’s educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered. X 2.1, 2.2b</p>	<p>The institution has a faculty staffing plan that ensures that all faculty roles and responsibilities are fulfilled and includes a sufficient number of full-time faculty members with appropriate backgrounds by discipline and degree level.</p>	1	B		<p>Evaluated during comprehensive review.</p> <ul style="list-style-type: none"> <li>• <a href="#">Academic Policies Committee Handbook</a></li> <li>• <a href="#">Graduate and Extended Studies Policies Handbook</a></li> <li>• <a href="#">Faculty Handbook</a> with pages for <a href="#">APC</a>, <a href="#">GESC</a>, <a href="#">Governance</a> (pp. 126-133), and list of <a href="#">Committees</a> (p. 95)</li> <li>• <a href="#">Faculty Degree Information</a></li> <li>• <a href="#">Faculty student ratio from Common Data Set</a></li> <li>• <a href="#">PLNU By-Laws</a></li> <li>• <a href="#">PLNU Articles of Incorporation</a></li> <li>• <a href="#">PLNU Board Policies Manual</a></li> <li>• <a href="#">Staff Handbook</a></li> </ul>	

<p>3.2 Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning. X 1.7, 4.3, 4.4</p>		1	C		<ul style="list-style-type: none"> <li>• <a href="#">Faculty Handbook</a> with pages for relevant sections related to <a href="#">promotion, tenure, sabbatical, professional growth, faculty member evaluation</a> and <a href="#">course evaluation</a></li> <li>• <a href="#">Faculty Orientation Information</a></li> <li>• <a href="#">Adjunct Faculty Orientation Canvas Course Snapshot</a></li> <li>• <a href="#">Faculty Course Evaluation Instrument (IDEA Diagnostic Feedback Instrument)</a></li> <li>• <a href="#">Course Evaluation Information</a></li> <li>• <a href="#">Staff Handbook</a></li> <li>• <a href="#">Self-Academic Unit Leader review form</a></li> <li>• <a href="#">Peer Review Form</a></li> <li>• <a href="#">Staff Employment FAQ</a></li> <li>• <a href="#">Exempt Performance Review</a></li> <li>• <a href="#">Non-exempt Performance Review</a></li> <li>• <a href="#">Performance Improvement Plan</a></li> </ul>	
<p><b>3.3</b> The institution maintains appropriate and sufficiently supported faculty and</p>	<p>The institution engages full-time, non-tenure-track, adjunct, and part-time faculty members in such processes</p>	2	C	<p>Fulltime faculty are involved in an on-going program of professional development and</p>	<ul style="list-style-type: none"> <li>• <a href="#">Center for Teaching &amp; Learning (CTL) Resources &amp; Programs</a></li> </ul>	

<p>staff development activities designed to improve teaching, learning, and assessment of learning outcomes. X 2.1, 2.2b, 4.4</p>	<p>as assessment, program review, and faculty development.</p>			<p>opportunities for adjuncts are improving but not yet mature.</p>	<ul style="list-style-type: none"> <li>• <a href="#">CTL 15-16 Annual Report with Faculty Learning Communities (FLCs)</a></li> <li>• <a href="#">CTL Workshops with FLCs 14-15</a></li> <li>• <a href="#">New Adjunct Training PPT</a></li> <li>• <a href="#">Adjunct Faculty Orientation Canvas Course</a></li> <li>• <a href="#">University Assessment Plan</a></li> <li>• <a href="#">Academic Program Review Rotation</a></li> <li>• <a href="#">Program Review Guidelines</a></li> <li>• <a href="#">Calendar of Assessment Activities</a> – Institutional Effectiveness</li> </ul>	
<b>Fiscal, Physical, and Information Resources</b>						
<p><b>3.4</b> The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources.</p>	<p>The institution has functioned without an operational deficit for at least three years. If the institution has an accumulated deficit, it should provide a detailed explanation and a realistic plan for eliminating it.</p>	1	C		<p>Discussed in Section 7.</p> <ul style="list-style-type: none"> <li>• <a href="#">Financial Audit 2013-2014</a></li> <li>• <a href="#">Financial Audit 2014-2015</a></li> <li>• <a href="#">Financial Audit 2015-2016</a></li> <li>• <a href="#">Description of Rolling 7-year Budget</a></li> <li>• <a href="#">Prioritization summary document</a></li> <li>• <a href="#">Description of tracking progress on prioritization</a></li> <li>• <a href="#">SEP summary document</a></li> <li>• <a href="#">Early Retirement program</a></li> <li>• <a href="#">Delaware Data summary</a></li> </ul>	

Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives. X 1.1, 1.2, 2.10, 4.6, 4.7					<ul style="list-style-type: none"> <li>• <a href="#">Delaware Data description</a></li> </ul>	
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Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<b>3.5</b> The institution provides access to information and technology resources sufficient in scope, quality, currency, and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff, and students. These information resources, services, and facilities are consistent with the institution's educational objectives	The institution provides training and support for faculty members who use technology in instruction. Institutions offering graduate programs have sufficient fiscal, physical, information, and technology resources and structures to sustain these programs and to create and maintain a graduate-level academic culture.	1	C		<p>Evaluated during comprehensive review.</p> <ul style="list-style-type: none"> <li>• <a href="#">Office of Instructional Technology Website</a></li> <li>• <a href="#">Library Website</a></li> <li>• <a href="#">ITS Website</a></li> <li>• <a href="#">ITS Help Site</a></li> <li>• <a href="#">Canvas selection process and help desk support</a></li> <li>• <a href="#">Canvas corporate site</a> with technology explained</li> <li>• <a href="#">Workday adoption decision</a></li> <li>• <a href="#">Workday deployment calendars</a></li> <li>• <a href="#">Workday corporate site</a> with technology explained</li> </ul>	



<p>and are aligned with student learning outcomes. X 1.2, 2.1, 2.2</p>						
<b>Organization Structures and Decision-Making Processes</b>						
<p><b>3.6</b> The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility, and accountability.</p>		1	B		<ul style="list-style-type: none"> <li>• <a href="#">Board of Trustees list</a></li> <li>• <a href="#">PLNU Board Policies Manual</a></li> <li>• <a href="#">Board self-evaluation instrument</a></li> <li>• <a href="#">Board self-evaluation policy</a></li> <li>• Chair, Dean, Vice Provost curriculum vitae            (Dean) <a href="#">Barb-Taylor-CV</a>            (Chair) <a href="#">Bill-Clemmons-CV</a>            (Dean) <a href="#">Dan-Bothe-CV</a>            (Chair) <a href="#">Daniel-Jackson-CV</a>            (Vice Provost) <a href="#">David-Phillips-CV</a>            (Chair) <a href="#">Dawne-Page-CV</a>            (Dean) <a href="#">Deborah-Erickson-CV</a>            (Chair) <a href="#">Dianne-Anderson-CV</a>            (Dean) <a href="#">G-James-Daichendt-CV</a>            (Dean) <a href="#">Holly-Irwin-CV</a>            (Chair) <a href="#">Jeff-Sullivan-CV</a>            (Chair) <a href="#">John-Wu-CV</a>            (Vice Provost) <a href="#">Karen-Lee-CV</a>            (Chair) <a href="#">Karen-Sangren-CV</a>            (Chair) <a href="#">Karl-Martin-CV</a>            (Chair) <a href="#">Kevin-Modesto-CV</a>            (Chair) <a href="#">Maria-Zack-CV</a>            (Dean) <a href="#">Mark-Maddix-CV</a>            (Vice Provost) <a href="#">Mark-Pitts-CV</a>            (Chair) <a href="#">Rosco-Williamson-CV</a>            (Chair) <a href="#">Sara-Choung-CV</a>            (Chair) <a href="#">Skip-Rutledge-CV</a></li> </ul>	

					<p>(Associate Dean)  <a href="#">Susan-DeCristofaro-Rogers-CV</a></p> <ul style="list-style-type: none"> <li>Administrative Cabinet C.V.s + JDs (<i>partial</i>)  (Vice President) <a href="#">Caye-Smith-CV</a>  (Provost) <a href="#">Kerry-Fulcher-CV</a>  (Vice President) <a href="#">Mary-Paul-CV</a>  (President) <a href="#">Bob-Brower-CV</a>  <a href="#">Vice-President-Finance-JD</a>  <a href="#">Vice-President-Spiritual-Dev-JD</a></li> <li><a href="#">Senior administrative leadership</a> evaluated via <a href="#">staff evaluation process</a></li> <li><a href="#">Chairs are evaluated via faculty evaluation process in Faculty Handbook</a></li> <li><a href="#">Community Life Covenant with Integrity Statement</a></li> </ul>	
<p><b>3.7</b> The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity</p>	<p>The institution establishes clear roles, responsibilities, and lines of authority.</p>	1	C	<p>Although we're rating this 1, the addition of CEL new academic leadership and the growth of programs and changes in UG academic structure create challenges for understanding of academic structure and which administrator makes which decision.</p>	<p>Evaluated during comprehensive review in Component 7: <i>Sustainability</i>.</p> <ul style="list-style-type: none"> <li><a href="#">EE Assessment Guidelines</a></li> <li><a href="#">Program Review Guidelines</a></li> <li><a href="#">PLNU Academic Committee Membership</a></li> <li><a href="#">PLNU Academic Committee Duties</a></li> <li><a href="#">Organizational Chart for Academic Affairs</a></li> </ul>	

