



Terrence Roberts' Keynote Session

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Master's Student Rep-CAPS

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Ellen Schultz
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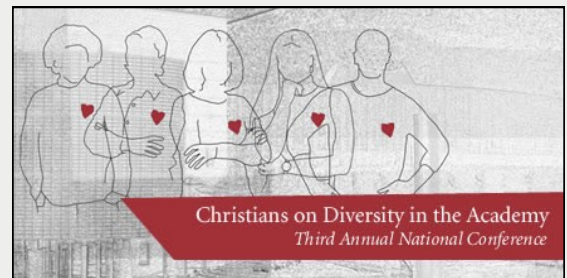
Julia Underwood, PhD
Faculty Moderator- Elect

Michael Whyte, PhD
Provost

Christians on Diversity in the Academy

Written by: Anya Villatoro
CDA Conference Coordinator, Office of Diversity Planning & Assessment
Graduate student in the Master of Science in College Counseling and Student Development

Christians on Diversity in the Academy (CDA) Conference is a national interdisciplinary conference that is hosted by the Office of Diversity Planning and Assessment and the Faculty of Color Network of Azusa Pacific University. The conference took place this March for a third consecutive year and was a great success. The guiding theme for this year's conference was, "Thinking Critically for the New Decade," attendees represented over 35 institutions of higher education from across the United States and Canada. There were a total of 40 breakout sessions that varied in discipline from computer science to art history to business and psychology. Keynote speakers were: Rev. Dr. Elizabeth Conde-Frazier, Dean of Esperanza College; Dr. Terrence Roberts, member of the Little Rock Nine and CEO of Terrence J. Roberts & Associates; and Henry Gee, Vice President of Student Services at Rio Hondo College. The CDA Conference provided attendees with a forum to think critically about the issues of diversity facing higher education and provided them with knowledge and tools they can use to address issues of diversity on their respective campuses. Scholars, practitioners, and students who were in attendance were able to engage in rich and meaningful dialogue as well as build connections with each other that will be key in helping to further the work of diversity in Christian higher education.



God-honoring Diversity

Submitted by: Kneeland C. Brown, EdD
Chair, God-honoring Diversity Theme

Over the past months the God-honoring Diversity theme has made significant strides in the process of preparing for the coming Capacity and Preparatory visit in Spring 2011. Considerable focus has been given to the implementation of multiple data collection tools, which are presently gathering necessary information.

The 3rd Annual Christians on Diversity in the Academy national conference (see above for more information) was held March 24 – 26, 2010 at the Doubletree Hotel in Monrovia, CA. Faculty and staff from more than 35 schools were represented at the conference which had a total participant attendance of 145.

The Academic Vision Data Assessment Tool (AVDAT) was implemented in each of the APU schools/college. This mechanism will collect



Terrence Roberts and APU President Jon Wallace

numerical data pertaining to the representation of God-honoring Diversity in multiple areas.

Finally, artifacts are being collected by members of the Diversity Council of Faculty Senate and Student Life personnel. The items collected will ultimately be utilized in the WASC reports and in the evidence room during the WASC visits. Separate eCompanion sites have been set-up for each group to store the collected artifacts. These artifacts are inclusive of meeting minutes, mission and vision statements, written policy, procedural documents, and much more.

High Desert Regional Center

Grand Opening!

Written by: Donald N. Rucker, Director



As of March 2, 2010 APU's High Desert Regional Center has moved into a new era. This new beginning is marked by a move into a new facility located near Bear Valley Road and I-15. This is a 37,000 square foot building. Initially, approximately half the building will be devoted to classrooms and offices for APU academic programs.



For more than 12 years the center operated in rented portable classrooms at Victor Valley College. During that time period, several thousand teaching credentials and master's degrees were earned by our High Desert students. Many of those students became exemplary teachers in the various High Desert schools. In addition, as many as 100 students graduated with bachelor's degrees each year from our programs for adult learners.



During much of the time at Victor Valley College, the APU program operated out of two classrooms that also contained offices for the director, faculty, and support staff. The change has been dramatic and of the highest quality. The regional center now has the best educational space



and equipment available in the High Desert.

Our stated objective is to meet the academic needs of the High Desert.

With the expanded, high quality space we can expect APU to consider new ways to accomplish that mission. The first addition to the program offerings in the High Desert is a Bachelor of Science in Nursing. This program is expected to begin in fall 2010. There will be three terms per year in which new nursing students will be admitted.

