Institutional Proposal for
Reaffirmation of WASC Accreditation

Fresno Pacific University develops students for leadership and service through excellence in Christian higher education.


Prepared for:

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

May 2012
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Institutional Proposal for Reaccreditation

Submitted to the Western Association of Schools and Colleges
May 2012

A. Setting the Institution’s Context and Relating the Proposal to the Standards

1. Institutional Context Statement

Located in the central San Joaquin Valley in California, Fresno Pacific University (FPU) is situated in a region sometimes referred to as California’s Appalachia. Despite living in one of the most productive agricultural regions in the United States, San Joaquin Valley residents have the lowest average income in California. The area is also one of great diversity; with students entering local schools speaking one hundred and one different languages. Many students are the first in their families to graduate from high school and have a goal to graduate from a university.

From its beginnings in Russia in 1860, the Mennonite Brethren Church has considered education important. Within only a few decades of their arrival in the United States, Mennonite Brethren established Tabor College in Hillsboro, Kansas, in 1908. As Mennonite Brethren migrated to other parts of western North America in the following years, they took with them this interest in education. In 1941 the Pacific District Conference of Mennonite Brethren Churches formed a "Permanent School Committee" to consider the establishment of a post-secondary school. In 1944 Pacific Bible Institute opened in a large residence on Van Ness Avenue in Fresno with twenty-eight students. Soon outgrowing its original campus, the school moved in 1946 to a former YWCA building in downtown Fresno. The student body reached a peak of 178 students in 1948-1949.

By the 1950s enrollment at PBI was declining. In response, the school developed a broader junior college curriculum in 1956 and moved to a new campus on Chestnut Avenue in southeast Fresno in 1959. The following year the Bible institute's name was changed to Pacific College. In 1963, a four-year liberal arts program with biblical studies at its core was added. In 1965, Pacific College earned full accreditation as a four-year liberal arts institution. During this time of transition, President Arthur Wiebe encouraged the faculty to rethink and clarify institutional mission and identity. The outcome of the process was the formation of the "Pacific College Idea," a statement of vision adopted in 1966 that shaped the development of the college through subsequent decades. Today, the "Fresno Pacific Idea" still forms the core of the university's identity.

In the 1970s Pacific College moved beyond its undergraduate curriculum. In 1975 the college was accredited to offer master's degrees. At about the same time, it developed a program to offer in-service training to teachers in central California. Originally called the In-Service Education Program, it is now the Center for Professional Development. In 1976 the college changed its name to Fresno Pacific College. By the early 1980s, facing the need to increase its enrollment and financial base, the college formulated a plan to extend its mission beyond its original denominational boundaries. This plan, called "Broadening the Base," included expanding campus facilities, enlarging the curriculum, developing new strategies for public relations and fund development, and making a more deliberate effort to relate to churches beyond the Mennonite Brethren Conference.

In an acknowledgment of its increasing complexity, the college changed its name to Fresno Pacific University in 1997. The "new" university consisted of three schools: Fresno Pacific College, Fresno Pacific Graduate School, and Fresno Pacific School of Professional Studies. In 2005, the university was restructured to include four schools: the School of Business; the School of Education; the School of Humanities, Religion and Social Sciences; and the School of Natural Sciences. By 2005 Fresno Pacific University had established regional campus centers in Bakersfield, North Fresno, and Visalia. These centers offered courses mostly for adult students pursuing graduate degrees or enrolled in the university's new degree completion program. In 2010, the seminary formally became a part of Fresno Pacific University and became its fifth school under the university umbrella.
FPU is classified by the Carnegie Classification system as Masters M: Master's Colleges and Universities (medium programs) that provides undergraduate and graduate education to a diverse population, with an emphasis on teacher preparation and professional/applied programs. FPU offers more than 47 bachelor and master degree programs in over 60 subject areas. Recent data for 2010-2011 indicates the university awarded 972 total degrees, equated to 753 baccalaureate degrees and 219 master's/seminary degrees. The university has an annual budget of over $45 million, an endowment of $14 million, and a foundation with assets under management in excess of $40 million. The university is regionally accredited for all of its educational programs and locations by the Western Association of Schools and Colleges (WASC).