<p>and educational effectiveness.</p>					<ul style="list-style-type: none"> <li>• <b>APC Minutes</b>  <a href="#">APC-Minutes April-9-2015-FINAL</a>  <a href="#">APC-Minutes April-23-2015-FINAL</a>  <a href="#">APC-Minutes December-4-2014-FINAL</a>  <a href="#">APC-Minutes February-5-2015-FINAL</a>  <a href="#">APC-Minutes February-19-2015-FINAL</a>  <a href="#">APC-Minutes Jan-21-2016-FINAL-Tab-F</a>  <a href="#">APC-Minutes January-15-2015-FINAL</a>  <a href="#">APC-Minutes March-5-2015-FINAL</a>  <a href="#">APC-Minutes March-19-2015-FINAL</a>  <a href="#">APC-Minutes November-6-2014-FINAL</a>  <a href="#">APC-Minutes November-20-2014-FINAL</a>  <a href="#">APC-Minutes October-2-2014-FINAL</a>  <a href="#">APC-Minutes October-16-2014-FINAL</a>  <a href="#">APC-Minutes Sept-4-2014-FINAL</a>  <a href="#">APC-Minutes Sept-18-2014-FINAL</a>  <a href="#">APC-Minutes Dec-3-2015-FINAL-Tab-F</a>  <a href="#">APC-Minutes Feb-04-2016-FINAL-Tab-F</a>  <a href="#">APC-Minutes Nov-5-2015-FINAL-Tab-F</a>  <a href="#">APC-Minutes Nov-19-2015-FINAL-Tab-F</a>  <a href="#">APC-Minutes Oct-1-2015-FINAL-Tab-F</a>  <a href="#">APC-Minutes Oct-15-2015-FINAL-Tab-F</a>  <a href="#">APC-Minutes Sep-3-2015-FINAL-Tab-F</a>  <a href="#">APC-Minutes Sep-17-2015-FINAL-Tab-F</a> </li>   <li>• <b>Faculty Meeting Minutes</b>  <a href="#">FM-Minutes-AP-15-15</a>  <a href="#">FM-Minutes-Dec-10-2014</a>  <a href="#">FM-Minutes-Feb-25-2015</a>  <a href="#">FM-Minutes-for-April-29</a>  <a href="#">FM-Minutes-Jan-28-2015</a>  <a href="#">FM-Minutes-Mar25-15</a>  <a href="#">FM-Minutes-Nov-19-2014-W-Attendance</a>  <a href="#">FM-Minutes-Oct-15-2014-Edited</a>  <a href="#">FM-Minutes-Sept-17-2014</a>  <a href="#">FM-Minutes-01-27-2016</a>  <a href="#">FM-Minutes-02-24-2016</a>  <a href="#">FM-Minutes-09-16-2015-Final</a>  <a href="#">FM-Minutes-10-14-2015</a>  <a href="#">FM-Minutes-12-09-2015</a> </li> </ul>	
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					<ul style="list-style-type: none"> <li>• <b>GESC Minutes</b></li> <li><a href="#">GESC-Meeting-Minutes-140930</a></li> <li><a href="#">GESC-Meeting-Minutes-141013</a></li> <li><a href="#">GESC-Meeting-Minutes-141027</a></li> <li><a href="#">GESC-Meeting-Minutes-141110</a></li> <li><a href="#">GESC-Meeting-Minutes-141201</a></li> <li><a href="#">GESC-Meeting-Minutes-141217- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-141218- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-140903- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-140910- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-140911</a></li> <li><a href="#">GESC-Meeting-Minutes-140916- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-150108- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-150114- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-150122</a></li> <li><a href="#">GESC-Meeting-Minutes-150129</a></li> <li><a href="#">GESC-Meeting-Minutes-150203- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-150212</a></li> <li><a href="#">GESC-Meeting-Minutes-150226</a></li> <li><a href="#">GESC-Meeting-Minutes-150316</a></li> <li><a href="#">GESC-Meeting-Minutes-150318- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-150326</a></li> <li><a href="#">GESC-Meeting-Minutes-150430</a></li> <li><a href="#">GESC-Meeting-Minutes-150505- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-150508- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-150514- Electronic-Vote</a></li> <li><a href="#">GESC-Meeting-Minutes-Fall-2015</a></li> <li><a href="#">GESC-Meeting-Minutes-Spring-2016</a></li> <li><a href="#">GESC-Meeting-Minutes-Summer-2016</a></li> </ul>
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					<a href="#">GESC-Minutes-Electronic-Vote8-25-16</a> <a href="#">GESC-MinutesElectronicVote8-29-16b</a> <a href="#">GESC-MinutesElectronicVote-8-29-16</a> <a href="#">GESC-MinutesElectronic-Vote-9-19-16</a> <a href="#">GESC-MinutesElectronicVote10-12-16</a> <a href="#">GESC-MeetingMinutes-160907</a> <ul style="list-style-type: none"> <li>• <a href="#">Extended Learning Organization Chart</a></li> <li>• Faculty Handbook - <a href="#">Academic Policies Committee (APC)</a> description</li> <li>• Faculty Handbook - <a href="#">Graduate and Extended Studies Committee (GESC)</a> description</li> <li>• Faculty Handbook - <a href="#">Governance Board of Trustees Admin Structure</a></li> <li>• <a href="#">Information Technology Organizational Chart</a></li> <li>• <a href="#">Executive Summary of Prioritization</a></li> <li>• <a href="#">Executive Summary of Strategic Enrollment Planning</a></li> </ul>	
<p><b>3.8</b> The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number</p>		1	C		<ul style="list-style-type: none"> <li>• <a href="#">President's Website</a></li> <li>• Administrative Cabinet Curriculum Vitae (partial)  (Vice President) <a href="#">Caye-Smith-CV</a>  (Provost) <a href="#">Kerry-Fulcher-CV</a>  (Vice President) <a href="#">Mary-Paul-CV</a>  (President) <a href="#">Bob-Brower-CV</a>  <a href="#">Vice-President-Finance-JD</a>  <a href="#">Vice-President-Spiritual-Dev-JD</a></li> </ul>	

