

POINT LOMA NAZARENE UNIVERSITY

INSTITUTIONAL PROPOSAL



Prepared for

***Western Association of Schools and Colleges
Accrediting Commission for Senior Colleges and Universities***

May 2004

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POINT LOMA NAZARENE UNIVERSITY

Institutional Proposal

to the
Western Association of Schools and Colleges

May, 2004

Section 1: INSTITUTIONAL CONTEXT

When Point Loma Nazarene University (PLNU) was founded in 1902 in Los Angeles, the institution's first president made it clear that he envisioned much more than simply a training school for ministers. In fact, he had in mind a substantial university of 3,000 students—with various professional schools and an undergraduate residential liberal arts college—a university vital in the Christian faith, excellent in academics, robust in scholarship, intentional about character formation, and faithful to the sponsoring denomination while remaining nonsectarian. Since at the time there were only two institutions in this country with an enrollment of over 3,000 students (the University of Michigan numbered 5,000; Harvard stood at 3,500), this was a big dream indeed.

Eventually, the institution made its way to suburban Los Angeles and operated as Pasadena College (PC). Over the years, PC experienced times of both feast and famine but eventually developed into a solid, stable liberal arts institution of about 1,300 students. The College won accreditation from the Northwest Association of Secondary and Higher Schools in 1943, and the Western College Association accredited PC in 1949. Although it was a vibrant academic community with many faculty and staff members living within walking distance, the 19-acre campus was simply too small to permit further growth and development. In 1973, the College sold its campus in Pasadena and bought a 90-acre site overlooking the Pacific Ocean in San Diego—becoming first Point Loma College, then Point Loma Nazarene College, and finally Point Loma Nazarene University. This move proved to be a defining event in the history of the institution.

The years since coming to San Diego have seen unprecedented institutional growth and development. Since the 1996 visit of the Western Association of Schools and Colleges (WASC) alone, over 70 million dollars have been invested in physical plant and technology. The Master Plan for the main campus is virtually complete, except for renovations in the Physical Education Complex and the science and mathematics facilities. There has been a 40 percent increase in full-time faculty (to 157), student ability has increased substantially (the entering freshman aggregate grade-point average is now 3.72, and the average

SAT is 1134), and scholarly productivity and intellectual discourse are encouraged and flourishing. In late 1997, the institution elected its first lay president, signaling a serious commitment to professional management, strategic leadership, and resource acquisition. In 1998, the College moved to university status, a further indication that many of the founder's hopes and dreams had become, in fact, a reality. In 2000, the University's enrollment reached the cap imposed by the City of San Diego—a maximum of 2,000 full-time equivalent students, calculated as an average between fall and spring semesters of all courses offered at the Point Loma main campus. As a result of the pressures caused by the cap, all graduate programs were moved from the Point Loma Peninsula to a newly acquired educational facility ten miles away in San Diego's Mission Valley. The main campus is now at capacity solely with undergraduate programs – approximately 2,400 students with 1,650 living in residential housing. The combination of strong academic and co-curricular programs, a beautiful seaside campus, a vital spiritual community, and a capped enrollment has resulted in PLNU becoming an "institution of choice." Over 91 percent of entering freshmen indicate that PLNU is their first choice, and currently the University receives more than three applications for every available undergraduate freshman admissions slot. In addition, the institution has developed new graduate programs in business and nursing as well as new facilities for graduate education in Arcadia and Bakersfield. The University total enrollment today stands at approximately 3,200 students.

One hundred years later, the founding president's dream is a reality. PLNU is a prominent Christian university, increasingly selective in admissions, vibrant in leadership development, connected to its sponsoring denomination (the Church of the Nazarene), and known for strong professional programs in athletic training, business, education, nursing, and journalism, a robust pre-med program, a long-standing undergraduate research program, and an excellent teaching faculty dedicated to the liberal arts. Now that the founding dream has been accomplished, what can be said about Century II? How do we capitalize on our strengths, address our weaknesses, and faithfully sustain our mission? This is the challenge before us, and we are eager to engage in the WASC institutional review process at this strategic time. The review will help us think carefully about our new mission statement, review and hone our quality improvement processes, further formalize and link our strategic planning efforts to ongoing program development and budgeting, and encourage a sustained conversation about educational effectiveness and assessment of student learning outcomes.

In the most recent Commission Action Letter (1997), four concerns were noted: planning, assessment, diversity, and faculty scholarship. These concerns were real. The 1996 visiting team report noted that formal planning and assessment were "embryonic" at best—and they were probably being kind. Our planning efforts were successful but largely intuitive; attempt after attempt to formalize the planning process had failed. And although there had been substantial efforts to assess the effectiveness of University programs, the condition of assessment in 1996 was still inadequate in a variety of ways. Assessment systems were disparate, competing, overlapping, and much was being overlooked in the total process. With regard to diversity, the Commission Letter, while commending the University for modest gains over the previous five years in the recruitment and enrollment of minority students, noted the static situation relative to the faculty, and urged the institution to address the campus climate for gender and ethnic diversity, paying special attention to diversity needs in the curriculum and student services. The University was also directed to define carefully the expectations for faculty scholarship, with particular attention to the criteria used in promotion, tenure, and sabbatical decisions, and to give attention to the issue of scholarship among the graduate faculty.

Substantial progress has been made in each of these areas of concern. In the area of planning, we now have an effective, ongoing strategic planning process in place managed by a standing Strategic Planning Committee with representatives from across the University. A revised mission statement has been written, a vision statement has been shared, core values have been identified, and annual strategic goals and plans have been developed. (See Appendix A for planning documents.) Our assessment program, managed by a standing Assessment Committee, has adopted the Nichols institutional assessment model that addresses student learning outcomes for each academic major, general education, and programs in Student Development and Spiritual Development. (An inventory of assessment activities and assessment templates used by the Committee are included in Appendix B.) The minority faculty hiring and development strategy, in place since 1997, has yielded modest results. The percentage of full-time minority faculty in 1999 stood at seven percent. By the 2003-04 academic year, it had moved to ten percent. Criteria for tenure, promotion, and sabbaticals have been thoroughly reviewed and revised by a standing faculty committee, and additional financial and programmatic support for faculty scholarship is now in place. These areas will be addressed specifically and given special analysis in both the Preparatory Review (PR) and the Educational Effectiveness (EE) Review. Criteria for Review items (CFR's) relating to the four concerns identified in the Commission Letter will be converted into questions and addressed as a part of the Preparatory Review Report. (See Section 4 below.)

During the institutional self-review in preparation for the writing of this proposal, three areas needing additional attention were identified: formality in the collection and use of data for strategic planning, diversity, and expectations for learning. These issues are related clearly to the concerns identified by the last visiting team. While substantial progress has been made, there is certainly more to do. It is also evident that institutional resolve and expectations regarding these issues have increased. We eagerly enter this re-accreditation process knowing that we will emerge a stronger institution.

Section 2: **DESCRIPTION OF OUTCOMES**

As a result of the re-accreditation process, we hope to achieve the following positive outcomes:

1. **Extend our maturing institutional culture of evidence, incorporating critical data into strategic, operational, and academic planning.** Since the last WASC re-accreditation review, we have made strides in bringing critical data elements into the planning process. The Strategic Planning Committee has developed a complete set of Key Performance Indicators (KPI's) to give guidance to our planning process, and the Office of Institutional Research (IR) has developed a series of data reports to assist in academic planning regarding faculty resource allocation, class size analysis, enrollment trends, student retention, and academic success. However, much work is still needed to expand these efforts and develop an institutional culture of evidence. We also need to find more effective ways to disseminate information and to document the changes that may result.
2. **Ensure that the new mission statement is embraced, shared, and embodied throughout the institution.** The first step in revamping our planning process was to restate our institutional mission.

This process took nearly a year. The new mission identifies three primary institutional activities that can be summarized in the phrase—To Teach, To Shape, To Send. During the Fall Faculty Convocation in 2003, members of the faculty spent an entire day together thinking about these core functions. Likewise, Student Development staff addressed these themes in workshop experiences at the beginning of the academic year. There was substantial agreement that these functions expressed the essential nature of the University and that more dialogue would be necessary to be sure that the functions are fully embraced and embodied. We will be using a thematic approach in the Educational Effectiveness Review, and these core functions will serve as the organizing framework for our reflective essays.

3. **Formalize the link between mission, vision, strategic planning, and the annual budgeting process.**
Now that we have a new mission statement and a vision statement to guide a revamped strategic planning process, we need to develop more effective ways to link planning and budgeting. We will make this a point of emphasis as we review Standards and CFR's in the Preparatory Review.
4. **Develop a more specific and reliable set of outcomes measures and means of assessment for general education and the co-curricular .** We have made significant progress in the assessment of student learning outcomes, particularly as it relates to academic majors. With regard to general education, however, it has been difficult to develop an assessment strategy because our goals are so general and aspirational that specific, measurable outcomes cannot be identified easily. We now have a General Education Task Force at work and have begun to gather assessment data from graduating seniors. Through this re-accreditation process, general education and co-curricular assessment will receive primary attention as we review CFR's in the Preparatory Review and reflect on our institutional themes in the Educational Effectiveness Review.
5. **Review and improve our quality assurance processes, focusing particularly on academic program review and the improvement of instruction.** We have had a five-year cycle of program review for all 17 academic departments for over a decade. It is time to review and assess this program along with other key quality assurance processes such as our new program approval process, particularly since we function under an undergraduate enrollment cap, and student satisfaction is critical to our success. At the same time, there is keen interest in developing new graduate programs at teaching locations other than the main campus. The Preparatory Review will allow for a focused examination of these important processes.
6. **Sustain discourse about what educational effectiveness means for Point Loma Nazarene University and sharpen our assessment of student learning outcomes.** The reflective essays addressing institutional themes in the Educational Effectiveness Review will provide the structure for a serious, ongoing discussion about educational effectiveness and attention to student learning outcomes. A careful, prolonged discussion is critical as we work to develop an institution-wide culture of evidence with genuine faculty buy-in.
7. **Examine the impact of growth in graduate programs (new programs, new sites) with an eye to quality assurance and faculty governance processes.** Since our undergraduate campus must

operate within the constraints of an enrollment cap, we look for continued growth in off-campus graduate programs to reduce upward pressure on tuition. A careful review utilizing Standards and CFR's during the Preparatory Review will permit the University to assess the functionality of our quality assurance processes and ensure that faculty governance is maintained effectively.