Based on IPEDS Fall 2011 data, approximately 3,568 students (2,481 bachelor degree students, 1,048 master’s degree or credential students, and 39 non-degree students) study and learn on the main campus in Fresno or in one of the university’s regional centers (in Visalia, Bakersfield, North Fresno, and Merced). Another 5,226 students are served through the university's Continuing Education activities. Of the 3,568 students, 66.55% are female and 17% are first generation students. Of the entire student body, demographics related to ethnicity show the following student mix: 41.31% are white, 35.16% are Hispanic/Latino, 4.92% are African American, 2.98% are Asian, .75% are American Indian or Alaska Native, .24% are Native Hawaiian or Other Pacific Islander, 1.35% are two or more races, 5.6% are Non-Resident Alien, and 7.7% are race unknown (Data Elements 1-5, 8).

The commitment to be a community of learners guided by the principles of the Kingdom of God, which seeks to use education as a means to serve God and others around the world, has remained the enduring, stable core throughout this history of growth and change. The scope of education has broadened from the original Bible institute curriculum, but only to bring Christian faith to bear on larger arenas of life and to prepare for broader involvement in the life of the church and contemporary society. According to the mission statement, FPU “develops students for leadership and service through excellence in Christian higher education.” FPU embodies Christ-centered values based on a Christian community, service to others, academic and professional excellence, activities that are student-focused, and innovative and responsive programming with creative delivery. The FPU Mission and the FPU Idea continue to guide, inspire, and provide the philosophical foundation of the university. The faculty and staff are strongly committed to restorative justice, diversity, service learning, collaboration, engaging students with student-centered pedagogies, and in supporting local and international service and ministry experiences for students.

Our core purpose expresses our acceptance of responsibility, beyond merely delivering instruction, to doing all that we can to see that students learn well, supported by an environment of academic excellence, innovative programming and spiritual vitality. The core purpose further emphasizes that our responsibility includes being attentive to many curricular and logistical issues to ensure that the coursework completed by students leads to a timely degree. Finally, and importantly, this phrase expresses the idea that FPU degrees will be highly valued by students, by employers, by graduate schools, by specialized accrediting bodies, by the public, and by the state/federal legislature that provide funding for students at the university. FPU has embarked on a campaign to enhance student success, defined in terms of specific learning objectives, demonstrated persistence, timely graduation, university life engagement, participation in faculty-directed research, and development of lifelong learning (CFR 1.1). Our core values express our pride in academic excellence and recognition as a top Christian university. FPU is also proud of the opportunity it provides as a pathway to success for a diverse student population; many of whom come from underrepresented and first-generation backgrounds (Appendix B.1-5).

The university is currently in a leadership transition. President Dr. D. Merrill Ewert, who has served the university for the past 10 years, will be retiring on July 31, 2012. A new president, Dr. Pete Menjares, has been named who will assume the role on August 1, 2012. In addition, we have recently appointed a permanent Provost/ALO, Dr. Stephen Varvis, who has been assigned to the role on an interim basis for the past year. We are currently searching for a new Chief Financial Officer for the senior management team with plans to an appointment during the summer of 2012. FPU is planning for growth, fully cognizant of the challenges that will bring. With the legacy of a strong president and the promise of another, FPU has profited from its past and is eager to face the future. The university has extended its current Strategic Plan to align with the change in leadership and the challenges ahead (Appendix C.5). Under the change in leadership, the university will engage in a new strategic planning process that will lay out the foundation for the future of FPU (CFR 4.2).