<p>of other qualified administrators to provide effective educational leadership and management.</p>					<ul style="list-style-type: none"> <li>• Office of Finance Position Descriptions (partial) <a href="#">AVP-of-Budget-Accounting</a> <a href="#">Director-of-Financial-Reporting-Tax</a> <a href="#">Vice-President-for-Finance</a> <a href="#">Office-of-Finance-Staff</a></li> <li>• <a href="#">Office of Accounting &amp; Finance site</a></li> <li>• <a href="#">Office of Finance Organizational Chart</a></li> </ul>	
<p><b>3.9</b> The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer. X 1.5 – 1.7</p>	<p>The governing body comprises members with the diverse qualifications required to govern an institution of higher learning. It regularly engages in Self-review and training to enhance its effectiveness.</p>	<p>1</p>	<p>C</p>		<ul style="list-style-type: none"> <li>• <a href="#">Board of Trustees Membership</a></li> <li>• <a href="#">PLNU Board Policies Manual</a></li> <li>• <a href="#">Board Committees 2016-17</a></li> <li>• <a href="#">Description of President’s Evaluation Process</a></li> <li>• <a href="#">Board Development</a></li> </ul>	
<p><b>3.10</b> The institution’s faculty exercises effective academic leadership and acts</p>	<p>The institution clearly defines the governance roles, rights, and responsibilities of all</p>	<p>1</p>	<p>C</p>		<p>Faculty governance committees, bylaws, or similar evidences.</p> <ul style="list-style-type: none"> <li>• <a href="#">Faculty Handbook</a> with pages for <a href="#">governance</a> (pp. 126-133)</li> </ul>	

<p>consistently to ensure that both academic quality and the institution's educational purposes and character are sustained. X 2.1, 2.4, 2.5, 4.3, 4.4</p>	<p>categories of full- and part-time faculty.</p>				<p>listed including <a href="#">committee descriptions</a> (p.95)</p> <ul style="list-style-type: none"> <li>• <a href="#">Academic Policies Committee Handbook</a></li> <li>• <a href="#">Graduate and Extended Studies Committee Handbook</a></li> </ul>	
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**Synthesis/Reflections on Standard Three**

**1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?**

1. PLNU has been proactive in significant cost cutting, creating operational efficiencies, shifting resources to new opportunities, fostering a student-focused culture, and updating its technology and physical facilities.
2. Strong shared governance, stable leadership, committed faculty and staff, and high levels of student satisfaction have all contribute to the strength of the university.
3. PLNU has taken stong steps in responding to changes in higher education requiring adjustments to historic institutional organizational structure and processes.

**2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional strengths under this Standard?**

- PLNU has a highly evolved strategic planning process including strategic enrollment management, academic prioritization, program review, branding campaign, and student success collaborative informed by highly advanced data processes.
- The university has demonstrated a willingness to invest in new facilities, personnel, data systems and technology to support the achievement of institutional goals to support student learning.

The university has restructured existing colleges and established a new college to improve cohesiveness and responsiveness to community need and institutional priorities.

**3. Looking again at the overall quality and effectiveness of the institution’s data gathering and systems, what are areas to be addressed or improved under this Standard?**

- The university will continue to monitor the balance between internal and external demands and priorities within the context of institutional strategic priorities and educational goals.
- The institution needs to carefully assess the quality of education and services for the new student populations and modalities and compare to traditional student populations.
- Will continue to track the financial viability of each academic and co-curricular program to reinforce those programs that provide the highest value in terms of student success and learning.
- The university has been successful in recruiting an increasingly diverse student population and needs to continue to pursue diversity targets in employee hiring.

**Standard 4. Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement**  
*The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.*

Criteria for Review (1)	Guidelines (2)	Self-Review Rating (3)	Importance to Address (4)	Comments (5)	Evidence (Un-shaded only) (6)	Team/Staff Verification (7)
<b>Quality Assurance Processes</b>						
<b>4.1</b> The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other		2	B	Processes are generally in place in both academic and co-curricular areas and full schedules and cycles of assessment, program review and adjustment on the basis of findings are in place in academic areas. Full calendars of assessment and program review cycles are not yet in place in some curricular and co-	Discussed in Sections 4, 6 and 7. <ul style="list-style-type: none"> <li>• Assessment wheels for both <a href="#">curricular</a> and <a href="#">co-curricular</a> assessment</li> <li>• <a href="#">Inventory of Educational Effectiveness Indicators</a> (IEEI)</li> <li>• <a href="#">Academic Program Review site in wheel</a></li> <li>• <a href="#">Co-Curricular Program Review site in wheel</a></li> <li>• <a href="#">Academic Policies Committee Handbook</a></li> </ul>	