- 8. Evaluate current strategies to enhance diversity and, in the process, renew our commitment to building a diverse and respectful University environment.** John Wesley, an 18th Century English clergyman and reformer (to whom we trace our theological tradition) proclaimed in his theology of holy living that the world was his parish. He equated piety with love of God and neighbor, and he connected learning with practical acts of love and service. As an institution in the Wesleyan tradition, PLNU's goal is to cultivate compassion, cultural sensitivity, and a passion for social outreach in our students. Diversity, an issue highlighted by the last visit team and in our own institutional self-review, will be specifically addressed in the Preparatory Review.

Section 3: **CONSTITUENCY INVOLVEMENT**

In December 2003, the President, upon the recommendation of the Provost, named a nucleus of faculty and administrators to begin seed work that would eventuate in the planning and execution of the re-accreditation process. The group was made up of the President, Provost, Vice Provost for Academic Administration, Vice Provost for Educational Effectiveness, and a Professor of French. Subsequently, the team attended the January 7-8, 2004, Workshop for Institutions with Upcoming Reviews held at Samuel Merritt College in Oakland, California.

Following that orientation to the accreditation review process and with WASC materials in hand, the initial team met to discuss the entire accreditation review process as outlined in the meeting and to develop further strategies. During the next few days, the initial group conducted a preliminary self-review under Standards utilizing WASC materials, discussed the official Commission Action Letter from the last review process, and recommended an expansion in the membership to include more faculty and staff representation. As a result, the President added two faculty members and the Associate Vice President for Student Development to the group, designating the expanded team as the official WASC Steering Committee.

During further meetings held in January and February, the WASC Steering Committee concluded discussion on approaches to the Preparatory and Educational Effectiveness Reviews, developed an initial plan of work, and agreed on a timeline for engaging the University community. By March 1, the Committee had written expected institutional outcomes for the accreditation review, had identified issues and possible researchable questions, and had begun work in earnest on three themes to be featured in the Educational Effectiveness Review. Work also began in the form of assignments to individual members in the writing of a draft proposal to be circulated to the University community for increased awareness, critique and response, and more general involvement.

Once possible themes for the Educational Effectiveness Review were identified, they were shared in meetings with the Administrative Cabinet (chaired by the President), the Provost's Council, the Faculty Council, department chairs, and the directors in Student Development and Spiritual Development. After review of all comments and suggestions, the Steering Committee developed a draft proposal. The proposal was then circulated to senior administrators, faculty members, staff, and leaders in student government. A WASC Forum, open to the entire University community, was scheduled and announced by the President to provide information to any interested party about the re-accreditation process and to provide feedback regarding the proposal to the Committee. Finally, all department chairs and the Administrative Cabinet reviewed the draft proposal and made helpful suggestions and comments to the Steering Committee.

During the remainder of the review process, a number of study groups and task teams will involve all constituencies, including trustees, senior administrators, academic deans, the Faculty Council, faculty members, staff members involved in Student Development, Spiritual Development, and the delivery of academic support programs, and students. A variety of methods will be used to keep the University community informed and engaged in the process and to solicit feedback, including special forums, sharing in faculty and chairs meetings, developing an accreditation Web site, and providing email progress reports, and articles in the student newspaper, a newsletter sent to the Board of Trustees, and the University's quarterly magazine, *The Viewpoint*. A WASC update will also be a part of each board meeting (fall and spring) throughout the process, providing both information and opportunities for review and comment.

Section 4: **APPROACH FOR THE PREPARATORY REVIEW**

The approach to the Preparatory Review is designed to demonstrate our capacity to define and sustain educational effectiveness and learning. As such, it is certainly much more than a minimal review of assets and resources and a walk through the Standards, although we will provide evidence that each has been met. We envision a review process with five elements.

First, the Vice Provost for Academic Administration and the Office of Institutional Research will develop a dedicated Web site, linked to the University's home page, including all information related to the re-accreditation review process—groups involved, committee memberships, timetables, draft documents, proposals, reports, specific recommendations, actions, and announcements of upcoming events. This will provide all interested constituencies, on and off the main campus, with easy access to progress reports, draft documents, and discussion items.

Second, our Portfolio will provide evidence of effective development and deployment of resources, structures, and systems. We will develop a Web-based data and policy portfolio including all required data elements, including admissions and student preparation, student enrollments, degrees awarded, faculty and staff composition, physical and fiscal resources, institutional and operational efficiency, and Educational Effectiveness Indicators (EEI's). In the process of developing and reviewing the EEI's, subcommittees of faculty and designated staff members will write two reflective essays. One will focus on important issues that arise from the analysis of the data portfolio, including a discussion of the issues, implications for the

institution, and recommendations for action. The second reflective essay will address the development of EEI's, citing issues and implications for the institution as well as recommendations for action.

Third, for each Standard, three or four key CFR's will be selected and reframed as questions for investigation, discussion, and analysis. Subcommittees of faculty and staff will gather evidence and answer each question, citing any gaps in data collection or concerns that arise regarding institutional practice. They will also make recommendations for improvement. The President, acting on behalf of the WASC Steering Committee, will refer recommendations from all reflective essays to the proper institutional committee, officer, or program for action. Specific changes that result will be reported in the Preparatory Review Report and documentation will be available for the Preparatory Review Visit Team.

Fourth, since both the last WASC review team and the WASC Steering Committee identified planning, assessment, and diversity as issues of concern, a key question will be developed for each issue and a reflective essay will be written. As with the other essays and questions, implications for the institution will be reported, and immediate actions along with recommendations for future actions will be referred by the President to the appropriate persons on behalf of the Steering Committee.

Finally, the fifth element will include a synopsis of the overall review, identification of specific recommendations, subsequent actions, reported results, and recommendations for future steps. The synopsis will also address to what extent the expected institutional outcomes from the review have been achieved.

Section 5: **APPROACH FOR THE EDUCATIONAL EFFECTIVENESS REVIEW**

After reviewing the four recommended approaches to the Educational Effectiveness Review, we believe that the Special Themes Approach holds the most promise to assist us in accomplishing our intended institutional outcomes. At the same time, this approach will provide evidence to the Commission that we have a system of quality assurance for student learning and organizational effectiveness that demonstrates “an institutional and leadership focus; appropriate educational objectives for degree programs and the institution; learning outcomes that are widely shared and reflected in academic programs and policies, faculty who take collective responsibility for demonstrating and reviewing attainment of those expectations; a culture of inquiry and evidence that is well established and used regularly for improvement; and ongoing, regular collection and use of evidence to assure program delivery and learner accomplishments” (WASC presentation, January 8, 2004).

At the outset of our new institutional planning process several years ago, we took more than an entire year to develop a new mission statement. It is as follows:

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

A short version of this statement has emerged in the phrase “To Teach, To Shape, To Send.” One of our intended outcomes from the review process is to “ensure that the new mission statement is embraced, shared, and embodied throughout the institution.” The best way to do this, we feel, is to use these categories as themes to frame the Educational Effectiveness Review. We will be careful to ensure that the analytical essays for each theme go beyond a description of activities to include analysis and reflection on the evidence that the institution has collected about teaching and learning. We propose five elements for the Educational Effectiveness Review.

First, we will update the EE Review Team on institutional actions and documented results since the Preparatory Review visit, including how we have addressed any specific recommendations contained in the report of the PR Visiting Team. We will also provide a progress report of any continuing institutional actions regarding the concerns stemming from our own self-review of the Standards addressed in the Preparatory Review.

Second, since our EEI is embedded in the University’s assessment program, we will revisit the prescribed inventory on Educational Effectiveness as part of a comprehensive review of the University-wide assessment program. (See Appendix B below.) A sub-committee will outline the philosophy, scope, design, operation, and results of the review and then evaluate the assessment program, asking 1) to what extent there have been broad, University-wide engagement and improvement actions concerning student learning outcomes as a result of the program, and 2) what evidence can be provided to support the conclusions. Immediate institutional actions implemented as a result of the evaluation as well as recommendations for future actions will be reported.

Third, we also understand that vital quality assurance processes are critical in sustaining educational effectiveness. We have identified our new program approval process and our program review process as particularly important as we seek to develop new graduate programs and teaching locations, while sustaining quality in an undergraduate program on a campus with an enrollment cap. We will establish two subgroups to examine carefully these processes. They will be asked to determine answers to the following questions: To what extent are these quality assurance processes actually improving program quality? and, What is the evidence that student learning outcomes are improved as a result? Finally, the subgroups will be asked to make both immediate and long-term recommendations to the President.