2. Strengths and Challenges

Our campus assessed its current strengths and challenges through a number of methods, including the use of the "What Matters Most" survey of faculty, staff, and administrators; open forums; and focus groups with units representing each division and various constituencies on campus. Using the WASC "Worksheet for Preliminary Self Review under the Standards" as a framework for discussion, the WASC Steering Committee engaged in preliminary, campus-wide dialogue
regarding the purpose of the Institutional Proposal with respect to the university's goals and vision. Through this process, the strengths and challenges of the university were articulated and integrated into the emerging themes and sub-themes of the proposal as described in the Preliminary Self-Review under the Standards of Accreditation (Appendix C.6).

Strengths

- FPU has strategically benefitted from strong, planned and steady enrollment growth over the past few years (CFR 2.2, 3.5, 3.6, 3.7);
- FPU has shown several years of financial stability through clean audits, sufficient resources and organizational structures that align institutional goals (CFR 1.8, 1.9, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10, 3.11);
- FPU promotes a high standard of educational quality that has been maintained in the course of such growth (CFR 2.1, 2.2, 2.6);
- FPU has been designated as a Hispanic-Serving Institution and is a partner with a local community college in the award of a five-year grant from the U.S. Department of Education that will provide catalytic funding for a variety of programs supporting student success and seamless articulation through our STEM programming (CFR 4.2);
- FPU's student population has become diversified across gender, religious, ethnic, social and economic boundaries (CFR 1.5);
- Committed faculty, staff and administration who are sufficiently qualified and diverse (CFR 2.1, 3.1., 3.2, 3.2, 3.4);
- Graduation and retention rates that are consistently higher than other higher educational institutions in the Central Valley (CFR 2.6, 2.10, 2.7, 2.10, 2.14);
- The healthy expansion of our faculty and proposed administrative structure has led to a corresponding increase in our course offerings and additions and revisions to curricular programs, as well as to research, scholarship, and service (CFR 2.1, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 3.1, 3.2, 3.3., 3.4);
- The physical complexes throughout the regional sites and main campus have also grown considerably in the past three years as we have added/expanded additional space and provided a parallel increase in our technological infrastructure (CFR: 3.5, 3.6, 3.7, 4.1, 4.2, 4.3).

Challenges

- Due to the increase in student enrollment, there has been a greater awareness of the lack of university readiness and preparedness of students, particularly among first-generation students;
- The university is tuition-dependent and will need to continue to expand opportunities to diversify its financial portfolio;
- While FPU has the region’s highest four-year graduation rate, FPU also must ensure that its programs and services are aligned and sustained to increase this rate and ensure that student achievement extends to all student populations;
- Success in recruiting and retaining diverse faculty, staff and students continues to be a high priority for the university;
- While the university has developed and approved a faculty rank, compensation and evaluation plan, there is some tension evident within the community based on the newness of the initiative and the balance of teaching, scholarship, and service components inherent in the new evaluation and review procedure;
- While we applaud the enrollment growth of the university, developing and applying resources and organizational structures to ensure sustainability is paramount and remains challenging;
- Employee staffing ratios need to be in better alignment with the growth anticipated in the educational programs and in the delivery and enhancement of service needs;
- Continued need to align structure, processes, and services in our expanding regional centers.

3. Current Approach to Identify and Assess Student Learning Outcomes

The WASC Action Letter (June 26, 2003) commended the university on its work and significant progress since the last review on student learning. The visiting team noted that the university has moved from a “conversation on evidence” to a “culture of evidence.” Ongoing university activities have focused on strengthening program assessment and ensuring that student learning outcomes are consistently being met in all curricular and co-curricular programs. Currently, the Office of Institutional Research (IR), working in collaboration with the University Assessment Committee, establishes plans, organizes, and promotes effective program assessment policy, practices, and procedures (CFR 2.7, 4.4, 4.5) in conjunction with school deans, academic administrators, and applicable faculty, staff, and students. A response to previous WASC accreditation visits for areas of concern can be found in Appendix C.4.