The new regional center facility, together with the academic resources of Azusa Pacific University, gives new reason for optimism in the High Desert.



Faith Integration and the Lilly Vocation Grant

Written by: Tamsen Murray, Ph.D.
Executive Director, Office of Christian Leadership and Vocation

Thanks to the generous support of the Lilly Endowment's "Programs for the Theological Exploration of Vocation," Azusa Pacific University established the Office of Christian Leadership and Vocation in 2003. This office, also known as *GPS @ APU: Growing for Purposeful Service*, has put programming in place to provide members of the APU community with multiple resources for examining their faith in relationship to career choices and positioning themselves on the lifelong journey of growth into lives of purposeful service. One major program emphasis, arising from the initial \$2 million grant and a subsequent \$500,000 matching grant, has been providing support for faculty members to take graduate-level courses in the integration of faith and learning.

Since September 2003, 124 faculty members have taken GRAD501, Faith Integration and Curriculum Development. Of those,

71 have also taken GRAD521, Theological Research across Academic Disciplines. Marsha Fowler, Ph.D., Senior Fellow for the Institute of Faith Integration, teaches both courses. Many of those who have taken the courses report that they have made changes in identified student learning outcomes because of their participation. Teachers have also modified reading lists, textbooks, and student assignments after taking the classes.

Grant funding from the Lilly Endowment will be available for one more academic year (2010-11). Those enrolled in the first course receive a \$1,000 stipend from the Provost's Office, while those enrolled in the second course receive a \$3,000 stipend from the Office of Christian Leadership and Vocation. GRAD501 will meet on Monday afternoons in the fall and Tuesday afternoons in the spring semester. GRAD521 will meet on Tuesday afternoons in the fall and Monday afternoons in the spring. Class times are 1:00 to 4:00 p.m. each semester. If faculty are interested in enrolling in either course, please contact oclv@apu.edu.

Intentional Internationalization

Submitted by: Dr. Frances Wu and Dr. Jim Adams
Center for Global Learning and Engagement

In December of 2009, the Center for Global Learning and Engagement (CGLE) assembled a WASC Intentional Internationalization Working Team of 19 members, representing faculty, administrators, staff and students, to explore responses to the two CPR questions related to our WASC theme. We recognized the significance of Intentional Internationalization in all our academic



disciplines and enlisted at least one faculty representative from each of

the schools at APU. We encourage team members to communicate our work with their colleagues and peers.

The team has been meeting since January and will continue throughout the academic year. Our work has benefited greatly from the diverse voices and perspectives as the result of broad-based representation.

In response to CPR Q7: How is cultural competence defined, assessed, and integrated into curriculum and student outcomes across disciplines at APU? We have been exploring definitions for intercultural competence that are appropriate for APU students. Although some consensus is beginning to emerge in terms of a broad definition, the team acknowledges the importance of cultural competence being discipline-specific.

In response to CPR Q8: What best practices can APU employ to build infrastructure and policies that promote and support consequential internationalization activities (including research and teaching/learning)? The CGLE is conducting a literature review on best practices in internationalization and will be reporting the findings to the working team as the group considers best practices from which APU can benefit.

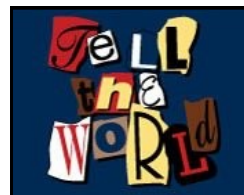
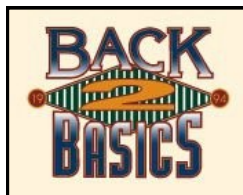
In addition, as a team, we have been reviewing the status of the

10-year goals for Intentional Internationalization for the Academic Vision 2016, as we look into the next five years. Specifically, we are evaluating evidence as to whether the goals have been met and proposing new or revised goals.

As we further our work in the internationalization WASC theme, we hope to continue to create a culture of evidence and explore effective ways to assess internationalization.

