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Why do we need a Newsletter?

We need a newsletter to inform you about what APU is doing to prepare for the Western Association of Schools and Colleges (WASC) visits in 2011 and 2012. This newsletter will be produced at the end of the fall and spring semester to provide you with updates from each of our theme leaders. We will let you know what, and how, we are doing in the areas of Transformational Scholarship, Intentional Internationalization, God-honoring Diversity, and Faith Integration. We will be featuring one of our Regional Centers in each issue as well as providing you with any additional information we feel is necessary for you to be properly informed for the WASC visit.

Transformational Scholarship

Submitted by: Dr. Gail Houghton, Chair

Since the November 11, 2009 WASC Steering Committee meeting, the Transformational Scholarship Task Force has continued to discuss revisions on the definition of Transformational Scholarship that was included in the Institutional Proposal submitted in October 2009. The purpose of these discussions is two-fold: to bring greater clarity to the definition and to ensure the definition is inclusive of research in all disciplines across the university. Simultaneously, with discussions of the definition of Transformational Scholarship, Task Force members are continuing discussions on methods of assessment to ensure data is collected to demonstrate Transformational Scholarship is occurring among faculty and students.

On November 14, 2009 we presented an update of the Transformational Scholarship Task Force discussions to the Doctoral Studies Council. Again, soliciting names of student representatives. Subsequently, Bob Welsh, Chair of the Scholarship and Resource Sub-Committee, suggested the name of a BAS graduate psychology program student.

We held a Transformational Scholarship Task Force meeting on December 1, 2009, chaired by Judy Hutchinson, Task Force member. It was suggested that the Task Force consider connecting with the Masters Studies Council and the Undergraduate Studies Council to solicit their input on proposed revisions to the Transformational Scholarship definition.

We reviewed the WASC Administration Survey 2, Transformational Scholarship section, and team members will be creating reports to analyze the

information at our next meeting. Each report will include evidence found that would demonstrate progress, capacity, and indicators of success. Three data sources will be collected: data that could be used as is, data that could be repurposed for WASC, and additional data that would need to be collected. We discussed the following "main question" that all faculty should be able to respond to: "To what extent does my scholarship impact my teaching in ways that is transformational to my students? Please explain... What is the evidence that this is occurring?" It was suggested that the main question could be presented at the Fall Faculty Workshop with round-table discussions. Individual analysis of the data collected from the table discussions could provide a more grounded operational definition of Transformational Scholarship across the university.

Task Force meetings for the remaining school year will be twice per month with a schedule of meetings presented to Transformational Scholarship Task Force members.

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Featured Regional Center:
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Office of Institutional Research and Assessment update including a promotion and a new addition to the staff!

Progress and status of the
Institutional Proposal

Intentional Internationalization

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

Intentional internationalization emphasizes the pursuit of intercultural and ethnic understanding, both at home and abroad. This desire for global engagement calls for an active exploration of events, institutions, peoples, problems, and issues within and beyond our nation's borders in order to promote peace and to help form culturally competent faculty and students. Together, the diversity and internationalization initiatives refer to deliberate, systematic, and related efforts to integrate an intercultural and international dimension into teaching, research, and service functions of the university (Excerpt from APU Academic Vision 2016).

Based on the Academic Vision, APU chose Intentional Internationalization as one of the four themes for the upcoming Western Association of Schools and Colleges (WASC) self-study. Currently, the university is conducting research on our internationalization efforts in preparation for the 2011 and 2012 accreditation visits. Two groups are responsible for this effort: The ICC (International Coordinating Committee) and the CGLE (Center for Global Learning and Engagement). A working group of faculty and staff with broad representation across campus will assist with this work.

The Center for Global Learning and Engagement (CGLE) is a clearinghouse for coordinating educational opportunities abroad, and works with university constituents to promote intentional internationalization throughout the university. Offerings include our APU-led programs (South Africa, Heidelberg, Oxford, Guadalajara), as well as about 40 faculty-led, approved third-party partnership, and internship abroad programs. In a recent survey of APU, 76% considered study abroad opportunities an important part of their overall education, and 81% would like to study abroad. The CGLE will serve approximately 500 students in the 2009-10 academic year. Although most of the study abroad participants are undergraduates, some master's students, such as those in the psychology, theology, and TESOL program, as well as doctoral students in psychology, study abroad.