<p>forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results. X 2.7, 2.10</p>				<p>curricular areas. Some areas have external requirements for review (finance, schools with secondary accreditation) but most (Admissions, Student Development, Spiritual Development) do not.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Graduate and Extended Studies Handbook</a></li> <li>• <a href="#">PLNU Accreditation and State Authorization</a></li> <li>• <a href="#">University Assessment Plan</a></li> <li>• <a href="#">Substantive Change Policy</a></li> <li>• <a href="#">State Authorization site</a></li> <li>• <a href="#">State Authorization Links to Schedules</a></li> <li>• <a href="#">Regional &amp; Specialized Accreditation</a></li> <li>• <a href="#">Delaware Data Summary</a></li> <li>• <a href="#">Delaware Data Description</a></li> <li>• <a href="#">NSSE Data focused on DQP</a></li> </ul>	
<p><b>4.2</b> The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision-making. Periodic reviews are conducted</p>		2	B	<p>The university has made significant progress with the hiring of a fulltime Director of Institutional Research and with the vetting of historic and current institutional data and the beginning of regular data dissemination processes. That said, significant additional work needs to be done--some of it in conjunction with the Workday implementation, to make decision-making</p>	<p>Evaluated during comprehensive review in Component 6: <i>Quality Assurance</i>.</p> <ul style="list-style-type: none"> <li>• <a href="#">IR Survey 2015-16</a></li> <li>• <a href="#">PLNU Transfer Admissions Profile</a></li> <li>• <a href="#">PLNU Transfer Persistence Data</a></li> <li>• <a href="#">Transfer Student Enrollment &amp; Persistence (5-yr. change and 10-yr change) by Dept.</a></li> <li>• <a href="#">PLNU FTF Persistence and Graduation Data</a></li> <li>• Link to location of <a href="#">Data Points</a></li> <li>• Sample Program Review Data Packets (<i>specific to major and embedded within program review</i>)</li> </ul>	

<p>to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated. X 1.2, 2.10</p>				<p>data available in a timely manner. Although a survey was done in 2015-16, no regular review of the effectiveness of the institutional research function is in place at this time.</p>	<p><i>self-study template)</i>  <a href="#">Art &amp; Design</a>  <a href="#">Biology</a>  <a href="#">Chemistry</a>  <a href="#">Family &amp; Consumer Sciences and Sociology &amp; Social Work</a>  <a href="#">Music</a>  <a href="#">School of Nursing</a></p> <ul style="list-style-type: none"> <li>• <a href="#">IR Survey Research Web Page</a></li> <li>• <a href="#">Data Dashboard for the Board 2015</a></li> <li>• <a href="#">Data Dashboard for the Board 2016</a></li> </ul>	
<p><b>4.3</b> Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into</p>	<p>The institution has clear, well-established policies and practices—for gathering, analyzing, and interpreting information—that create a culture of evidence and improvement.</p>	<p>1-2</p>	<p>B</p>	<p>Processes are generally in place in both academic and co-curricular areas and full schedules and cycles of assessment, program review and adjustment on the basis of findings are in place in academic areas. Full calendars of assessment and program review cycles are not yet in place in some curricular and co-curricular areas.</p>	<p>Discussed in Sections 3-7.</p> <ul style="list-style-type: none"> <li>• <a href="#">2012</a> and <a href="#">2015</a> Alumni Survey Reports</li> <li>• Assessment Wheels for <a href="#">curricular</a> and co-curricular (<a href="#">Student Development</a> and <a href="#">Spiritual Development</a>) assessment features use of evidence sections</li> <li>• <a href="#">Program Review Rubric</a></li> <li>• <a href="#">Dean’s Annual Assessment Report</a></li> <li>• <a href="#">Academic Program Review</a></li> <li>• <a href="#">Co-Curricular Program Review</a></li> <li>• <a href="#">Prioritization Summary</a></li> <li>• <a href="#">Strategic Enrollment Plan</a></li> <li>• Sample Program Reviews  <a href="#">Program-Review-CMT-2004</a>  <a href="#">Program-Review-CMT-2013</a>  <a href="#">Program-Review-FCS-2007</a></li> </ul>	