Below are some facts about the university's recent effort in the area of internationalization:

- From Fall 2009 to Summer 2010, 394 students will have studied abroad, representing a 26% increase from the previous academic year.
- On March 18, APU joined a global discussion of critical issues facing the Church today through "Issues Facing Today's Global Church," a gathering of evangelical leaders and APU community members.
- On April 8, the School of Nursing hosted the Research Day Conference which focused on "International Health, Pandemics & Vulnerable Populations."
- Through Easter 2 Outreach, a week-long outreach event from April 3 - 9, APU students and community members worked with local churches and communities to share Christ with people of all ages.
- On April 10, Mexico Outreach celebrated 40 years of ministry with the 40th Anniversary Dinner.
- Two APU faculty presented their papers on internationalization at the Comparative and International Education Society annual conference in Chicago in March. Dr. Alexander Jun, Professor of Higher Education, presented on Language, Culture, and Power: The Challenges of Inquiry in Global Higher Education. Dr. Mary Wong, Professor in the Department of Global Studies, Sociology, and TESOL, presented on Re-imagining Internationalization in a U.S. Liberal Arts University.
- In the last week of December, over 90 APU members joined 22,000 peers from all over the country and the world at Urbana, a world missions conference in St. Louis, Missouri.



Mexico Outreach Logos throughout the years

Transformational Scholarship

Submitted by: Dr. Gail Houghton, Chair

The Transformational Scholarship Task Force, comprised of 18 members from all schools, colleges, and offices across the university, has taken significant steps to assess accomplishments of the university's Transformational Scholarship goals identified in the Academic Vision 2016. To do that, task force members first needed to establish a common definition of transformational scholarship. On February 24, 2010, the university Academic Cabinet approved the following definition:

The scholarly process at Azusa Pacific University should be an ongoing endeavor, informed by faith, that fosters a culture of inquiry; involves students; contributes to the quality of teaching, research, and scholarship; and has a direct and lasting impact on learning. The products and processes of scholarly activities will be diverse, reflecting the strengths of each discipline as well as individual gifts.

Following the approval of the definition of Transformational Scholarship, Task Force groups began the process of data collection and analysis through interviews with administration, faculty, staff, and students and review of documents providing evidence of research and scholarship activities. Initial results are indicating faculty is engaged extensively in individual and collaborative research and scholarship,

often times with students who are partnering with faculty. Additionally, through various APU funding opportunities faculty and students have been able to support their research, teaching and scholarship activities. In fact, APU has provided over \$2 million to faculty through grants, \$15,000 to undergraduate students, and \$9,500 to graduate students. Initial evidence of faculty and student research and scholarship reveal that:

- Faculty from at least 15 disciplines have participated in interdisciplinary projects through the Scholar's Prayer Group to provide mutual support .
- Multiple faculty have participated in the APU sponsored Writer's Retreat to support their research .
- Over 2,000 students participate annually in service learning research projects .
- Annually over 100 faculty and students present their research at the APU sponsored Common Day of Learning .
- Since 2003, two faculty and six students have been named as Fulbright Scholars traveling to such countries as Nigeria, Tunisia, South Korea, and Romania .

Such examples of scholarly activities are indicating that the University values, rewards, and supports transformational scholarship.



The WASC Academic Resource Conference, held in Long Beach, CA, is a conference where those in higher education can come together to learn from each other and learn more about the accreditation process. APU was fortunate enough to have three of our own present at this conference.

- **Karen Longman**, a professor for the Higher Education Doctoral program and **Deanna Porterfield**, Senior Vice President for People and Organizational Management, along with Jordan Orzoff from Western University of Health Sciences presented a session on *"Effective Leadership and Organizational Change: A Case Study of Developing a Sustainable, Distributed, Self-Correcting Assessment System."*
- **Stephanie Juillerat**, Associate Dean for the School of Behavioral Arts and Sciences, along with Barbara Rex and Halyna Kornuta of California Lutheran University, presented a session on *"Sustainability and Viability: How Collaboration Can Sustain Effective Program Review."*

Spring Surveys

The Office of Institutional Research and Assessment (OIRA) continues to conduct and cooperate with the conduction of a number of surveys of students, faculty and staff. This Spring, Amanda Bell (Survey Analyst) and several members of our offices worked on:

Student Government Association (SGA) Survey

The questions on this survey range from student impressions about academics, facilities and services to motivations for residence choices.

Health Center Survey

The questions on this survey range from perceptions about health care options to the satisfaction with the services available in the Health Center.

Ministry and Service (MAS) Survey

This survey allows us to document the various types of ministry and service experiences, expectations and perceptions about MAS experiences, and how Ministry and Service influences students as they contemplate their future.

Academic Integrity Survey

Completed and doing follow-up analyses.

Alumni Survey

(WASC required for each program) – We now have a common survey template in place to facilitate assessment of progress with the academic vision and the objectives of each program.

