

# Biola University

## WASC Reaccreditation Proposal

### Section 1: Institutional Context

#### Institutional Mission and Background

The mission of Biola University is:

*Biblically-centered education, scholarship and service, equipping men and women in mind and character to impact the world for the Lord Jesus Christ.*

This mission was formally adopted by the Board of Trustees in 1994 and has been periodically reviewed and affirmed, most recently in May 2002. It is foundational to all that is attempted and accomplished and is adequately linked to and reflected in all aspects of the University.

Biola University was founded in 1908 as the Bible Institute of Los Angeles. Lyman Stewart and T.C. Horton determined to fill a void for trained Christian laymen who were committed to unchanging biblical doctrines rooted in the authority of Scripture. The Bible Institute programs were primarily focused upon evangelism, Bible study and training for practical Christian work. The Institute was active in supplying Christian literature through the Biola Book Room and also began a Bible Institute in Hunan China. The seeds of education and outreach were firmly planted in the hearts and minds of the students by dedicated Christian faculty.

As the years passed, the Bible Institute began offering three and four year courses of study to prepare theologians, missionaries and pastors. A growing number of educational programs began to emerge leading to bachelors degrees in numerous disciplines. Eventually the Institute was refocused and renamed Biola College (1972). Under the leadership of Dr. J. Richard Chase, the Rosemead Graduate School of Professional Psychology merged with Biola College and the stage was set for the formation of Biola University (1981).

Today Biola University offers baccalaureate degrees in 35 majors, 14 masters and five doctoral degrees in six schools. The University is accredited by nine different specialized accrediting associations, and enjoys regional accreditation from the Western Association of Schools and Colleges. More than 40,000 students have participated in a Biola education through the years, with alumni spanning the globe in fulfilling the mission. Today, Biola University remains deeply rooted in its heritage while focusing upon its responsibility to offer university-level educational programs of the highest quality.

#### Current Context

Biola University is at a strategic moment in its 95-year history. The institution has experienced five consecutive years of unprecedented growth under a well-established leadership team of faculty, administration, Board and staff. The quality of students continues to rise, as does the credentials of its faculty and staff. New programs have been launched that have added significant

depth to Biola as a university. Graduates are achieving success in all fields of study and faculty are engaged in rigorous scholarship that brings notoriety and credibility.

## **Strategic Planning**

Engagement of the broader university community in university-wide planning has always been a challenge. Periodic assessment of involvement in planning and decision-making indicated the perception that the hierarchical administrative structure was not adequately representing the community as a whole. As a result, a commitment was made by the president to bring greater focus to a campus-wide planning process to strengthen the input and guidance from the broader community and to prepare a strategic plan that would set the course for the future.

The process to provide a more intentional focus to participatory planning was launched in 1998 with the establishment of the University Planning Group (UPG), which has grown into a dynamic planning team. The UPG constitutes a broad representation of the University constituency with 28 members from staff, faculty, students, alumni and administration. Documents have been produced by numerous teams and have been reviewed by the university community to ensure that planning was closely linked with assessment and decision-making. Today, the UPG provides leadership for creating and implementing a strategic plan that will guide and assess the future.

These ongoing planning efforts led the university to determine its greatest strengths, along with some of its most pressing challenges. Three SWOT analyses have been conducted in the last twelve years. The 1998 analysis revealed the following:

### **Noted Strengths**

- Biblically based curriculum
- Doctrinal statement
- 30 units of undergraduate Bible
- Integration of faith and learning
- Unique academic programs
- Non-denominational affiliation

### **Noted Weaknesses**

- Dependence on tuition income
- Salary and compensation levels
- Library facilities
- Size of university endowment
- Donation levels
- Facilities to meet future needs

None of these issues was surprising, as each had been discussed throughout the university for many years. However, it became clear that there was a strong desire to remain committed to the values that carried the institution through its first nine decades, while seriously addressing the areas of concern in order to maximize our potential to fulfill the mission in the future.

Opportunities for improvement were also noted in areas of emerging technologies, alumni involvement, completing a capital campaign and enhancing the communication within the campus community. The UPG began the careful task of mapping out methods to affirm the strengths, address the weaknesses and take advantage of the opportunities for the future.