<p>institutional planning processes. X 2.2 – 2.6</p>					<p><a href="#">Program-Review-FSB-2013</a>  <a href="#">Program-Review-HPS-2015</a>  <a href="#">Program-Review-KINE-2012</a>  <a href="#">Program-Review-LJML-2015</a>  <a href="#">Program-Review-PSY-2011</a>  <a href="#">Program-Review-SOE-2012</a>  <a href="#">Program-Review-SoTCM-2014</a></p> <ul style="list-style-type: none"> <li>• Sample Program Review MOUs  <a href="#">PR-MOU-FSB</a>  <a href="#">PR-MOU-KINE</a>  <a href="#">PR-MOU-MICS</a>  <a href="#">PR-MOU-PSY</a>  <a href="#">PR-MOU-SOE</a>  <a href="#">PR-MOU-SOTCM</a></li> <li>• Sample Annual MOU Reports  <a href="#">PR-MOU-MICS-Annual-Report-2011</a>  <a href="#">PR-MOU-MICS-Annual-Report-2012</a>  <a href="#">PR-MOU-MICS-Annual-Report-2013</a>  <a href="#">PR-MOU-MICS-Annual-Report-2014</a>  <a href="#">PR-MOU-MICS-Annual-Report-2015</a></li> <li>• Sample Prioritization Reports  <a href="#">Prioritization-CMT-2014</a>  <a href="#">Prioritization-FCS-2014</a>  <a href="#">Prioritization-PHYS-ENG-2014</a>  <a href="#">Prioritization-SPIRITUAL DEV-2014</a>  <a href="#">Prioritization-SSW-2014</a>  <a href="#">Prioritization-STUDENT-DEV-2014</a></li> <li>• <a href="#">PLNU Accreditation</a> and <a href="#">State Authorization</a></li> <li>• <a href="#">Student Satisfaction Inventory (SSI) Instrument</a></li> <li>• <a href="#">Student Satisfaction Inventory (SSI) Analysis on Representativeness</a></li> </ul>	
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					<ul style="list-style-type: none"> <li>• <a href="#">SSI 2016 Analysis (IR Chart)</a></li> <li>• <a href="#">SSI 2016</a> Demographics &amp; Institutional Summary</li> <li>• <a href="#">SSI University vs. Req. Group</a></li> </ul>	
<p><b>4.4</b> The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are</p>	<p>Periodic analysis of grades and evaluation procedures are conducted to assess the rigor and effectiveness of grading policies and practices.</p>	1	C		<p>Discussed in Sections 4, 6 and 7.</p> <ul style="list-style-type: none"> <li>• <a href="#">Center for Teaching and Learning (CTL) 15-16 Yearly Report</a></li> <li>• <a href="#">CTL Faculty Dev Workshop Titles</a></li> <li>• <a href="#">Academic Program Review site</a></li> <li>• <a href="#">Assessment Wheel site</a></li> <li>• <a href="#">Academic Policies Handbook</a></li> <li>• <a href="#">Graduate and Extended Studies Handbook</a></li> <li>• <a href="#">Faculty Handbook</a> pages related to faculty teaching <a href="#">responsibilities</a> on p. 120 and <a href="#">evaluation process</a> on pp. 45-46</li> <li>• Faculty Handbook – <a href="#">Program Assessment &amp; Review Committee description</a> (p. 120)</li> <li>• <a href="#">Program Assessment &amp; Review Committee membership</a></li> </ul>	

<p>applied to the design and improvement of curricula, pedagogy, and assessment methodology. X 2.2 – 2.6</p>						
<p><b>4.5</b> Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs. X 2.6, 2.7</p>		2	B	<p>The process of engaging stakeholders is underway in some academic areas, including advisory boards and alumni surveys, but the process is still in development in some academic and most co-curricular areas.</p>	<p>Discussed in Sections 4, 6 and 7.</p> <ul style="list-style-type: none"> <li>• <a href="#">President’s Advisory Board Members and Affiliations</a></li> <li>• <a href="#">President’s Community Council Members and Affiliations</a></li> <li>• Program advisory boards <a href="#">Extended Learning Advisory Council</a> <a href="#">School of Business Advisory Board</a></li> <li>• <a href="#">2012</a> and <a href="#">2015</a> Alumni Survey Report</li> <li>• <a href="#">Community Engagement Report</a></li> <li>• Sample Program Reviews <a href="#">Program-Review-CMT-2004</a> <a href="#">Program-Review-CMT-2013</a> <a href="#">Program-Review-FCS-2007</a> <a href="#">Program-Review-FSB-2013</a> <a href="#">Program-Review-HPS-2015</a> <a href="#">Program-Review-KINE-2012</a> <a href="#">Program-Review-LJML-2015</a> <a href="#">Program-Review-PSY-2011</a> <a href="#">Program-Review-SOE-2012</a> <a href="#">Program-Review-SoTCM-2014</a></li> <li>• Program review document evidence of alumni data and other external information gathered.</li> </ul>	

					<a href="#">PR-Alumni-Data-ARD</a> <a href="#">PR-Alumni-Data-FCS</a> <a href="#">PR-Alumni-Data-FSB</a> <a href="#">PR-Alumni-Data-KINE</a> <a href="#">PR-Alumni-Data-MICS</a> <a href="#">PR-Alumni-Data-PHY</a> <a href="#">PR-Alumni-Data-PSY</a> <a href="#">PR-Alumni-Data-SON</a>	
					<ul style="list-style-type: none"> <li>• Program review documents (as available) showing evidence of use of professional standards  <a href="#">FSB-Program-Review-Wrap-Around-Report</a>  <a href="#">ACBSP-QA-Report-PLNU-FINAL</a>  <a href="#">KINE-Program-Review-2012</a>  <a href="#">NCATE-Final-PLNU-Institutional-Report-Aug 2011</a>  <a href="#">SOE Evidence 2011-2012 NCATEBOE-Final-Report</a>  <a href="#">SOE Evidence 2011-2012 SOE-Conceptual-Framework-Preconditions</a> </li> <li>• Sample Prioritization Reports  <a href="#">Prioritization-CMT-2014</a>  <a href="#">Prioritization-FCS-2014</a>  <a href="#">Prioritization-PHYS-ENG-2014</a>  <a href="#">Prioritization-SPIRITUAL-DEV-2014</a>  <a href="#">Prioritization-SSW-2014</a>  <a href="#">Prioritization-STUDENT-DEV-2014</a> </li> </ul>	
<b>4.6</b> The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection		1	C	The university was in the process of creating a new strategic plan, when the decision was made to focus institutional planning energy on Strategic Enrollment Planning and	<p>Discussed in Section 7.</p> <ul style="list-style-type: none"> <li>• Prior Strategic Plan Updates  <a href="#">Traditional Enrollment Goal Strategic Priorities</a> (5-yr goal update)  <a href="#">Strategic Enrollment Planning Update &amp; Plan Release</a> </li> <li>• <a href="#">Strategic Planning Themes 2016</a></li> </ul>	