FPU’s undergraduate and graduate programs have developed Student Learning Outcomes (SLOs) and have implemented corresponding assessment programs at both the course and program levels. Most assessment programs, developed
independently by departments and programs, employ an array of assessment instruments including portfolios; comprehensive exams; senior, alumni, and employer surveys; student satisfaction surveys; internship evaluations; and embedded assessment items across multiple courses. Several programs --- but not all --- conduct rigorous assessment as part of their professional accreditation requirements; these programs tend to make the most use of assessment data by effectively "closing the loop" through the continuous improvement of course and program design in response to compelling assessment data.

In 2008, FPU decided to pilot TaskStream, a web-based assessment software, in the School of Education to enhance the collection of data and stages of assessment. Results of that pilot provided valuable information that supported the university in making the decision to adopt TaskStream as a university tool to plan and manage assessment and accountability processes, to demonstrate learning achievement and to foster continuous improvement through the learning process. The University is now in the process of migrating from current practices to the TaskStream software. University Departments/Programs are required to map their course Student Learning Outcomes (SLO’s) to the goals (via assessment e-files in their TaskStream accounts). Currently, the Assessment Committee is collaborating with departments/programs to utilize assessment e-files in TaskStream to annually report their assessment activities, findings and recommendations for program improvement.

FPU has also revised its University Student Learning Outcomes that appear in the FPU catalog and handbooks (see Appendix C.1). Data Element A.6 summarizes key educational effectiveness indicators showing that university programs are committed to engaging in assessment processes to improve the effectiveness of programs. FPU also proudly acknowledges concurrent accreditations held by the School of Education and the Nursing Program (Data Element A.7).

A single Program Review Manual governs all program reviews at all academic levels (Appendix E.3). Assessment results and actions must be included in all program reviews and are based on the guidelines of the University Assessment Manual (Appendix C.2). The manual has been revised recently to incorporate the new program review expectations as described in the WASC Resource Guide for Outcomes-Based Program Review (2009). Educational programs are reviewed on a seven-year schedule, with program improvement updates prepared by each program on an annual basis. We anticipate an evolution in the internal dialogue regarding a new culture of evidence, assessment of student learning, and program improvement over time as the revised process is implemented (CFR 4.8).

B. Framing the Review Process to Connect the Capacity and Educational Effectiveness Reviews

1. Overview and Goals for the Accreditation Review Process

FPU has developed a hybrid approach to the Accreditation Review Process based on the results of our Preliminary Self-Review under the Standards Survey in Spring 2010. This approach focuses on a review and evaluation of the WASC Standards in the Capacity and Preparatory Review with questions around effectiveness on each theme in the Educational Effectiveness Review. The planning approach to the Capacity and Preparatory Review will demonstrate FPU’s core commitment to institutional capacity. The University Strategic Planning process guided by the new president will provide the overarching structure of major university goals and key initiatives. Nested under the strategic plan, each division of the university will develop and implement plans that address institutional priorities.

A theme-based Educational Effectiveness Review is a good match for FPU. The themes that emerged in the work by the WASC Steering Committee are timely for FPU and demonstrate FPU’s core commitment to educational effectiveness (CFR 2.10, 2.12, 2.13). Our self-study is framed within the context of our institutional identity, which is that of a Christ-centered university. Based on the overarching identity of our mission, this identity will serve to inform and guide our work in three specific thematic areas, each of which is focused on an important institutional issue: Student Achievement and Strategic Assessment of Learning, Aspects of Diversity, and Resources and Financial Stability. The figure on the left illustrates how the overarching institutional identity tagline of “Empowering Leaders. Transforming Lives.” overlaps and is inter-related to the three-thematic self-Study areas.