## **University Growth**

As previously mentioned, Biola University has experienced unprecedented growth in the past five years. New records for undergraduate enrollment have been achieved each year with an accompanying steady growth in graduate programs. Several new programs have been launched that have led to increased enthusiasm, rigor and excitement as highly qualified students and faculty have joined the community. Additionally, increased operating funds have been realized, allowing for enhancements to facilities, increased numbers of new full-time faculty and much needed additions to support staff.

During this period of growth several key events occurred that greatly impacted the community. A new library facility was completed in October 2001, tripling the space of the previous library, and offering a new, exciting and technologically enhanced environment for study and research. The University also began to enjoy the fruit of past fund-raising efforts as increased numbers of gifts from estates were realized. These additional funds provided a much-needed boost to the endowment. Additionally, a new bond was issued offering financing for new classrooms and faculty offices, a new residence hall, the purchase of off-campus apartments to be used for residence housing, and several internal projects to alleviate overcrowded parking lots and access roads.

However, growth has its implications. Within three years of sustained student growth the University began feeling the challenges of cramped residence halls, packed classrooms, additional course sections being taught by adjunct faculty, long lines for the dining hall and an overcrowded chapel. Immediate actions were taken to deal with the problems, but it became clear that only careful review, analysis and planning would provide long-term solutions.

This is where the planning process became most important. As data were gathered and analyzed by each of the focused areas (e.g., curriculum, co-curriculum, marketing and promotions, athletics, enrollment management) it was obvious that only by strategic planning could the issues be adequately addressed and strategically prioritized to have the greatest impact. Through the planning process, several of the opportunities noted in the SWOT listing were realized, such as improving communication within the campus community and strategic marketing of the University. Thus, both issues (growth and planning) have become central to identifying and meeting the needs of the university, while establishing priorities for the future.

## **Issues Raised by Previous WASC Visits**

Biola University received correspondence from the WASC Commission dated June 3, 1999 as a response to our Fourth-Year report. The Commission recommended four areas for future consideration: library, faculty salaries, diversity, and faculty governance.

### *Library*

We are pleased to report that on October 5, 2001 our new state-of-the-art 98,000 sq. ft. Library was opened to our campus community. This new facility integrates traditional print, modern online electronic, multimedia and audio-visual resources. The beautiful new building was designed to respect the privacy of the individual scholar and at the same time facilitate dynamic collaborative learning groups. The Library is now the centerpiece of the campus and will serve

the University and the community for decades to come. Six professional librarians, a well-qualified paraprofessional staff, and many able student assistants provide service more than 84 hours per week during the regular campus semesters with adjusted schedules of service available year round.

### *Faculty Salaries*

Biola has made significant progress toward improving the compensation packages of our faculty. The attached document (Exhibit A) reveals our progress in relationship to the U.S. annual consumer price index. A comparison of these data indicates faculty received salary increases far in excess of the CPI since our Fourth-Year Report.

One of the challenges of determining appropriate salary compensation in institutions of Christian higher education is knowing which institutions should be used for comparative analysis. In August 2001 the Faculty Town Hall unanimously agreed to create a new salary plan that began with the movement away from the AAUP 60th percentile and focus upon a new "comparative group" that more closely mirrored Biola in mission, classification, quality, regional location and enrollment/budget size. This plan is fully operational with annual goals being established to place us in the upper 10% of this comparison group. The group consists of: Azusa Pacific University, California Lutheran University, Notre Dame de Namur University, Gordon College, Point Loma Nazarene University, Seattle Pacific University, Westmont College, Wheaton College, and the University of Redlands. Using these data for comparative purposes, the evidence indicates that Biola University is competitive with other similar institutions and is serious about continuing its goal of fair and competitive compensation packages for our faculty.

### *Diversity*

With regard to our full-time employee/faculty diversity demographic comparisons, analysis of the attached data (Exhibits B & C) indicates only modest gains. Over a five-year period our employee (non-faculty) ethnic population has increased from 22.3% in 1998 to a current population of 24.8%. We are not satisfied with this increase and have created a plan to improve the employee demographics.

During this same five-year period we experienced a significant growth in our overall faculty population. We increased from 140 full-time faculty to 172, which represented a 22.3% increase. During this time we increased our non-Caucasian faculty from 10 to 15. While we have been intentional in our desire to increase our faculty diversity and our overall faculty ethnic population increased from 7.1% in 1998 to a current population of 8.7%, we remain committed to further enhance the ethnic representation of our faculty in the years ahead through specific recruitment programs and initiatives.