Fourth, analytical essays will be written for each of the three themes: To Teach, To Shape, To Send. Since these themes encompass such a broad spectrum of activities and outcomes, several guiding questions will serve to focus the investigation and subsequent discussions. Individual teams, with a predominance of faculty members, will address each theme and write the respective analytical essays. Specific lines of inquiry and means of assessment will be developed for each theme. On behalf of the WASC Steering Committee, the President and Provost will encourage and facilitate full discussion of these themes and the findings of the essay teams with the Board of Trustees, faculty, staff, students, and alumni. In doing so, we believe that we will not only strengthen the PLNU experience for our students, but we will also demonstrate to the Commission that we have developed, in fact, a sustainable culture of evidence.

INSTITUTIONAL THEMES

Because these themes are so broad, we have developed specific areas of investigation, questions for engagement, and initial sources of evidence to guide the writing of each reflective essay. The general outline for addressing these themes is as follows:

TO TEACH

General Education [undergraduate level]

- Do students learn fundamental writing, quantitative, and critical thinking skills?
- How do students who are involved in cross-cultural experiences change as a result of intensive immersion in other cultures?
- Are students able to articulate a Wesleyan theological approach when addressing particular social and ethical issues?

Academic Majors [undergraduate and graduate levels]

- Do students demonstrate knowledge at the appropriate level in their major fields?
- Have students developed the skills needed by professionals in their field of study?
- Are students able to identify and discuss significant ethical and theological issues in their major area of study?

Scholarship [undergraduate and graduate levels]

- In what ways are faculty actively engaged in research?
- In what ways has faculty-student collaboration increased?
- In what ways do faculty actively work at developing their teaching craft?

Sources of Evidence: *pre- and post-tests in writing, Mathematics 303, general education holistic assessment of seniors, student focus groups, results on the GRE, LSAT, MCAT and on licensure exams such as those used in nursing and athletic training, alumni surveys, graduate school entrance data, departmental assessment data, departmental capstone courses, portfolios, results of data analysis in the Office of International Studies, faculty publications, conference participation records, data from the undergraduate Honors Scholars program, mentoring data, faculty surveys, faculty discussion groups, and Center for Teaching and Learning program assessment data.*

TO SHAPE

Engaging the Student

- As students are shaped at Point Loma Nazarene University, are they actively engaged in the following educational practices:
 - Experience a significant level of academic challenge;
 - Become involved in active and collaborative learning in both academic and co-curricular programs;
 - Interact frequently with faculty and staff;
 - Participate in experiential learning; and
 - Acquire a sense of connection to a supportive University environment?

Equipping the Student

- As students are shaped at Point Loma Nazarene University, do they understand and practice the disciplines necessary to develop as whole persons?

Embodying in the Student

- As students are shaped at Point Loma Nazarene University, do they demonstrate a capacity to care for and understand others, evidenced by their ability to:
 - negotiate cultural differences with others;
 - participate in ministry and service opportunities; and
 - commit to ethical practice?

Sources of Evidence: *National Survey of Student Engagement, Psychology 101 assessment, LoveWorks field evaluations, alumni survey, Covenant Group data, Ministry Team evaluations, exit interviews, Time Out surveys, Wellness Center assessment data, IDEA evaluations of teaching, CIRP data, MOSAIC assessment data, senior surveys, focus groups, Career Services evaluations data.*

TO SEND

Vocation

- Are students at Point Loma Nazarene University well prepared for graduate study or for work in a profession?

Community

- Do our students evidence a commitment to lives of service?

Church

- In what ways are current students and alumni involved in a local faith community?

Sources of Evidence: *GRE scores, professional licensure examinations, graduate school admittance records, data from the Office of Spiritual Development, alumni surveys, focus groups, Career Services data, senior exit interviews, senior surveys, registration surveys.*

Fifth, after all the assessments have been completed, reviews have been conducted, essays written, and themes examined and discussed, we will summarize our experience with the entire re-accreditation review process. We will point to fresh understandings, improvements, and implemented recommendations. We will reflect on what we were able to accomplish and what was unrealistic. We will underscore what worked for the University and what did not work, and try to explain why. Finally, we will look to the future with a commonly understood and widely supported agenda for action.

Section 6: **WORK PLAN AND MILESTONES**

What follows is an outline of the proposed elements for the Preparatory Review and the Educational Effectiveness Review, the person or group assigned, and the timeframe for action. We plan for all elements to be completed at least six months before the visit to permit time for discussion, reflection, and writing of the PR and EE institutional presentation.

Preparatory Review (Fall 2006) – Five Elements

1. Web Site Development	Vice Provost and IR	Fall 04
2. Data and Policy Portfolio	Vice Provost and IR	Fall 04
Ref. Essay—Portfolio	PR Group One	Spring 05
Ref. Essay—EE Indicators	PR Group Two	Spring 05
3. CFR's into Questions		
Standards One & Three	PR Group Three	Spring 05—Fall 05
Standards Two & Four	PR Group Four	Spring 05—Fall 05
4. Key Questions—Self-Review		
Planning	PR Group Five	Spring 05—Fall 05
Assessment	PR Group Six	Spring 05—Fall 05
Diversity	PR Group Seven	Spring 05—Fall 05
5. Synopsis	Steering Committee	Spring 06

The WASC Steering Committee will take the lead in drafting the synopsis and the Preparatory Review institutional presentation. During the two years prior to the Preparatory Review, the Committee, chaired by the President, will ensure that the work of the PR groups, the synopsis, and the institutional presentation itself are widely shared, openly discussed, and strongly supported by the Board of Trustees, senior administrators, faculty, professional staff, and students.

Educational Effectiveness Review (Fall 2007)—Five Elements

1. Address PR Recommendations	Steering Committee	Fall 06
2. EE Inventory Review	Steering Committee	Fall 06
Review Assessment Program	EE Group One	Fall 06—Spring 07
3. Quality Assurance Processes		
RE—New Programs	EE Group Two	Fall 06—Spring 07
RE—Program Review	EE Group Three	Fall 06—Spring 07
4. Institutional Themes		
To Teach	EE Task Force I	Fall 06—Spring 07
To Shape	EE Task Force II	Fall 06—Spring 07
To Send	EE Task Force III	Fall 06—Spring 07
5. Summary of Review Process	Steering Committee	Spring—Summer 07

The WASC Steering Committee will take the lead in drafting the summary and the Educational Effectiveness institutional presentation. Committee members will participate with, but not chair, subgroups to make sure

there is strong coordination and facilitation with the Steering Committee. Throughout the year of preparation, the Committee will ensure that the work of the EE groups and task forces is widely shared, openly discussed, and strongly supported by the Board of Trustees, senior administrators, faculty, professional staff, and students.

We understand that organizing and coordinating the work of seven PR teams and six EE teams is a massive task. However, we feel that it is the best way to guarantee that a large number of faculty, professional staff, and students are actively engaged in the review process—not just receiving reports about the review process. We are confident that we possess the skills and resolve to see this process through to completion. (See Appendix C below for a timeline of the Work Plan.)

Section 7: **EFFECTIVENESS OF DATA GATHERING AND ANALYSIS SYSTEMS**

The University continually examines how institutional research is collected, stored, analyzed, and interpreted to improve student learning outcomes, foster dialogue regarding programmatic and curricular change and innovation, and conduct our self-review. One of our goals is to effect systemic improvement of the data collection process in order to sustain a culture of evidence. The matrix in Appendix B indicates the type of data that is collected, its purpose and use, and location where the data will be made available during WASC site visits. Several resources will facilitate data gathering and analysis.

The Office of Institutional Research, established in 1984, serves the University and the educational community-at-large by providing a variety of data. Central to the function of IR is the gathering of institutional data for the production of an electronic Fact Book and the routine filing of internal and external reports. The following descriptive data is available on the IR Web site: undergraduate and graduate enrollment (classification, denomination, ethnicity, major, degree, and residence), a retention study, and admissions data. Survey information and comparative reports also are available on the Web: UCLA's national survey of entering college freshmen, First-Year Experience surveys, the College Student Survey, the UCLA Faculty Survey, the CCCU Alumni Survey, a Student Satisfaction Survey (CCCU Retention Project), and the National Survey of Student Engagement (NSSE).

Under the direction of the Vice Provost for Educational Effectiveness, an assessment committee works collaboratively with department chairs, faculty, and staff to sustain an ethos of program effectiveness focused on achieving improved student learning outcomes and ongoing programmatic evaluation. The Office of Spiritual Development, Student Development, and both undergraduate and graduate programs submit an assessment report to the Assessment Committee. The report contains specific information on programmatic/educational outcomes, means of assessment, criteria for success, a summary of data collected, and the intended use of the assessment results. Each program and curricular department identifies specific assessment tools such as surveys, questionnaires, standardized or norm-referenced tests, and formative and summative evaluation instruments to be used. The Assessment Committee offers suggestions and on-going support to ensure that each program and curricular area evaluates its own

assessment plan. (Refer to Appendix B below for a matrix that lists each area, degree program, and most recent data collection date.)

Data is routinely collected in all areas of the University from the Office of International Studies to Library Services to the Office of Alumni Relations. In the Office of Spiritual Development, for example, program and ministry evaluation data is collected in the areas of Student Ministries, Church Relations, Worship Ministries, LoveWorks, student chapel, and Project Y.E.S. In Student Ministries, data is collected on annual goals and objectives used for personal ministry plans and to track student involvement. In Worship Ministries, survey data is collected to address student interest, monitor student attendance, and evaluate summer ministry and internship experiences. The Office of Student Development also collects and analyzes program data in the areas of Student Retention and Engagement, Career Services, Community Life, Outdoor Leadership and Recreation, Residential Life, Tutorial Services, and the Wellness Center.