<p>and planning processes that are based on the examination of data and evidence. These processes assess the institution’s strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution. X 1.1, 1.3</p>				<p>Academic and Administrative Prioritization (a modified version of the Dickeson process). In 2015 the university returned to focusing on the development of the framework for the next Strategic Plan and the Academic Plan.</p>	<ul style="list-style-type: none"> <li>• <a href="#">Faculty survey summary</a>, Spring 2011 (<i>data about what is important in the theme areas as they were developing</i>)</li> <li>• <a href="#">Strategic Enrollment Planning Summary Report</a></li> <li>• <a href="#">Prioritization Summary Report</a></li> <li>• <a href="#">Prioritization Tracking</a></li> <li>• <a href="#">Strategic Planning Priorities 2011</a></li> <li>• <a href="#">Strategic Planning Priorities 2012</a></li> <li>• <a href="#">Strategic Planning Priorities 2013</a></li> <li>• <a href="#">Strategic Planning Theses 2016</a></li> <li>• <a href="#">Academic Plan</a> (Categories &amp; Initiatives)</li> <li>• <a href="#">Strategic Planning Framework</a></li> <li>• <a href="#">Strategic Planning Diagram</a></li> <li>• <a href="#">President’s Advisory Board Members and Affiliations</a></li> <li>• <a href="#">President’s Community Council Members and Affiliations</a></li> </ul>	
<p><b>4.7.</b> Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment</p>		1	C		<p>Discussed in Section 7.</p> <ul style="list-style-type: none"> <li>• <a href="#">Planning Council Annual Calendar</a></li> <li>• <a href="#">Planning Council Description</a></li> <li>• Planning Council Agendas for the last two years.</li> </ul> <p><a href="#">050415-Planning-Council-Agenda-Notes</a>  <a href="#">051215-Planning-Council-Agenda-Notes</a>  <a href="#">121416-Planning-Council-Agenda-and-Supporting-Documents</a>  <a href="#">121416-Planning-Council-Minutes</a>  <a href="#">121615-Planning-Council-Agenda-Handouts</a>  <a href="#">121615-Planning-Council-Agenda-Notes</a></p>	

<p>as part of its planning, new program development, and resource allocation.</p>					<p> <a href="#">121615-Planning-Council-Agenda</a>  <a href="#">121615-Planning-Council-Minutes</a>  <a href="#">121714-Planning-Council-Meeting-Agenda</a>  <a href="#">121714-Planning-Council-Meeting-Minutes-and-Summary</a>  <a href="#">121714-Planning-Council-Meeting-Notes</a> </p> <ul style="list-style-type: none"> <li>• <a href="#">Strategic Enrollment Planning Summary</a></li> <li>• <a href="#">Prioritization Summary</a></li> <li>• <a href="#">Strategic Plan Framework</a></li> <li>• <a href="#">Strategic Plan Diagram</a></li> <li>• <a href="#">Academic Plan</a></li> <li>• <a href="#">Strategic Planning Themes and Academic Plan Connections</a></li> </ul>	
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## Synthesis/Reflections on Standard Four

### 1. After completing this analysis, what are the two or three most important issues that emerged from the self-review of this Standard?

1. PLNU has an evidence-based culture committed to accurate, accessible data which is essential to high-quality institutional decision-making.
2. The pace of change in higher education over the past decade demands agility, flexibility, and continuous improvement in operations. PLNU has adjusted to these demands for change requiring regular, thorough institutional planning and adjustment on the basis of these plans.
3. PLNU has built effective quality assurance processes including program review, insitutional prioritization, and strategic planning.

### 2. Looking overall at the quality and effectiveness of the institution's data gathering and systems to support the review process, what are institutional strengths under this Standard?

- Over the past decade, the university has developed a robust Institutional Research function to inform evidence-based decision-making at all levels of the institution. In addition, PLNU produces a monthly environmental scanning document to inform the community about issues of specific importance to the private non-profit higher education institution. The university has made significant gains in generating dependable, actionable data to inform institutional decision-making.
- Through general strategic planning, a Strategic Enrollment Planning process, program review, and institutional program prioritization, the university has taken ordered steps to evaluate the environment, adjust existing institutional offerings and plan for the future.

The establishment of a new College of Extended Learning, the hiring of an experienced dean for that area and enhanced Office of Institutional Research have strengthened our monitoring of internal and external change.

### 3. Looking again at the overall quality and effectiveness of the institution's data gathering and systems, what are areas to be addressed or improved under this Standard?