Will you be conducting a survey?

Please inform OIRA of any surveys you will be conducting by contacting: oira@apu.edu

Our Department's Experience with the New Program Review

Written by: Daniel Palm, Chair
Dept. of History and Political Science

It's a safe bet that program review has seldom if ever been the source of the same high levels of enthusiasm college faculty have for the classroom. But having recently completed our five-year review in the Department of History and Political Science, I can report that our faculty and staff found the new program review procedure a manageable process, the new template easy to work with, and overall quite useful to our future planning.

The first task concerned data collection (student enrollment numbers, average GPA trends, workload, etc.), and with the help of the Office of Institutional Research (OIRA), the Registrar's office, our Program Coordinator, Holland Prior, and student workers were able to acquire and format the information required. (This was the one part of the process that took the most time, but we have confidence that as other departments request the same data, turnaround is sure to improve.) Information like Student Learning Outcomes (SLOs) and assessments done for Taskstream we had close at hand and the new template has ready-made areas for the results we've been collecting.

Once we had our data plugged into the template, it was on to the analytical writing. An individual author wasn't feasible for us, but we noted that the new template is nicely divided into eight sections, each built around a clear theme—faculty, student enrollment, class size, curriculum, faith integration, etc. As it happens, our department has eight full-time faculty, so we saw the opportunity for each of us to tackle one component—definitely a manageable piece of work, and giving each of us a clear role in the process. I assigned one section to each faculty member, based on their individual areas of interest and expertise, and asked each to write nothing, but merely to study the questions posed in the template and think through responses in light of the data collected.

One week later each faculty member met with their chair for a relaxed discussion on their assigned section. Based on notes taken at those conversations, I drafted responses to the various questions, and then asked each individual faculty member to improve upon my efforts. Once all our faculty members' revisions were in hand, we distributed the entire draft document by email for everyone to review and offer further revisions anywhere in the entire document. Sending the full review document around among ourselves for a week provided the opportunity for us all to see where we stand as a department, and think through the improvements we'd like to see.

While still not as thrilling for us as a classroom full of students and a rousing discussion about the life of Tertullian, conditions for women in Napoleonic France, or *The Federalist Papers*, the new program review is a great improvement, easy to work with, and helped us see where our department is now and where and how we'd like to grow.

Office of Institutional Research and Assessment (OIRA)

<http://www.apu.edu/oira/>

Assessment and Program Review

The Office of Institutional Research and Assessment (OIRA) continues to advance the areas of assessment and program review. Our Director of Assessment, Shawna Lafreniere (featured to the right), joined our offices this past December and is moving rapidly to advance our primary focus to proactively move further toward a service orientation. With the help of Julia Russell (Graduate Intern in the Office of the Provost) and others on our staff, we are integrating the assessment and program review handbooks to ensure that they are compliant with WASC requirements. Our goal with the integration of assessment and program review is to streamline and connect the processes. We have been meeting with individual departments to assist them in uploading their assessment plans into the TaskStream software. We are also working with programs to ensure their Student Learning Outcomes (SLOs) are aligned with University Learning Goals. Our office is taking extra steps to ensure that programs are aware of their upcoming program reviews at least three years in advance so they can adequately prepare the necessary materials needed for their review.



In the approaching months we will be providing additional training needed to build strong assessment plans and ensuring that programs implement curriculum mapping with their Student Learning Outcomes (SLOs). We will also be working with departments to develop solid 5 or 7 year assessment plans that will ensure strong measurement for program reviews.

Research Facilitation

The most recent development in the Office of Institutional Research and Assessment (OIRA) is the establishment of a research facilitator position. Dr. Chris Olson (Pictured to the right) joined us in that position this February. He has made several advancements in addressing the survey overload experienced at APU. A Survey Research Committee has been formed for the purpose of ensuring that survey research is of the highest quality and integrity, paying special attention to APU's campus-wide sample population. The research facilitator has scheduled eight surveys administered by faculty and students, providing random samples without duplicates from within the undergraduate population. Prior to this process, 100% of the undergraduate students would have received all of the surveys, contributing to "survey exhaustion." One investigator reported an improvement in response rate as a result of new procedures that we recommend for recruiting survey participants. Our goal is to work closely with the Institutional Review Board (IRB) to make the additional step of scheduling survey research with the OIRA as seamless as possible. We established a 'stamp' and scheduling process that aid participants in deciding which surveys legitimately serve the APU community (see page 4 for surveys conducted over the spring semester). The new procedures for scheduling surveys will be mentioned in the upcoming Institutional Review (IRB) Handbook revision. We are developing a workshop in which faculty and students may receive training in the ethics regarding research of human subjects and potentially receive certification and academic credit in survey research. These advancements have contributed to the research facilitator's purpose, which is to improve the campus-wide experience with survey research.