We feel that our data gathering systems are adequate to current operations. However, in order to meet the added demands of the upcoming review process and support a more credible culture of evidence, an increase in personnel in IR will be required to assist in the work of the Review Teams, the Assessment Committee, and the WASC Steering Committee. We look forward to the demands that this type of intensive, sustained engagement by faculty and staff will require, and we are committed to support with human and financial resources a growing culture of evidence.

Section 8: **PROPOSED DATA TABLES**

(Please refer to Appendix D below.)

Section 9: **OFF-CAMPUS AND DISTANCE DEGREE PROGRAMS**

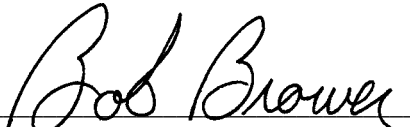
The following degree programs are offered off-site:

Arcadia	Bakersfield	Albuquerque
M.A.—Education	M.A.—Education	M. Min.
Ed.S.—Ed. Admin.	Ed.S.—Ed. Admin.	

It is our operational philosophy to offer identical programs at all locations. Thus, the M.A. in Education offered at Bakersfield is the same as the M.A. in Education offered in San Diego. The program went through the same approval process, has the same outcome expectations, and is evaluated in the same way. Furthermore, faculties at all locations participate in University-wide assessment and evaluation activities. Faculty from all sites will be active in the review process, serving on assessment groups and thematic task forces, and all off-campus programs will be included in our reviews. In this way, these programs will be incorporated into the review process.

Section 10:
INSTITUTIONAL STIPULATIONS

- Point Loma Nazarene University will use the review process to demonstrate its fulfillment of the two Core Commitments, that it will engage in the process with seriousness and candor, that data presented will be accurate, and that the Institutional Presentation will fairly present the institution.
- Point Loma Nazarene University has published and publicly available policies in force as identified by the Commission. Such policies will be available for review on request throughout the period of accreditation. Special attention will be paid to the institution's policies and record keeping regarding complaints and appeals.
- Point Loma Nazarene University will abide by procedures adopted by the Commission to meet United States Department of Education (USDE) procedural requirements.
- Point Loma Nazarene University will submit all regularly required data, and any data specifically requested by the Commission during the period of Accreditation.
- Point Loma Nazarene University has reviewed its off-campus programs to ensure that they have been approved as required by the WASC Substantive Change process.



Bob Brower, President
Point Loma Nazarene University

APPENDIX A

Planning

UNIVERSITY MISSION

Mission Statement

To Teach—To Shape—To Send

Point Loma Nazarene University exists to provide higher education in a vital Christian community where minds are engaged and challenged, character is modeled and formed, and service becomes an expression of faith. Being of Wesleyan heritage, we aspire to be a learning community where grace is foundational, truth is pursued, and holiness is a way of life.

Mission Context

The University, established in 1902 by the Church of the Nazarene, offers quality liberal arts and professional programs on its main campus in San Diego and select graduate and professional programs throughout the denomination's southwest educational region.

Core Values

- Excellence in teaching and learning
- An intentionally Christian community
- Faithfulness to our Nazarene heritage and a Wesleyan theological tradition
- The development of students as whole persons
- A global perspective and experience
- Ethnic and cultural diversity
- The stewardship of resources
- Service as an expression of faith

STRATEGIC PLANNING COMMITTEE

Committee reports to:	President of the University
Make-up of committee:	Size 13 - 15
Members:	
Elected:	3 faculty members elected by faculty
Ex officio:	1 Faculty Council representative 1 Associated Student Body representative 1 President of the University
Appointed:	5—one from each cabinet area by the President 2 members-at-large by the President
Length of tenure for members:	Three-year staggered terms for elected faculty members One-year for ASB president Three-year renewable terms for appointed members
Method of selecting chair:	Appointed by the President (may be from within or outside committee membership—may be chair or co-chairs)
Suggested meeting frequency:	One or two times each month
Effective date for new committee membership:	On the first Monday following Commencement

Major Responsibilities:

1. Advise the President on strategic issues facing the University.
2. Assist in the identification and development of strategic priorities for the University.
3. Oversee the operation of the annual planning cycle.
4. Review and assess the effectiveness of the annual planning process.
5. Provide analysis and depth to the University's visioning process.
6. Gather and analyze environmental data to assist in the identification of external threats and opportunities.

STRATEGIC PLANNING COMMITTEE

Membership for 2003-04

Co-Chairs: Patrick Allen and Dan Martin

Patrick Allen	(Provost)
Bob Brower	(President) (ex officio)
Josh Chesnut	(ASB President)
Joyce Falk	(Associate Vice President for Human Resources)
Tim Hall	(Assistant Chaplain) (2005)
Becky Havens	(Vice Provost) (2005)
Paul Kenyon	(Faculty Member) (2005)
Randall King	(Faculty Member) (2006)
George Latter	(Associate Vice President for Financial Affairs) (2005)
Dan Martin	(Vice President for University Advancement)
Kathy McConnell	(Faculty Council Designee) (2004)
Jim McEliece	(Faculty Member) (2004)
Alan Nakamura	(Director, Student Transition/Minority Support)
Scott Shoemaker	(Dean of Admissions) (2005)
Joe Watkins	(Associate Vice President for Community Development) (2005)

PLANNING ASSUMPTIONS

Connections/Relationships

- Church of the Nazarene
- Regional accreditation
- Professional accreditation of select programs
- Professional guilds and honor societies
- CCCU
- CIC
- AICCU
- NAIA
- Golden State Athletic Conference

External Considerations

- Increasing competition from traditional institutions and new providers
- Recruitment of quality students, faculty, and staff will become more competitive
- High and rising housing costs in San Diego will negatively impact the recruitment of faculty and staff
- Nazarene student pool in the Southwest Educational Region slightly decreasing
- Increased requests for services to non-residential students throughout our educational region
- Growing “global” nature of business and learning
- Unpredictable and unstable world situations
- Increasing expectations for quality, service, and lower tuition
- Mounting calls from the public for assessment and accountability
- Church becoming less theological and less loyal to the sponsoring denomination
- Technology will continue to be a major factor in education—rising costs and customer expectations

Internal Considerations

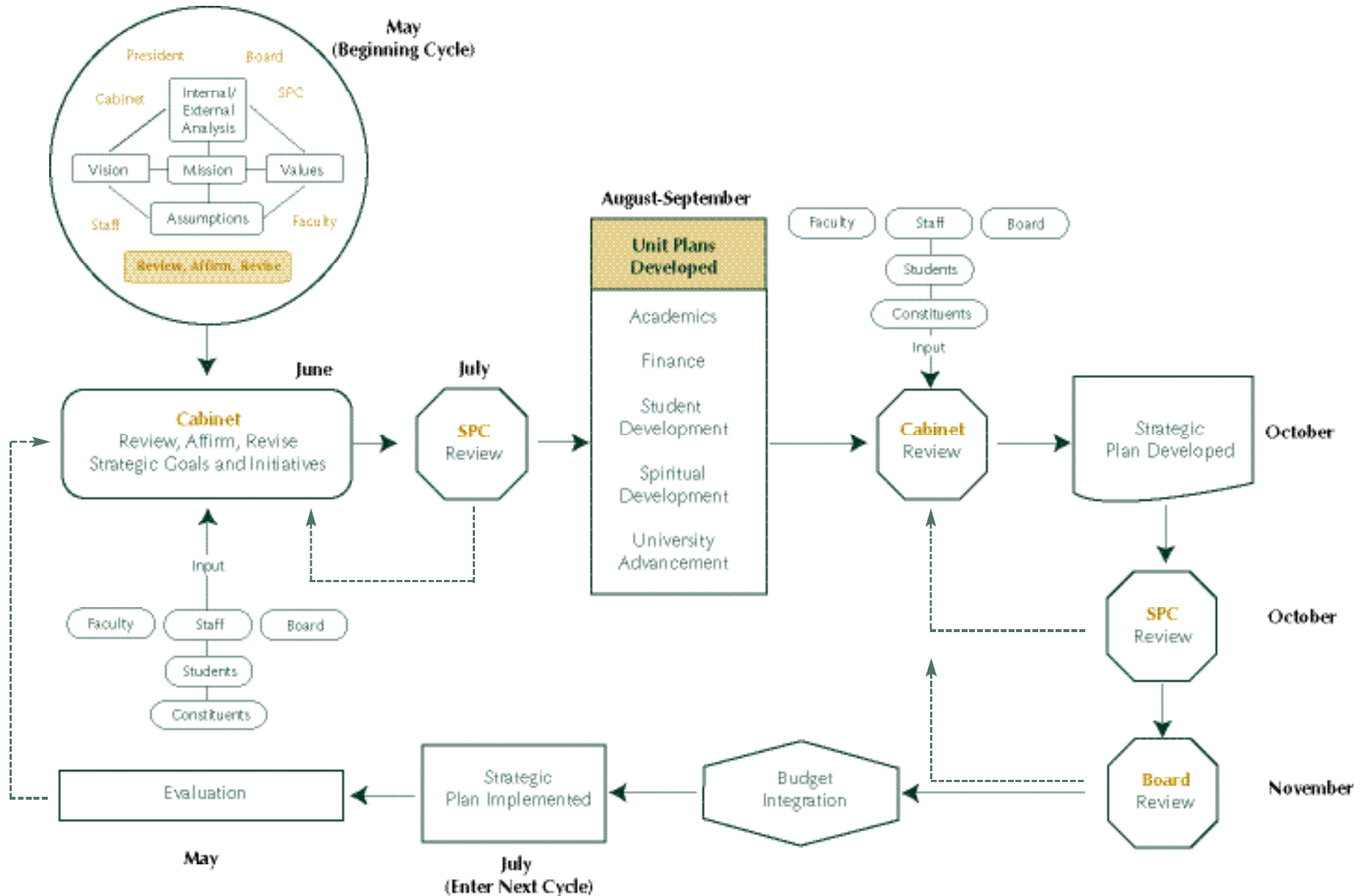
- Intentional Christian focus in all programs
- Undergraduate, residential, liberal arts education - the best preparation for the traditional student
- Programs guided by full-time faculty and staff
- Whole-person developmental approach
- Openness to new teaching locations, off-campus programs and initiatives
- Enrollment cap at current level on the main campus
- Utilization and cost of instructional technology will continue to increase
- Alternative revenue sources will be needed to remain competitive with salaries, facilities, technology, and tuition rates
- Enlightened leadership and careful budgetary management needed
- Increasing student demand for financial aid