The primary goal of our specific self-Study work in the three themes is a development of informed and useful FPU-specific models in key areas that impact our educational effectiveness: outcomes-based assessment of program and university learning; our increased need to support, promote, and foster aspects of diversity within our educational programs and delivery systems; and our systems for maintaining stable resources and financial stability. During the self-Study process, we will also work toward achieving these overarching objectives that relate to our university culture, climate, and ways of working. Overriding
goals for all of the themes reflect the desire to enhance resources (capacity), ensure faculty involvement, meet student learning outcomes, and engage in assessment strategies that advance the university.

Both the CPR and EER phases of the accreditation process will be supported with organizational activities and strategic goals overlapping and extending from the conception of this Institutional Proposal through the EER phase. Because the themes are important to the future of the university, it is expected that the accreditation process will reveal new opportunities and goals to pursue as FPU looks to the future.

The CPR phase will focus on advancing assessment processes, including program review, to ensure that assessment findings are utilized to support decision-making processes at the university (CFRs 3.1, 3.2, 3.3, 3.4, 3.5, 3.7, 3.8). The EER will investigate the degree to which learning outcomes related to the three themes have been met as a result of the organizational activities of the CPR. The FPU themes and CPR research questions have been purposely designed to provide a systematic examination of a large portion of the 42 WASC CFRs to ensure that FPU is consistently meeting and exceeding all WASC standards. Additional steps will be taken to review those few remaining CFR areas not being examined within one of the three themes and provide evidence of threshold capacity. Appendix C.7 shows the alignment of WASC standards and themes the university has selected for the CPR and EER.

2. Approach for the Capacity and Preparatory Review

During the CPR, the University will continue to assess its capacity to advance the three thematic initiatives. A vital part of the process will be to continue to improve the processes associated with assessment processes, including program review. The university will also continue to address capacity issues related to WASC standards. The Continuous Improvement Committee, in collaboration with other university members, will utilize the Educational Effectiveness Framework as a guide to evaluate capacity and effectiveness in relation to student learning during the CPR phase. It is the university’s intention to systematically review and improve its use of TaskStream, program review and all other forms of university-wide assessment during the CPR, and to institute more oversight of the amount of assessment activities in the university.

3. Approach for the Educational Effectiveness Review

The EER review at FPU will examine the evidence of educational achievement in regards to three themes. During the EER, the university will utilize the findings from the assessment, put into place before and during the CPR, to determine the extent to which the three themes are integrated into the fabric of student learning at FPU. During the EER, the university will also continue to engage in assessment and program review processes to determine educational effectiveness. During the EER, the university intends to demonstrate that faculty has taken responsibility for assessment and improvement of student learning as they relate to the three themes because they are committed to preparing students to be future leaders, ready to work in an increasingly diverse and complex world.

Combining the CPR and EER:

For each of the selected themes, a series of inter-related research questions have been developed for both the CPR and EER stages of the accreditation process. Within each theme, the key study questions were created to lead the university in a formative study process to reach the outcomes shown in the CPR and the EER columns. Some study questions are geared toward the achievement of the CPR outcomes that are required for reaching our ultimate EER outcomes. To underscore the overall coherence and connection between these two stages of the accreditation process, both the CPR and EER research questions for each theme-based initiative are presented together in the chart below.

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<td>CPR: Q1 What are the processes in place that direct the university’s effort to define and evaluate student achievement and strategic assessment?</td>
<td>CPR: Q1 Outcome: FPU faculty, staff, and students implement a consistent process in the assessment of student achievement and strategic assessment.</td>
<td>EER: Q1 How do FPU’s co-curricular and student support programs/services contribute to, and encourage the achievement of, university student learning outcomes?</td>
<td>EER: Q1 Outcome: Based on strategic assessment and program review data, continue to develop and implement focused and holistic co-curricular and student support programs/services for successful attainment of university student learning outcomes.</td>
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<td>CPR: Q2 What infrastructure does the university have in place to support these efforts?</td>
<td>CPR: Q2 Outcome: FPU develops or enhances an integrated infrastructure to assess student achievement and strategic assessments through the</td>
<td>EER: Q2 What is the effectiveness of FPU’s systems and strategic assessment practices in</td>
<td>EER: Q2 Outcome: FPU’s systems and strategic assessment practices are revised on the basis of analysis of outcomes for</td>
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Theme 1: Student Achievement and Strategic Assessment
CPR: Q3
Specifically, how does the university recognize, value, and support these efforts through resource allocation?