In regards to student diversity demographic comparisons, the attached data (Exhibit D) indicates that the University has not made as much progress in this area as had been expected. However, steps have been taken recently that should help with this complex issue. First, an approved, controlled-growth initiative will limit enrollment increases to 5% annually, and result in the University becoming more selective. An "Early Action" admission process initiated this year has enabled the Admissions staff to establish several enrollment goals, including academic achievement, gender balance, and diversity. With an increasing applicant pool, these goals should

be within reach, and indeed, an early review of the admitted class for fall 2003 indicates that progress is being made. Second, Biola recently launched a major study to determine the complex issues of diversity facing the campus. The completed report has provided important information and recommendations for enhancing the multi-ethnic environment and populace at Biola. Numerous campus-wide groups are now evaluating the report and determining implementation plans.

There is more to developing diversity on campus than ethnic representation, though we agree that is an important factor. It is also critical to provide a campus environment where members of differing ethnic groups can feel welcomed and accepted. With this in mind we have made progress by developing and implementing a multifaceted program that begins with a weeklong campus-wide diversity theme. Chapel speakers are brought in to address current issues, faculty are encouraged to integrate diversity discussions in their classrooms, and student affairs provides additional resources to facilitate this awareness and offer necessary support. The Human Resource department has committed a half-day diversity-training seminar for all university employees along with additional mandatory seminars for all supervisors. We believe that we are making improvements in the climate contributing to a diverse campus community. Periodic assessments will be conducted through the University Strategic Plan to determine the effectiveness of the plans and programs.

#### *Faculty Governance*

The Faculty Town Hall (FTH) continues to provide an important venue for faculty to discuss issues that are relevant in their relationship with the University. Recent topics have included issues related to long-range growth projections, student retention, budget allocations, and facility usage. Faculty Town Hall meetings are held once each semester with additional meetings being called through the FTH Steering Committee.

One of the ways that Biola has been successful in garnering a wide-range of faculty input and influence on institution-wide issues is through the University structure. Biola is comprised of six schools. A dean and an appropriate array of committees provide leadership and oversight for each school. Chief among these committees is their Academic Policies and Personnel Committee. Comprised of faculty from each particular school, all decisions regarding promotions and tenure originate here. In addition, issues regarding admissions, discipline, curriculum, etc. are all handled at the school level. This allows a great deal of freedom for the faculty to express their opinions and observations. Each year various vice presidents meet individually with many of these schools to solicit their input on relevant matters.

In addition to the individual school faculty meetings and committees, faculty governance is assured through representation on the University-wide Personnel Committee (UPC) that oversees decisions pertaining to promotion, tenure, and faculty handbook revisions. Committees pertaining to admissions, retention, curriculum, long-range planning, ethics, diversity, student welfare, chapel, writing competency, and other broader issues also include substantial faculty representation. The evidence is clear that most faculty are pleased with the level of governance which is available to them. The university has also provided additional creative means for securing faculty input and influence through the use of luncheons, e-mails, surveys, and focus groups.

## **Section 2: Expected Goals and Outcomes**

Biola University has routinely utilized the WASC review process to focus upon significant issues that provide direction and enhancement for its programs, people and facilities. The expanded review process will provide a new opportunity for the entire institution to become more of a learning-centered organization.

Intended outcomes for the upcoming review process include:

1. Determine and utilize learning outcomes for curricular and co-curricular assessment and for the development, enhancement, and expansion of programs.
2. Strengthen the strategic planning process that informs decisions and influences directions based on evidence with the goal of improving student learning.
3. Conduct a thorough analysis of the impact of continued University growth on program quality, student achievement, diversity of community, student retention, and other critical success factors to ensure educational effectiveness.

Assessment of these expected outcomes will occur through several channels. The University Planning Group (UPG) has embraced these outcomes and established them as specific initiatives that will be annually reviewed. In addition, normal and customary curricular and co-curricular assessment ensures that these goals will be addressed at the program level. Finally, the actual institutional review process of re-accreditation will determine levels of attainment as we prepare documents and interact with site visitors.

## **Section 3: Involvement of University Constituents**

Preparation for the WASC Proposal has been a lengthy and involved process. It began in 1999 with numerous presentations to many University groups (Faculty Town Hall, Administrative Management Team, University Planning Group) related to the new WASC Standards. The community was familiarized with the process and products that would be needed to produce a proposal and prepare for the site visits.