At Azusa Pacific University, we are proud of our entrepreneurial spirit. We have been and will continue to learn from best practices and experiment with new approaches to promote internationalization, which we value as core to our institutional ethos. We have a great deal of work to do, however, we believe with the collaboration of students, faculty, and administration, we are moving rapidly toward the goals of intentional internationalization we have set for ourselves.

Orange County Regional Center

Celebrates in Style!

Submitted by: Dr. Deanna Brady, Director

Christmas is a welcome holiday for our students, faculty and staff, in the hope of rest, spending time with family, and enjoying the company of friends. Before heading off for Christmas break, once again, a special Christmas *Soul Quest* chapel with Pastor Rick Darden took place. He delivered a candlelight Christmas message, followed by a fellowship time with a bountiful array of desserts and cider.



SoulQuest is the spiritual care ministry of Azusa Pacific University's graduate and professional students. Recognizing students' academic and spiritual journeys are woven together, the regional centers strive to keep the University's Christ-centered heritage alive as a vital part of the APU experience. In addition to students being engaged in faith integration activities related to their academic pursuits, the Orange County Regional Center offers quarterly *Soul Quest* socials. Rick also visits classrooms for a time of devotion and prayer, and sends out a weekly email devotion entitled, *Intersect*.



As an extension of the Azusa campus, the Orange County Regional Center is committed to the educational needs of our students. With the goal of encouraging within each student the development of a Christian perspective of truth and life. The Orange County Regional Center delivers the same academically excellent liberal arts and professional programs of higher education as the Azusa campus.

Specifically, the Orange County Regional center offers the BS in Organizational Leadership and the BA in Human Development accelerated degree completion programs, a masters degree in Marriage and Family Therapy, as well as a wide variety of Educational master's degrees and credentials, and a Doctorate in Education. Just as Christmas is a time for reflection, rest and reconnection to the Christ centered message of the season, we at the Orange County Regional Center strive to put "God First" through our programs, faculty, staff and curriculum.

Office of Institutional Research and Assessment (OIRA)

Rodney Reynolds, Executive Director of OIRA

Congratulations to Dr. Reynolds for being named the new Executive Director of the Office of Institutional Research and Assessment. Dr. Reynolds is part of the WASC Steering Committee and will be working closely with Vicky Bowden to assess APU for our WASC visits.

Shawna Lafreniere, Associate Director of Assessment

The Office of Institutional Research and Assessment is pleased to announce Shawna Lafreniere, Ph.D as the new Associate Director of Assessment. Please join us in congratulating Dr. Lafreniere in her exciting new role. Dr. Lafreniere will be working closely with Lynette Brown (University Assessment and Program Coordinator) to assist the university with its Program Review needs.

New Office of Institutional Research and Assessment Web Page

University data and statistics (e.g., Student Body Profile, Key Performance Indicators, The Common Dataset, and Detailed Fall Enrollment Statistics) are now available at <http://www.apu.edu/oira/>.

Academic Vision Questionnaire

OIRA is making progress on the academic vision questionnaire. A taskforce is currently working to refine, get feedback, and test the instrument.

Regional Center/Graduate Student Assessment

OIRA is collaborating with the Graduate Center and our Regional Centers to identify and assess strengths and weaknesses across the university. A major goal for this project is to develop a new assessment instrument that many universities can employ for assessing consistencies between programs and across campus locations.

University-Wide Survey Research Approval Process

There is a need across the university to facilitate the scheduling and appropriate sampling for surveys of various campus community groups. The Provost charged the OIRA to propose a campus-wide Survey Research policy. That proposal is currently in the approval process and the OIRA is gearing-up to implement that policy. Any group wishing to conduct a survey of APU students, faculty, administration, staff, or alumni should first contact the OIRA (at oira@apu.edu)

Program Review Improvements

With the help of Dr. Stephanie Jullierat and the program review handbook taskforce, there have been substantial improvements in the program review process that align with the WASC standards. As part of this effort, we are working on a common alumni survey instrument that will be made available to all programs. This instrument will consist of a common section for all programs and a special section for each program to customize or adapt as needed.