CPR: Q4
How does the university assess its ability to ensure that student achievement and strategic assessment are properly directed and adequately supported?

identification and assessment of tools, systems, personnel, and data collection.

CPR: Q3 Outcome:
FPU allocates, integrates, and aligns sufficient resources to support student achievement and ongoing strategic assessment to meet the mission of FPU.

CPR: Q4 Outcome:
FPU develops and implements strategies and methods to assess its success in aligning the university infrastructure to support student achievement and strategic assessment.

supporting student progress toward graduation and degree attainment?

EER: Q3
To what extent are students able to demonstrate personal, professional, intellectual, and ethical/spiritual growth or competency of the ten university Student Learning Outcomes before they graduate?

EER: Q4 Outcome:
University funds and supports diversity-related engagement and dialogue through the implementation of a set of targeted initiatives.

Theme 2: Aspects of Diversity

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<td>CPR: Q5 Outcome: Administration, faculty, and staff recognize and utilize consistent processes to obtain FPU’s diversity goals in recruitment and retention.</td>
<td>EER: Q4 Outcome: How effectively has the university cultivated respectful dialogue and appreciative inquiry around diversity within the institutional community?</td>
<td>EER: Q5 Outcome: How effectively does diversity positively impact intercultural competence among students through course delivery and co-curricular programs?</td>
<td>EER: Q6 Outcome: How effectively are assessment outcomes used to allocate resources to continually move the university toward its diversity goals?</td>
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<td>CPR: Q6 Outcome: FPU faculty, staff, and students integrate effective diversity strategies in its programs and services.</td>
<td>EER: Q6 Outcome: How effectively are assessment outcomes used to allocate resources to continually move the university toward its diversity goals?</td>
<td>EER: Q7 Outcome: How effective has our strategic planning and resource allocation been in promoting long-term sustainability in meeting the educational goals of the university?</td>
<td>EER: Q7 Outcome: Based on strategic assessment and program review data, continue to revise and implement focused resource allocation systems to support the educational mission of FPU.</td>
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Theme 3: Resources and Financial Stability

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<td>CPR: Q7 Outcome: FPU’s structures, processes, and resources are strategically assessed, revised, and integrated within the university to enhance the focus on student achievement and in fulfilling FPU’s overarching mission.</td>
<td>EER: Q7 Outcome: How effective has our strategic planning and resource allocation been in promoting long-term sustainability in meeting the educational goals of the university?</td>
<td>EER: Q7 Outcome: Based on strategic assessment and program review data, continue to revise and implement focused resource allocation systems to support the educational mission of FPU.</td>
<td>Ensure general consensus about, and understanding of, the university Strategic Plan and priorities.</td>
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<td>CPR: Q8 Outcome: FPU will develop a new Strategic Plan that will be dependent upon effective strategy execution at all levels of the university and in aligning effective and creative leadership, adequate resources, and appropriate accountability mechanisms.</td>
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WASC Institutional Proposal
May 30, 2012
We believe the research questions for the CPR delineate a framework for self-assessment of the resources, processes, and policies necessary for our university to meet our Core Commitment to Institutional Capacity as defined by WASC standards for accreditation. By thoroughly addressing the research questions for the CPR, we will ultimately establish a clear vision of our initial level of preparation for achieving the goals set forth for the subsequent stage of the process, the EER. The research questions for the EER, in turn, focus on our Core Commitment to Educational Effectiveness; the EER research questions are designed to provide meaningful evidence of student learning and educational achievement, as well as providing evidence of institutional learning and improved performance as a result of those actions and changes implemented during the review process. Collectively, the research questions associated with each theme-based initiative encompass the four standards for accreditation and address a wide range of Criteria for Review (CFRs).