- A small number of academic and co-curricular areas have been challenged with completing full cycle of program review. The university has worked to simplify the process, provide faculty development, internal support, consultants, and administrative support to assist academic units.
- While the university has made significant progress in developing institutional effectiveness/research systems and protocols, continued progress needs to be made to make a full range of decision-making data available in a timely manner.
- A spring 2016 survey of institutional research demonstrated broad campus support, but regular evaluation of institutional research effectiveness needs to take place.

## Essay Two Summative Questions and Responses

### 1. Who participated in preparing this self-inventory? What approach was used in completing the worksheet?

The preparation of the self-inventory involved the following steps:

1. Establishment of WASC Taskforce and Essay Two subcommittee.
2. Initial review of WASC criteria by the Essay Two subcommittee, including review of documents supporting PLNU compliance with WASC criteria.
3. Second review of university compliance with WASC criteria by members of Provost's Council and related revision to the ratings, rating explanations, documentation, and summary statements called for in the worksheet in an effort to reflect alignment with documented institutional practice.
4. Further revision of the worksheet and supporting evidence of compliance based on additional reviews by:
  - University WASC Taskforce;
  - Academic Council (school deans and department chairs);
  - Planning Action Council (representative leaders from academic and non-academic units); and
  - President's Cabinet and WASC Taskforce leadership.
5. Final worksheet revision and documentation check followed by submission of the worksheet to WASC Taskforce Leadership.

### 2. What areas emerged as institutional strengths that could be highlighted in the institutional report?

1. PLNU maintains a distinct mission, organizational structure, and strategic plan while receiving informed support from its founding denomination.
2. The university has responded thoughtfully to changes in the higher education and regional landscape in an effort to maintain and increase its services and support of student learning.
3. The university assessment, program review and educational effectiveness processes are performing well in most academic areas and institutional leadership of those processes is actively involved. University programs include clear learning outcomes and systems of assessment and program review for monitoring student accomplishment of those outcomes.
4. The university places a strong emphasis on its core functions of teaching, learning and scholarship and its commitment to student success.
5. Graduation data demonstrate that the university is at or above the level of most of its peers in encouraging student success.
6. Documents describing the development of graduate culture are in place for each school or department hosting graduate programs.
7. Data from multiple sources have been identified and are being used to assess student learning and academic program effectiveness.

8. The university has demonstrated a willingness to invest in new facilities, personnel, data systems and technology to support the achievement of institutional goals.
9. The university has restructured existing colleges and established a new college to improve cohesiveness and responsiveness to community need and institutional priorities.
10. In the last three years, the university has made significant gains in generating dependable, actionable data to inform institutional decision-making.
11. Through general strategic planning, a Strategic Enrollment Planning process, and institutional program prioritization, the university has taken ordered steps to evaluate the environment, adjust existing institutional offerings and plan for the future.
12. The establishment of a new College of Extended Learning, the hiring of a dean in that area and of a new Director of Institutional Research have strengthened our monitoring of internal and external change and of responding academically to that change.

**3. What areas were identified as issues or concerns to be addressed before the review?**

1. PLNU has well-defined diversity policies in most areas and a diverse student population, but some policy and organizational gaps need to be addressed and continued attention given to diversity in hiring generally and at the upper administrative level particularly. . In addition some surveys given to students (NSSE, SSI and DLE) indicate some student dissatisfaction with campus diversity climate.
2. The institution will continue to monitor the financially sustainable relationship between investment in new programs and new revenue generated.
3. A small number of academic and co-curricular areas have not completed full cycles of program implementation, assessment, review and appropriate modification.
4. While the university has made significant progress in developing institutional effectiveness/research systems and protocols, additional work needs to be done to make a full range of decision-making data available in a timely manner.

**4. What are the next steps in preparing for the review?**

This section was created in parallel with the drafting of the report and the documents and items identified throughout informed the creation of the report. Progress has been made on the four concerns listed above but there is more work to be done in the coming years:

Concerns identified in the review include:

1. PLNU has well-defined diversity policies in most areas and a diverse student population, but some policy and organizational gaps need to be addressed, and continued attention should be given to diversity in hiring generally, and at the upper administrative level particularly. In addition some surveys given to students (NSSE, SSI and DLE)

indicate some student dissatisfaction with campus diversity climate. As can be seen in the strategic plan framework, the university is putting additional focus on diversity in the emerging strategic and academic plans (see Section 7).

2. The institution needs to continue to monitor the financially sustainable relationship between investment in new programs and new revenue generated. The implementation of Workday, the university's new Enterprise Resource Program (ERP) and Student Information System (SIS) will simplify gathering the needed data and monitoring financial and enrollment progress (see Section 7).
3. A small number of academic and co-curricular areas have not completed full cycles of program implementation, assessment, review and appropriate modification. Work in this area continues to progress (see Sections 4 and 6).
4. While the university has made significant progress in developing institutional effectiveness/research systems and protocols, additional work needs to be done to make a full range of data for decision making available in a timely manner. This is a work in progress. Information about institutional research capacity can be found in Sections 5, 6 and 7, and information about PLNU's planning processes and new data system can be found in Section 7.