STRATEGIC INITIATIVES

1. To articulate and affirm *To Teach ~ To Shape ~ To Send* as the central expression of the Point Loma experience.
 - To utilize key University venues to articulate the core values and mission of the institution.
 - To develop unit mission plans guided by the Teach ~ Shape ~ Send mission.
 - To develop institutional assessment measures for student learning, growth, and service.
 - To develop integrative strategies to encourage growth of the whole person.
 - To continue development of mentoring relationships in the pursuit of faith and meaning in the lives of students.
 - To encourage all community members to model the core values of the institution.
2. To ensure a growing, maturing Christian community.
 - To provide opportunities for spiritual in-reach, out-reach, and up-reach.
 - To present the Gospel to the community and beyond
 - To engage the entire University community in shaping the lives of students.
 - To support and expand spiritual growth and worship opportunities for faculty and staff.
 - To ensure the central role of chapel in the University community.
 - To explore vocation from a Wesleyan perspective and affirm its role in Christian living.
 - To promote a climate of civility across cultural, relational, and ethnic lines.
3. To pursue growth in enrollment through academic program innovation and development.
 - To re-conceptualize summer school offerings.
 - To determine possible alternatives in delivery of current programs to meet the needs of the adult learner.
 - To explore expanding undergraduate programs to Mission Valley.
 - To increase enrollments in present programs at all teaching locations to optimal levels.
 - To conduct mission review and market study of adult degree programs.
 - To review efficiency and space utilization of current programs.
4. To reaffirm and strengthen relationships with key constituent groups.
 - To reaffirm and renew our relationship with the sponsoring denomination.
 - To pursue a more specific, intentional strategy for the following constituent groups:
 - San Diego community
 - Point Loma community
 - Alumni
 - Parents of current students
 - Donors
 - To develop a corporate relations plan.
 - To strengthen our relationship and connection with the broader Christian community.
 - To develop and execute a more aggressive plan to tell the "PLNU STORY."
 - To capitalize on the locations, beauty, and quality of our facilities.
 - To find ways to highlight the strength of our academic and co-curricular programs.
5. To expand and increase the University's base of financial support.
 - To expand the annual giving donor base.
 - To increase endowment and scholarship funding.
 - To expand the capital campaign and enhance major donor development.
 - To develop relationships and aggressively submit proposals to regional and national foundations and funding agencies.

STRATEGIC PLANNING FRAMEWORK

Annual Cycle



APPENDIX B

Assessment

INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

University-Wide Assessment Instruments

Category	Learning Outcomes	Where published?	Other than GPA, what measures or indicators used?	Time frame for data-gathering/ first time done	Date of Last/ Next Program Administration	Has data been applied to create program change
Institutional Research			Freshman Survey from CIRP	Yearly	Fall 2003-2004	
			YFCY from CIRP	Yearly	Spring 2003-2004	
			Student Satisfaction Survey—CSS	Senior Year	Spring 2003-2004	
			Faculty Survey	Every 3 years	Fall 2004-2005	
			Alumni survey	Randomly	Spring 1995-1996	
			NSSE	Randomly		
			Beliefs and values survey from UCLA—CSBV	Randomly	Fall 2004-2005	

Category	Learning Outcomes	Where published?	Other than GPA, what measures or indicators used?	Time frame for data-gathering / first time done	Date of Last/ Next Program Review	Has data been applied to create program change
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GENERAL EDUCATION

Verbal skills	Under discussion	To be posted on PLNU website and in 2005-06 Catalog	GE holistic exit exam	Spring Senior Year	GE task force is in place to examine GE and suggest improvements and revisions to the program	We anticipate that this data will help guide our process of ongoing GE oversight
			Pre-test and post-test	Freshman Year WRI 110		
			GE holistic exit exam	Spring Senior Year		
			GE holistic exit exam	Spring Senior Year		
Religious tradition	Under discussion					
Personal development	Under discussion					
Quantitative ability	Under discussion		Pre-tests and post-tests under construction	Ongoing		

MAJORS BY DEPARTMENT

Accountancy, Business and Economics

Accounting					AY 1995-1996 Next 2004-2005	
Business Administration	Yes		ETS Business II Test	Yearly	AY 1995-1996 Next 2004-2005	
			Internship supervisor evaluations	Per semester	AY 1995-1996 Next 2004-2005	
International Development Studies						

Art and Design

Art Major—Studio	Yes	In catalog, referenced in some syllabi, to be placed on website now under construction	OS/IS jury-reviewed senior art show	Senior year, on-going	AY 2000-2001 Next review in 2005-2006	Assessment data motivated changes in curriculum (more upper division studio courses) and delivery (not offering courses concurrently)
			Alumni survey	Every 2-3 years		
			Exit exam	Senior seminar, S2004		
			OS/IS jury-reviewed written portfolio	Senior seminar and practicum		
			Written defense of senior art show—IS jury-graded	Senior year, on-going		
Art Major—Art Ed	Yes	In catalog, referenced in some syllabi, to be placed on website now under construction	OS/IS Juried senior art show	Senior year, on-going	AY 2000-2001 Next review in 2005-2006	Additional Art History course supported by review data
			Credential program admission rate—alumni survey	Every 2-3 years		
			Exit Exam	Yearly		
			Lesson Plan Portfolio—IS/OS Jury assessed	Yearly		
			Percentage hired—survey	Every 2-3 years		
			OS/IS jury-reviewed senior portfolio in senior capstone course	Yearly		
			Alumni survey	Every 2-3 years		

Art and Design, cont.

Art Major— Graphic Design	Yes	In catalog, referenced in some syllabi, to be placed on website now under construction	OS/IS jury-reviewed portfolio	Senior year	AY 2000-2001 Next review in 2005-2006	More upper division courses developed
			Exit exam	Senior seminar		
			Written defense of senior portfolio—IS jury-reviewed	Yearly		
			Alumni survey	Every 2-3 years		
Graphic Communications		In catalog, referenced in some syllabi, to be placed on website now under construction	OS/IS jury-reviewed portfolio	Senior year	AY 2000-2001 Next review in 2005-2006	More upper division courses developed
			Exit exam—art	Senior seminar		
			Exit exam—business	Senior seminar		
			Written defense of senior portfolio—IS jury-reviewed	Yearly		
			Alumni survey	Every 2-3 years		

Biology

Biology	Yes	2004-2005 Catalog, dept review document, dept website, referenced in some course syllabi	ETS exit exam	Senior capstone	AY 1995-1996 AY 2003-2004 Next review in 2008-2009	1996: changes to the major based on review data. 2004: changes to GE courses based on review data, to align GE with new work on learning theory
			Attitude inventory	Senior year		
			Rate of graduate admissions/professional entry	Ongoing		
			Alumni survey	Yearly		
			Process of science skills exam	On-going administration		

Chemistry

Chemistry	Yes		5 ACS Exams during 4 year series	Yearly	AY 1995-1996	
			Grad school acceptance, grad school completion and professional job rate—alumni survey	Yearly—for 3 and 6 years out		
			End-of-year instrument exams	Yearly		
			Teaching assistant evaluations	On-going		
			IS Supervisor evaluations of teaching assistants	On-going		
			Portfolio of 15 written and oral lab report	On-going		
			Evaluation of researchers by supervisor and outside community	Yearly		
			Attendance of a minimum # of scientific conferences	On-going record-keeping		

Communication and Theatre

Communication	Yes	Not yet published in central spot, referenced in some course syllabi	Senior survey	Yearly	AY 1998-1999 AY 2003-2004 Next review due 2008-09	In 1999, students, the discipline, and external reviewer encouraged study abroad for CMT majors
			Alumni survey	Yearly		
			Portfolio—Jury-reviewed	Senior year		
			IS jury-reviewed essay on spiritual component of ethics	COM 485		
			Societal Concentration: internship supervisor evaluation (OS)	Junior or senior year		
			Public Address: public presentation	Ongoing		
Managerial-Organizational Communications	Yes	Not yet published in central spot, referenced in some course syllabi	Internship supervisor (OS) surveys	Ongoing	AY 1998-1999 AY 2003-2004 Next review due 2008-09	Data collected, student response, and outside reviewer response led to proposal of Public Relations major.
			Presentation portfolio—OS jury-reviewed	COM 465		
			Exit survey	Senior year		
			Research portfolio	Senior year		
			Alumni survey	Yearly		
			IS jury-reviewed essay on spiritual component of ethics	COM 485		

Communication and Theatre, cont.