C. Demonstrating a Feasible Work Plan and Engagement of Key Constituencies

1. Work Plan and Milestones

Our work plan has been crafted as to make use of existing information and infrastructure as much as possible and to integrate seamlessly the actions that have been identified from our CPR and EER outcomes (Appendix C.8). The primary structure for carrying out the self-study will be to engage people from across university in theme-based task forces and subcommittees. A Continuous Improvement Committee (CIC) has been established to guide the process and integrate the work of each theme. This committee is co-chaired by the Provost/ALO and the Director of Accreditation and is comprised of people representing institutional and academic leadership, IR, staff, and students. This committee, with approximately 40 members, has been charged to support the WASC re-affirmation process. A smaller working group, the CIC Steering Committee, a subset of the Continuous Improvement Committee, also supports the work of the accreditation process. The work of the CIC and the CIC Steering Committee is to:

- Promote an understanding and appreciation of the WASC accreditation process and its connection to our work as a learning-centered institution.
- Encourage the campus community to undertake and support activities that encourage and demonstrate educational effectiveness.
- Define the specific goals and outcomes for the accreditation review based on the university’s planning process and issues raised by the commission during the last institutional review.
- Develop a limited number of themes for an in-depth review and engage the campus in a discussion of these themes.
- Interpret, clarify, and refine the areas of inquiry and researchable questions for the themes, and the methodology to approach each area for the reports.
- Define timelines and action steps for the completion of the CPR and EER that meet the overall timing of the university’s WASC accreditation process.
- Engage the campus community in the design, development, and review of the CPR and EE reports.

Task force teams of 8-15 people who represent a cross-section of the university constituents and interest in the particular theme area will be established to facilitate the work outlined for each theme. From the preliminary discussions (leading to this proposal), we already have over 50 people for participation on these task forces and subcommittees. Task forces will be led by deans and faculty members with appropriate interest and leadership qualities. Committee work will be supported by administrative support personnel in the Provost’s Office. Each task force will, in turn, collect information from its group member’s own perspective as well as additional appropriate constituencies to be identified by the task force. Continuing the university conversation started by the WASC Steering Committee, the task forces will be expected to find and create opportunities for consultation with the university community. To that end, chairs of all task forces will be assisting the WASC Steering Committee with university outreach as well as meeting regularly with the WASC Steering Committee to review their progress.

In addition, the university is in the implementation stages of creating a re-accreditation website with appropriate links to our three-stage process, WASC resources, and data/portfolio elements. This website is anticipated to go live on July 1, 2012. We have also created a blog for postings and feedback to enable university constituencies to keep abreast of the process, timelines, and activities associated with the re-accreditation process. The link can be found on our university website under Fresno Pacific Blogs at http://blogs.fresno.edu/

Key self-study milestones and the timeline are shown in Appendix C.9.
Institutional Stipulations

- Fresno Pacific University is using the review process to demonstrate its fulfillment of the two core commitments; it will engage in the process with seriousness and candor; the data presented are accurate and the institutional presentation will fairly present Fresno Pacific University.

- Fresno Pacific University has published, and made publicly available, policies in force as identified by the commission. Such polices 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.

- Fresno Pacific University will abide by procedures adopted by the commission to meet United States Department of Education (USDE) procedural guidelines.

- Fresno Pacific University will submit all regularly required data, and any data specifically requested by the commission during the period of accreditation.

- Fresno Pacific University has reviewed its off-campus programs and distance-education degree programs to ensure that they have been approved as required by the WASC substantive change process.

D. Merrill Ewert, President
Fresno Pacific University