Undergraduate Research

Written by: Kevin S. Huang, Ph.D.
Director of Undergraduate Research

The Office of Undergraduate Research promotes a culture of undergraduate research by providing support for undergraduates and mentors through funds and education. The director meets with faculty mentors to discuss ways to support their students in scholarly activities. This includes working with departmental chairs, the Center for Research and Ethical Value (CREV), Office of Faculty Development, and the Office of Research. Furthermore, the director provides undergraduate research opportunities across disciplines. Each year, the Office of Undergraduate Research provides over \$20,000 in funding in the form of a travel grant for undergraduate research dissemination at national and regional conferences. Mentors are encouraged to submit an "INTENT TO APPLY" form to the director to request the funding amount reserved for their students. Students are then required to fill out and submit the "TRAVEL

GRANT APPLICATION" form. In addition to dissemination at conferences, recipients of the travel grants showcase their original scholarly work at APU's annual meetings such as the Common Day of Learning and the Department of Biology & Chemistry Fall Research Day.

Awards from National Alpha Chi Conference March 25th, 2010

- Alisha Gilbert & Margarita Ramirez: *"Rethinking Academic Integrity: What Really Matters"*
- Jason Mills: *"Does foreign aid help reduce poverty?"*

Awards from Fall Research Day September 25th, 2009

- Kendall Paulson: *"Development of an in vitro assay for testing anti-influenza herbal substances"*
- Christie Dunagan: *"Characterization of the localization signals in the SmMAK16 protein"*
- Daniel Bozzuto: *"Diversity in binding specificity seen through mSIN3's PAH1 and PAH2 domains"*

The WASC Alphabet

WASC

*Western Association of Schools and Colleges
also called The Commission*

The Accrediting Commission for Senior Colleges and Universities is responsible for the evaluation of the quality and effectiveness of colleges and universities offering the baccalaureate degree and above in California, Hawaii, Guam and the Pacific Basin.

ALO

Accreditation Liaison Officer

Person selected by the University to work with the WASC Commission and its staff on matters of accreditation. Vicky Bowden is the APU ALO.

IP

Institutional Proposal

The IP is the first stage in the accreditation review cycle and guides the entire accreditation review process. It establishes a framework for connecting each institution's context and priorities with the Standards of Accreditation for the accreditation review.

CPR

Capacity and Preparatory Review

The CPR is designed to enable the Commission to determine whether an institution fulfills the Core Commitment to Institutional Capacity: "The institution functions with clear purposes, high levels of institutional integrity, fiscal stability, and organizational structures and processes to fulfill its purposes." In keeping with the goals of the accreditation process, the CPR is intended to be a focused review which includes a site visit with clearly defined purposes and procedures.

EER

Educational Effectiveness Review

The EER is intended to be aligned with the CPR. Its primary purpose is to invite sustained engagement by the institution on the extent to which it fulfills its educational objectives. Purposes of the

EER include to examine institutional practices for evaluating student learning, to develop and share good practices for using educational results to improve the process of teaching and learning, and to examine the alignment of institutional resources with activities designed to achieve the institution's educational objectives.

PR

Program Review

The process of systematic review of all programs at the university required by WASC. The program review process includes analyses of the achievement of the program's learning objectives and outcomes, program retention and completion, and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

Standards

Standards of Accreditation

To help institutions and others interpret and apply the Core Commitments to Institutional Capacity and Educational Effectiveness, the Commission has defined Standards for Accreditation. These Standards are intended to guide institutions in self-review as a basis for assessing institutional performance and identifying and serve as the basis for judgment by evaluation teams in the institutional review process. Within each Standard are sub-sections that define topical areas that are essential to the Standard itself.

CFR

Criteria for Review

Within each of the four sub-sections are Criteria for Review (CFR), intended to identify key areas for the review under each Standard. Criteria for Review are meant to support basic decisions about accreditation and to enable the Commission to render an effective judgment on the performance of an institution.