Media Communication	Yes	Not yet published in central spot, referenced in some course syllabi	OS jury-reviewed portfolio from internship	Senior year	AY 1998-1999 AY 2003-2004 Next review due 2008-09	In 1999, students, the discipline, and external reviewer encouraged study abroad for CMT majors
			OS jury-reviewed production scripts portfolio	Yearly		
			Projects portfolio (review)	Senior year		
			Internship supervisor (OS) survey	Ongoing		
			OS/IS jury-reviewed acting/directing portfolio	Senior year		
Theatre	Yes	Not yet published in central spot, referenced in some course syllabi	Internship supervisor survey	On-going	AY 1998-1999 AY 2003-2004 Next review in 2008-09	In 1999, students, the discipline, and external reviewer encouraged study abroad for CMT majors
			IS/OS jury-reviewed design portfolio	Not clear		
			IS jury-reviewed essay	COM 485		
			Oral defense of design portfolio	Not clear		
			Senior survey	Yearly		
			Alumni survey	Yearly		

Family and Consumer Sciences

Child Development	Yes	Not yet published	Senior exit exam	Yearly	AY 1998-1999 Next review in 2004-2005	Assessment data will be used at next program review
			Evaluation of youth program participation by supervisor	On-going		
			IS Jury-reviewed research project	Senior seminar		
			IS Jury-reviewed professional portfolio	Senior seminar		
CES	Yes	Not yet published	Senior exit exam	Yearly	AY 1998-1999 Next review in 2004-2005	Assessment data will be used at next program review
			IS Jury-reviewed research project	Senior seminar		
			IS Jury-reviewed professional portfolio	Senior seminar		
Family Life Services	Yes	Not yet published	Senior exit exam	Yearly	AY 1998-1999 Next review in 2004-2005	Assessment data will be used at next program review
			IS Jury-reviewed research project	Senior seminar		
			IS Jury-reviewed paper on solutions to family/home problem	Senior seminar		
			IS Jury-reviewed professional portfolio	Senior seminar		

Family and Consumer Sciences, cont.

Nutrition and Food	Yes	Not yet published	Senior exit exam	Yearly	AY 1998-1999 Next review in 2004-2005	Assessment data will be used at next program review
			IS Jury-reviewed research project	Senior seminar		
			IS Jury-reviewed professional portfolio	Senior seminar		

History and Political Science

History	Yes	In catalog and some course syllabi	Oral exit interview with IS jury	Senior year/ Spring 2004	AY 1995-1996 AY 2003-2004	Hard data not yet available for use in significant way
			Writing portfolio— IS jury reviewed	Senior year		
Political Science	Yes	In catalog and some course syllabi	IS jury-reviewed research design proposal	Course-attached/ Fall 2004	AY 1995-1996 AY 2003-2004	Student interest and discipline trends justified adding new major in AY 2004-2005
			Surveys before and after off-campus experience	Ongoing		
			MFAT Political Science exam	Senior year		
Social Science	Yes	In catalog and some course syllabi	CSET Social Science exam	Yearly	AY 1995-1996 AY 2003-2004	
			Portfolio (IS jury)	Yearly		
			Oral exit interview (IS jury)	Yearly		

Kinesiology

Athletic Training	Yes	In student handbook, in Departmental Policy and Procedure Manual, on website, and referenced in individual course syllabi	Competency Testing	Ongoing	AY 1998-1999 Next review in 2004-2005	Alumni feedback and external accreditation requirements necessitated splitting of previously merged Athletic Training and Exercise Science majors.
			Proficiency Testing	Ongoing		
			Evaluations by OS supervisor of internship at orthopedic facility	Senior year		
			Evaluations by OS supervisor of internship at outpatient clinic	Senior year		
			Evaluations by PLNU supervisor internship at athletic training facility	Senior year		
			Exit exam	Senior year		
			National Certification Exam	Senior year or post graduation		
			Employer ratings	Yearly survey		
			Graduate school, professional school ratings	Yearly survey		
Exercise Science	Yes		Standardized competency exams	Ongoing	AY 1998-1999 Next review in 2004-2005	Separate assessment data will be applied at next review process.
			Comprehensive exam	Senior year		
			Student survey	Yearly		
			Alumni survey	Yearly		

Kinesiology, cont.

	Yes		Clinical supervisor surveys	Ongoing		
			Survey of graduate school supervisor or employer	Yearly		
Physical Education			Standardized competency exams	Ongoing	AY 1998-1999 Next review in 2004-2005	Separate assessment data will be applied at next review process.
			Comprehensive exam	Senior year		
			Student survey	Yearly		
			Alumni survey	Yearly		
			Survey of graduate school supervisor or employer	Yearly		
			Physical skills battery	Senior year		

Literature, Journalism and Modern Languages

Literature— Literature	Yes	Not yet published	Senior exit exam	Senior capstone	AY 1998-1999 Next review in 2004-2005	Assessment data will be used in next program review
			IS jury-reviewed portfolio	Senior capstone		
			Senior exit survey	Senior year		
			Alumni survey	Every 2-3 years		
Literature— English Education	Yes	Not yet published	Senior exit exam	Senior capstone	AY 1998-1999 Next review in 2004-2005	Assessment data will be used in next program review
			Alumni survey	Every 2-3 years		

Literature, Journalism and Modern Languages, cont.

			Teaching supervisor survey	LIT 459		
			IS jury-reviewed portfolio	Senior capstone		
Journalism— Journalism	Yes	Not yet published	Internship supervisor survey	Ongoing	AY 1998-1999 Next review in 2004-2005	Assessment data will be used in next program review
			Portfolio	Senior year		
			Alumni survey	Every 2-3 years		
			Senior exit exam	Senior year		
Journalism—Creative Writing	Yes	Not yet published	Alumni survey	Every 2-3 years	AY 1998-1999 Next review in 2004-2005	New program
			IS jury-reviewed portfolio	Senior year		
			Exit exam	Senior year		
Spanish	Yes	Not yet published	IS jury-reviewed portfolio	Senior capstone	AY 1998-1999 Next review in 2004-2005	Assessment data will be used in next program review
			SAT II exam	Senior capstone		
			Oral interview	Senior capstone		
Romance Languages	Yes	Not yet published	SAT-II exam French	Senior year	AY 1998-1999 Next review in 2004-2005	Assessment data will be used in next program review
			SAT-II exam Spanish	Senior year		
			Oral Interview French	Senior year		
			Oral interview Spanish	Senior year		
			IS jury-reviewed portfolio	Senior year		

Mathematics and Computer Science

Computer Science	Yes	In Catalog, referenced in many syllabi	ETS Field Test	Senior capstone	AY 1999-2000 AY 2003-2004	1999: data used to align major with ACM Standards 2003: data used to increase Algorithm and Discrete Math requirements, add hands-on course in web technology
			Oral presentation and written exam—judged by IS jury	Senior seminar		
			Alumni survey	Every 5 years		
Mathematics	Yes	In Catalog, referenced in many syllabi	ETS Field Test	Senior capstone	AY 1999-2000 AY 2003-2004	1999: data used to align major with MAA Course Recommendations and California Standards for secondary teachers 2003: data justify additional course requirements and stronger technology component
			Oral presentation and written exam—judged by IS jury	Senior seminar		
			Alumni survey	Every 5 years		

Music

Music Composition	Yes	Catalog, Music Student Handbook	Core proficiency exams	On-going	AY 2002-2003 Next review due 2007-2008	Changes dictated by assessment data, reviewer opinion and NASM standards
			Composition recital	Senior year		
			Reflective paper	Capstone course		
			Composition proficiency portfolio--IS jury-review	Every semester		
			Alumni survey	Every 2-3 years		
Music	Yes	Catalog, Handbook	Core proficiency exams	Ongoing	AY 2002-2003 Next review due 2007-2008	Changes dictated by assessment data, reviewer opinion and NASM standards
			Alumni survey	Every 2-3 years		
			Reflective paper	Capstone course		
Music and Ministry	Yes	Catalog, Music Student Handbook	Core proficiency exams	Ongoing	AY 2002-2003 Next review due 2007-2008	Changes dictated by assessment data, reviewer opinion and NASM standards
			Internship supervisor (OS) survey	Senior year		
			Reflective paper	Capstone course		
			Alumni survey	Every 2-3 years		
Music Education	Yes	Catalog, Music Student Handbook	Core proficiency exams	Ongoing	AY 2002-2003 Next review due 2007-2008	Changes dictated by assessment data, reviewer opinion and NASM standards
			Recital	Senior year		
			Reflective paper	Capstone course		
			Alumni survey	Every 2-3 years		

Music, cont.

Performance— piano, instrumental, vocal	Yes	Catalog, Music Student Handbook	Core proficiency exams	Ongoing	AY 2002-2003 Next review due 2007-2008	Changes dictated by assessment data, reviewer opinion and NASM standards
			2 performance recitals	Junior/Senior		
			Reflective paper	Capstone course		
			Alumni survey	Every 2-3 years		

Nursing

Nursing	Yes	In student packet, referenced in syllabi, referenced in catalog	NCLEX-RN exam	Post graduation	BRN Accreditation 2000-2001 CCNE Accreditation 2003-2004	Data used in an annual internal review of means of instruction and curriculum
			Portfolio evaluation—review by IS jury	Ongoing		

Philosophy and Religion

Bible and Christian Ministry	Yes	Not yet published	Completed translation and exegetis	BIB 337	AY 1996-1997 Next review in 2003-2004	Data currently collected affirms direction of programs as they now exist
			Sermon manuscript submission (IS jury)	CMI 300		
Philosophy	Yes	Not yet published	Alumni survey	Yearly	AY 1996-1997 Next review in 2003-2004	
			Portfolio of papers and exams—IS/OS Jury	Senior year		
Philosophy and Theology	Yes	Not yet published	Alumni survey	Yearly	AY 1996-1997 Next review in 2003-2004	
			Portfolio of papers and exams —IS/OS Jury	Senior year		