WASC Conferences

Dr. Bryan Lamkin and Dr. Brad Hale from the General Studies Council attended the WASC I conference in Long Beach in the early fall and developed plans for the assessment of our general studies program. Kneeland Brown and Debbie Jin from the Office of Diversity and Craig Boyd from the Office of Integration of Faith and Learning attended the WASC II conference in San Jose in November and refined data collection processes.

Common Data Set About Adjuncts

The OIRA is participating in a project to collect information about adjuncts, including publications, accomplishments, and innovations. The goal is to provide information about the quality of our adjuncts to constituents of the university.

God-honoring Diversity

Kneeland C. Brown, M.A.
Chair, God-honoring Diversity Theme

Throughout this WASC process God has been faithful to our efforts within the God-honoring Diversity theme. Efforts over the past year have continued to engage multiple campus constituents, identify key goals for internal assessment, create and implement necessary assessment tools, and plan how data can inform future goal setting and project implementation.

A few milestones of our work:

In May of '09 the God-honoring Diversity work group made up of faculty and staff representatives successfully completed the significant task of crafting the research questions utilized in the Institutional Proposal providing guidance for the CPR and EER visit preparation.

This fall we have engaged the Diversity Council of Faculty Senate as partners within this WASC process. The council will serve as representatives of the God-Honoring Diversity theme in their respective areas, while giving key input and critical feedback regarding the CPR and EER visit preparation.

Finally, Jenny Elsey, Associate Director of Ministry and Service (MAS) will serve as Student Life representative to the God-honoring Diversity theme. Her presence will be of great benefit, serving as a liaison to Student Life leadership.

Our efforts continue to progress well and we look forward to more God-honoring success to come.

Faith Integration

Dr. Craig A. Boyd
Executive Director, Institute of Faith Integration

This year the Fall Faculty Workshop focused on faith integration and the faculty took a survey concerning resources and needs for professional development, pedagogical help, accreditation issues, and faculty evaluation. The results showed that the major concerns were (in rank order):

- (1) Funding for research and taking courses
- (2) On-line resources
- (3) More opportunities for faith integration development such as workshops and seminars
- (1) Specific departmental resources for faith integration
- (2) Off-site resources and helps for adjuncts
- (3) CFEP-related issues
- (4) Diversity issues related to faith integration
- (5) Bibliographical and library helps

On-line resources and off-site resources to help adjunct faculty are currently being addressed by the new on-line faculty course on e-college and the on-line "Ning" site: <http://apudoesfi.ning.com/>. Item (4) is being addressed with program review related issues by the Director of Faith Integration meeting with department chairs and others playing key roles in assessment and program review. There is currently an on-line faith integration bibliography on the Ning site and Michelle Spomer is currently developing a faith integration collection for the library. These developments address "capacity" concerns for our WASC evaluation.

APU's Institutional Proposal (IP) Approved by WASC

Submitted by: Dr. Vicky Bowden, WASC ALO

During a conference call meeting on December 8, a panel of the Proposal Review Committee (PRC) of WASC convened to discuss the Institutional Proposal submitted by APU for the first stage of its reaffirmation of accreditation review. The IP was approved and the panel found the proposal to be "strong and thoughtful, characterized by frankness and openness about your strengths and weaknesses." Among other comments the review panel commended APU for "the institution's evident efforts to involve the off-campus sites in the same processes used at the main campus for program reviews, data collection, assessment, and efforts to utilize the results to make improvements."

Submission and approval of the IP is the first of three stages in the accreditation process and guides the entire accreditation review process. The proposal included a preliminary self-review indicating how the university was meeting the Standards of Accreditation. In addition, the

IP set forth the goals and strategic plan the university will follow to demonstrate improvement in capacity and educational effectiveness in relation to the four key themes of the APU Academic Vision:

Transformational Scholarship; Faith Integration, God-honoring Diversity, and Institutional Internationalization.

To read the entire approval letter from WASC go to:

<http://www.apu.edu/wasc/proposal/>



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 (CFRs), 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.