Physics and Engineering

Engineering Physics (BS)	Yes	Not yet published	PSAS alumni survey by ETS	Every 3 years	AY 2000-2001 Next review in 2006-2007	Data being generated will factor into next program review
			Graduate or professional school admission rate— alumni survey	Yearly		
			ETS field test	Senior year		
Physics (BS)	Yes	Not yet published	PSAS alumni survey by ETS	Every 3 years	AY 2000-2001 Next review in 2006-2007	Data being generated will factor into next program review
			Graduate or professional school admission rate— alumni survey	Yearly		
			ETS field test	Senior year		
Physics (BA)	Yes	Not yet published	PSAS alumni survey by ETS	Every 3 years	AY 2000-2001 Next review in 2006-2007	Data being generated will factor into next program review
			Graduate or professional school admission rate— alumni survey	Yearly		
			ETS field test	Senior year		

Psychology

General Psychology	Yes	Not yet published	GRE exam	Yearly—senior	AY 1997-1998 Next review in 2004-2005	Assessment data is being applied to propose changes for upcoming program review
			Rate of graduate school admission	Yearly		
			Survey of personal growth—attached to course	Senior capstone		
			Consumer satisfaction survey—attached to course	Senior capstone		
Therapeutic and Community Psychology	Under discussion	Not yet published				New Program

Sociology and Social Work

Sociology	Yes	Not yet published	Portfolio-reviewed by IS/OS jury	Senior year	AY 1996-1997 Next review in 2004-2005	Assessment data will be applied to changes in next program review
			GRE exam	Yearly		
			Rate of admission to and completion of graduate via alumni survey	Every 3 years		
Sociology— Criminal Justice	Yes	Not yet published	Comprehensive exam	Senior seminar	AY 1996-1997 Next review in 2004-2005	Assessment data will be applied to changes in next program review
			Student, IS and OS supervisor internship surveys	Ongoing		
			Rate of admission to graduate school or professional C.J. career via alumni survey	Every 3 years		
			GRE Exam	Yearly		
Social Work	Yes	Not yet published	Comprehensive exam	Senior seminar	AY 1996-1997 Next review in 2004-2005	Based on ACSW exam and student responses, strengthened values/ethics component of major and dropped Social Analysis class
			Portfolio-reviewed by IS/OS jury	Senior year		
			Rate of admission to graduate school or professional S.W. career via alumni survey	Every 3 years		
			ACSW Exam	SWK 473		

Teacher Education

Liberal Studies	Yes	Not yet published	PLNU math comprehension test	Yearly	CCTC visit AY 1999-2000	Programs traditionally changed in response to state mandate. More proactive system being developed
			CSET introductory science content exam	Yearly		
			CSET introductory social science content exam	Yearly		

Inter-departmental Majors

Bio-Chemistry	Yes		Portfolio	Senior year	AY 1998-1999 Next review in 2004-2005	
Broadcast Journalism		Not yet published	Exit exam	Senior year		
			Internship supervisor survey	Ongoing		
Industrial-Organizational Psychology						
Management Information Systems		In catalog and referenced in individual syllabi	ETS Field Test	Senior capstone	AY 1999-2000 AY 2003-2004	1999: data used to align major with ACM Standards 2003: data used to increase Algorithm and Discrete Math requirements, add hands-on course in web technology
			Oral and written exam—judged by IS jury	Senior seminar		
			Alumni survey	Every 5 years		

Graduate Degrees

Graduate Religion

	Yes		Successful thesis— IS/OS jury- reviewed	As needed		
			2-hr oral examination	As needed		
			IS/OS jury- reviewed portfolio	As needed		

Master of Ministry

	Yes		Graduate paper (IS/OS, jury)	As needed		Assessment data will be used in assessment of program.
			Alumni survey	As needed		
			Church board survey	As needed		
			Graduation survey	As needed		

Graduate Education

	Under discussion		Graduate paper (IS/OS, jury)	As needed	Regular visits from state accreditation team.	Transitioning to new standards aligned program team.
			Alumni survey	As needed		
			Church board survey	As needed		
			Graduation survey	As needed		

Graduate Business

	Yes		Final thesis	End of 2-yr cohort / June 2003	New program, just established	New program. Data will be used for program review in 3-4 years.
			ETS MBA exam	End of 2-yr cohort / June 2003		
			Alumni survey	Every 2 years		

Graduate Nursing

	Yes		Portfolio of papers reviewed by IS jury	End of 2-yr cohort / Spring 2004	New program, just established	Assessment data will be utilized for changes in 3 years when department will assess the program.
			Accumulation of classroom presentations	End of 2-yr cohort / Spring 2004		
			Clinical supervisor evaluations	End of 2-yr cohort / Spring 2004		
			Research presentations at program end	End of 2-yr cohort / Spring 2004		
			Exit interview	End of 2-yr cohort / Spring 2004		

Co-curricular and Educational Support Areas

Information Technology Services

	Yes		Faculty needs and interest survey	Periodic	Under a new director, ITS will develop internal review system	
			Survey of residential students			

Library

	Yes		Pre-and post-test for Freshman comp students	Ongoing	Strategic plan for program oversight has been filed with provost	Assessment data has already been used to make changes in library system
			Inter-library loan promptness records	Ongoing		
			Survey of students at PLNU off-campus sites	Yearly		

Student Ministries

	Yes		Records on student involvement in ministry	Ongoing		
			Community sponsor survey	Yearly		
			Campus mentor survey	Yearly		
			Alumni survey	Every four years		

Academic Tutoring Center

	Yes		Grades in subject tutored	Every semester		
			Overall GPA for students tutored	Every semester		
			Academic probation records	Every semester		

Minority Support

	Yes		Pre-and-post first year surveys on sense of integration	Yearly		
			Participation in an ethnic campus organization	Ongoing		
			Participation in an ethnic San Diego organization	Ongoing		

Retention

	Yes		Exit survey for withdrawing students	Ongoing		
			3-month survey follow-up	Ongoing		
			Increased retention rates	Every semester		

THE NICHOLS MODEL

Introduction

Point Loma Nazarene University is currently using a conceptual framework to assess student learning in majors, general education and co-curricular programs, suggested by Jim Nichols in *A Practitioner's Handbook for Institutional Effectiveness and Student Outcomes Assessment Implementation*, 1995.

The Nichols Five-Column Model

The Nichols model is a simple, effective means of doing assessment that allows each educational unit to devise their own three to five program objectives and creatively apply them to program quality improvement. This method links program mission to student learning outcomes, and focuses on the holistic impact of a program on student learning, the importance of interpreting and analyzing data with program objectives in mind, and using those findings to make changes in the program.

Column 1: PROGRAM MISSION

Column 1 links the program mission to the institutional mission, and explains how student learning outcome objectives come out of the program mission.

Column 2: INTENDED EDUCATIONAL OUTCOMES

Column 2 identifies three to five desired educational objectives for each major program and degree, or co-curricular program. These outcomes identify what the program will contribute to student learning. The program objectives are measurable, and written in terms of what students will know, think or do.

Column 3: MEANS OF ASSESSMENT & CRITERIA FOR SUCCESS

Column 3 identifies how evidence will be collected regarding whether the three to five educational objectives have been achieved. Student performance is measured in relation to the established goals and desired outcomes. An attempt is made to find multiple lines of evidence, direct evidence, and evidence that is externally valid.

The success criterion is established before data collection, and provides a framework to know whether student performance is acceptable.

Column 4: SUMMARY OF DATA COLLECTED

Column 4 contains a summary of data collected on the three to five educational objectives specified in the assessment plan. Results are interpreted for groups of students and overall program performance. Data collection is selective, systematic and continuous. Trends and comparisons are used whenever possible.

Column 5: USE OF RESULTS

Column 5 explains how the results of the findings from data collection and analysis will be used to improve the program.

The five-column cycle is repeated annually for the purpose of achieving continuous quality improvement.

Implementing the Model

Each academic and co-curricular unit at Point Loma Nazarene University files an assessment plan report annually (template) with attachments: survey instruments, data collected and displayed.

ASSESSMENT REPORT—GENERAL EDUCATION PROGRAM

General Education Program:

Date Submitted		Assessment Period:		
Expanded Statement of Institutional Purpose	General Education Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of results
	1.	1a.		
		1b.		
	2.	2a.		
		2b.		
	3.	3a.		
		3b.		
	4.	4a.		
		4b.		
	5.	5a.		
		5b.		

ASSESSMENT REPORT—ACADEMIC DEGREE PROGRAM

Department:				
Degree:		Major		
Date Submitted		Assessment Period:		
Expanded Statement of Institutional Purpose	Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of results
	1.	1a.		
		1b.		
	2.	2a.		
		2b.		
	3.	3a.		
		3b.		
	4.	4a.		
		4b.		
	5.	5a.		
		5b.		

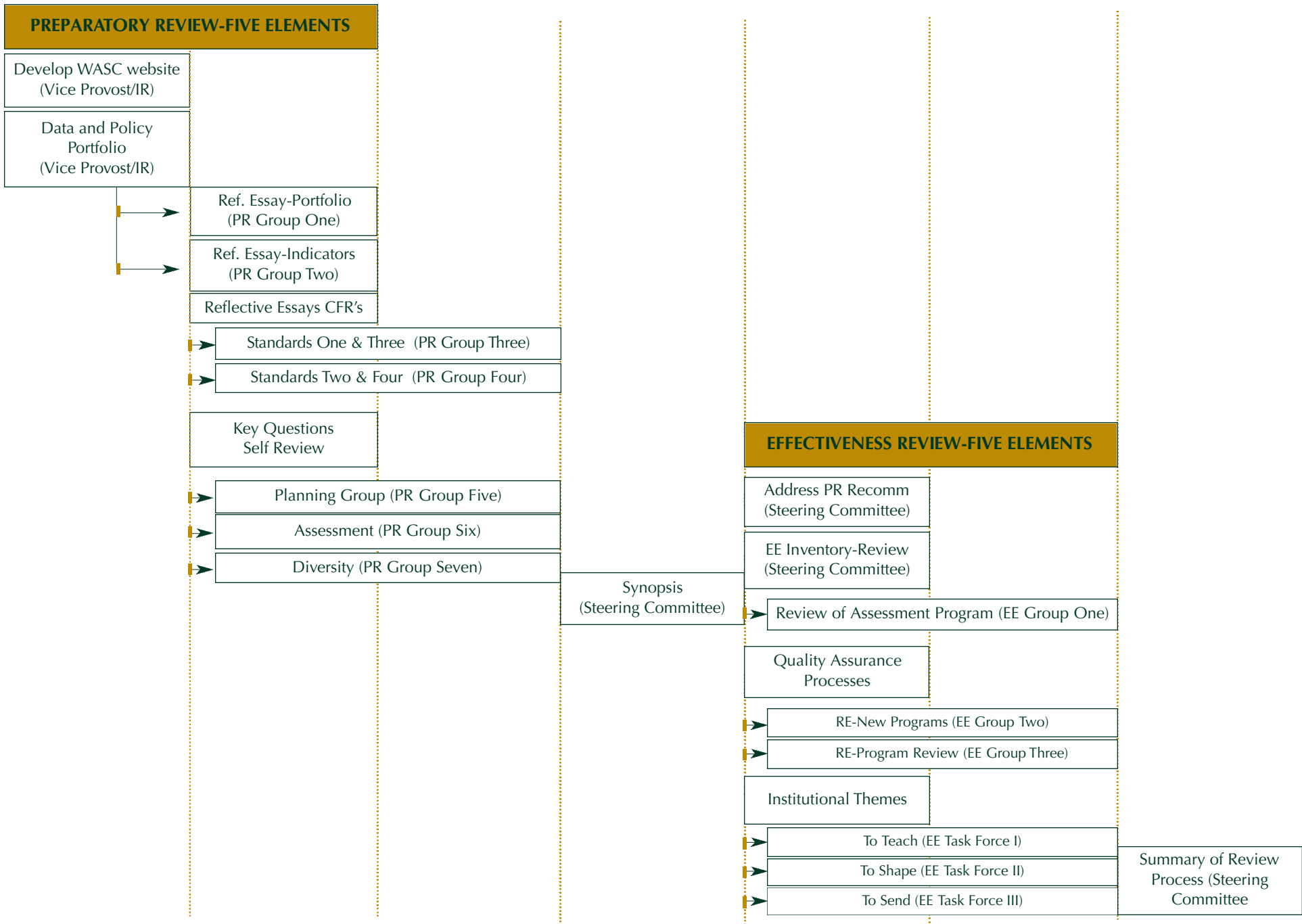
ASSESSMENT REPORT—EDUCATIONAL SUPPORT PROGRAMS

Educational Support Program:

Date Submitted		Assessment Period:		
Expanded Statement of Institutional Purpose	General Education Program Intended Educational Outcomes	Means of Program Assessment and Criteria for Success	Summary of Data Collected	Use of results
	1.	1a.		
		1b.		
	2.	2a.		
		2b.		
	3.	3a.		
		3b.		
	4.	4a.		
		4b.		
	5.	5a.		
		5b.		

APPENDIX C

Work Plan



APPENDIX D

Data Tables

Summary Data Form

Institution: Point Loma Nazarene University
President/CEO: Dr. Bob Brower
Date: April 27, 2004

1. **Year founded:** 1902
2. **Calendar plan:** Semester
3. **Degree levels offered:** Bachelors, Masters, Educational Specialist
4. **Sponsorship and control:** Church of the Nazarene
5. **Last reported IPEDS data for enrollment by ethnicity and gender**
 Use IPEDS definitions for students. Data reported as of October 2003

Enrollment by Category	Total FTE of Students*	Total Headcount of Students	Non-Resident Alien Headcount	Black, Non-Hispanic Headcount	Am Indian/ Alaska Native Headcount	Asian/ Pacific Islander Headcount	Hispanic/ Latino Headcount	White/ Non-Hispanic Headcount	Ethnicity Unknown Headcount	Total Male Headcount	Total Female Headcount
Undergraduate	2245	2375	26	48	14	118	194	1967	8	963	1412
Graduate	411	844	5	46	8	76	180	497	32	334	510
Non-degree	--	--	--	--	--	--	--	--	--	--	--
Total	2656	3219	31	194	22	94	374	2464	40	1297	1922

*Formula used to calculate FTE: Undergraduate FTE = Credit Hours / 16; Graduate FTE = Credit Hours / 12

6. **Last 3 years IPEDS data for 6-year cohort graduation rate by ethnicity and gender**

* Data provided if for freshmen and transfer students combined.

Freshman Cohort Year (Entering fall)	Overall Graduation Percentage	Non-Resident Alien %	Black, Non-Hispanic %	Am Indian/ Alaska Native %	Asian/ Pacific Islander %	Hispanic/ Latino %	White/ Non-Hispanic %	Ethnicity Unknown %	Male %	Female %
1995	52	0.4	0.8	1.2	2.5	4.9	90.2	0	31.8	68.2
1996	55	0.4	0.7	0.4	2.1	6.7	88.7	1	36.6	63.4
1997	51	0.4	0.8	0.4	2.4	7.1	87.8	1.1	37.4	62.6
Averages	53	0.4	0.8	0.7	2.3	6.2	88.9	0.7	35.3	64.7

7. Not applicable; see question 6.

8. **Current faculty:**

Total FTE of faculty 179 as of November 1, 2003

Full-time faculty headcount: 134

% Non-Caucasian 10

% Male 60

% Female 40

Part-time faculty headcount: 141

% Non-Caucasian 7

% Male 52

% Female 48

9. **FTE Student to FTE faculty ratio:** 14.8/1

10. **Finances:**

A. Annual Tuition Rate:

Undergraduate Resident Tuition: \$18,000

Undergraduate Non-Resident Tuition: \$18,000

Graduate Resident Tuition: \$5,460

Graduate Non-Resident Tuition: \$5,460

B. Total Annual Operating Budget: \$62,300,000

C. Percentage from tuition and fees: 72%

D. Operating deficit(s) for past 3 years: None

E. Current Accumulated Deficit: None

F. Endowment: \$11,692,301

11. **Governing board:**

A. Size: 41

B. Meetings a year: 2

12. **Off-campus locations:**

A. Number: 3

B. Total Enrollment: 559

13. **Electronically-mediated programs** (50% or more offered online):

A. Number: 0

B. Total Enrollment: 0

HEADCOUNT ENROLLMENT BY LEVEL (FALL TERM)

Year	Total Headcount Enrollment	Lower Division Headcount	Upper Division Headcount	Graduate Headcount	Post Baccalaureate (Non-graduate Headcount)	Total FTE Enrollment
1999	2711	1280 (47%)	1070 (40%)	361 (13%)		2470
2000	2733	1262 (46%)	1042 (38%)	429 (16%)		2447
2001	2881	1159 (41%)	1195 (42%)	382 (13%)	146 (5%)	2529
2002	2997	1168 (39%)	1222 (41%)	321 (11%)	286 (9%)	2592
2003	3219	1211 (38%)	1164 (36%)	487 (15%)	357 (11%)	2656

HEADCOUNT ENROLLMENT BY STATUS AND LOCATIONS (FALL TERM)

Year	Total Headcount Enrollment	Full-Time	Part-time	On-campus Location San Diego	Off-Campus Locations
1999	2711	2489 (92%)	222 (8%)	2511 (93%)	200 (7%)
2000	2733	2495 (91%)	238 (9%)	2492 (91%)	241 (9%)
2001	2881	2553 (89%)	328 (11%)	2673 (93%)	208 (7%)
2002	2997	2562 (85%)	435 (15%)	2643 (88%)	354 (12%)
2003	3219	2589 (80%)	630 (20%)	2660 (83%)	559 (17%)

DEGREES GRANTED BY LEVEL (ACADEMIC YEAR)

Year	Total Degrees Granted	Bachelor	Master	Other (Ed.S.)
1999	492	407 (83%)	72 (14%)	13 (3%)
2000	607	548 (90%)	54 (9%)	5 (1%)
2001	541	489 (90%)	52 (10%)	0 (0%)
2002	492	444 (90%)	47 (10%)	1 (0%)
2003	622	548 (88%)	72 (12%)	2 (0%)

FACULTY BY EMPLOYMENT STATUS

Year	Total Faculty Headcount	Full-Time Faculty	Part-time Faculty	Total Faculty FTE
1999	248	125 (50%)	123 (50%)	166
2000	271	125 (46%)	146 (54%)	174
2001	259	124 (48%)	135 (52%)	169
2002	269	128 (48%)	141 (52%)	175
2003	270	134 (50%)	136 (50%)	179

KEY FINANCIAL RATIOS

Item	6.30.00 Year 1	6.30.01 Year 2	6.30.02 Year 3	6.30.03 Year 4
Return on Net Assets	6.21%	4.20%	-1.68%	2.34%
Net Income Ratio	6.25%	2.09%	-2.52%	1.97%
Operating Income Ratio	88%	98%	98%	99%
Viability Ratio	0.99	1.06	.89	0.95
Instructional Expense per Student	\$1,820	\$1,944	\$2,117	\$2,066
Net Tuition per student	\$4,385	\$4,470	\$4,677	\$4,744