The Re-accreditation Steering Team was formally composed in January 2002, but the preparation had begun much earlier through meetings of the University Planning Group, including the identification of central issues that were addressed through the development of a strategic plan. The Steering Team includes key members of the faculty, staff, students, alumni, Board, and administration. Most of these people have participated in several WASC workshops focused upon proposal development and the WASC Standards.

Three Task Forces were initiated to draft sections of the Proposal. The sections focused on the Institutional Context, the Preparatory Review and the Educational Effectiveness Review. During the Steering Team meetings, Task Force efforts have been reviewed. In addition, regular reports have been made to the UPG, the Provost's Administrative Council, the President's Leadership Team, and the Faculty Town Hall to ensure broad input has been received. Finally, members of the Steering Team have actively engaged the community in dialog regarding key aspects of the proposal.

The final proposal has been presented to the President's Leadership Team and the Academic Affairs Committee of the Board of Trustees. Their approval represents formal conclusion of the Proposal development phase prior to submission.

#### **Section 4: Staging the Preparatory and Educational Effectiveness Reviews**

The Preparatory Review Report is to be completed by January 2005, in preparation for an April 2005 site visit. The Educational Effectiveness Report will be completed by January 2006, in preparation for an April 2006 site visit. Much effort is currently being expended in preparing these documents and data displays in anticipation of the site visits.

Individual committees are being formed for each of the self-studies and site visits. To ensure continuity, chairpersons of these committees will also be members of the Steering Team. We will use many current channels for input and feedback as the self-studies are developed and finalized. These are the same systems that were utilized for the development of this proposal. They include the:

- University Planning Group
- Provost Administrative Council
- Associated Students
- Alumni Relations
- Board of Trustees
- Faculty Town Hall
- Council of Instructional Deans
- Selected Faculty Committees
- Six Academic Schools
- President's Leadership Team

#### **Section 5: The Preparatory Review**

The Preparatory Review will enable the Commission to determine whether Biola University fulfills the Core Commitment to Institutional Capacity at our home campus as well as our growing network of regional education centers. It will also assess Biola's preparedness to undertake the Educational Effectiveness Review as proposed in this document. For the purposes of the Preparatory Review, Institutional Capacity is understood to include these values:

- Clear purposes
- High levels of institutional integrity
- Fiscal stability
- Organizational structures and processes to fulfill its purposes

Key outcomes of the Preparatory Review will be a strengthened strategic planning process and a thorough analysis of the impact of continued University growth on the critical success factors of educational effectiveness.

## Presenting Evidence

In order to demonstrate our commitment to Institutional Capacity, we will present evidence that Biola possesses the basic resources, structures, and processes to fulfill this commitment. The evidence will be organized for presentation around the Four Standards and will be supplemented with Reflective Essays based on a self-review of the evidence.

The evidence itself will be presented as a “standing” Institutional Portfolio maintained as a normal practice of the University. When presented to the Commission as part of the Preparatory Review Report, the Portfolio will contain (1) an updated set of the Basic Descriptive Data originally submitted with this Proposal, (2) the set of prescribed exhibits and data displays summarized on page 42 of the *WASC 2001 Handbook of Accreditation*, and (3) additional exhibits and data sets selected by Biola as further evidence of our Commitment to Capacity and particularly related to our special concerns and intended outcomes.

An index and summary of the Institutional Portfolio will be provided to the Commission as part of the Preparatory Review Report in a conveniently organized hardcopy format. The Commission will have access to full electronic versions of most exhibits and data displays through a password-protected Biola/WASC website. Full hardcopy versions of Portfolio elements will also be available upon request and will be on display in the Biola/WASC exhibit room on campus during the site visit.

As mentioned above, the evidence in the Institutional Portfolio will be supplemented by a collection of seven Reflective Essays. We will present one essay for each of the Four Standards. These four essays will indicate (1) how the Portfolio evidence relates to a given Standard, (2) what the evidence demonstrates about Biola’s performance and commitment to the Standard, (3) what the evidence means to Biola and how we are using the evidence to support decision-making and further inquiry, and (4) what our self-review has revealed about needed improvements and what we’ve done and plan to do to improve.

In preparation for the Educational Effectiveness Review, the essay on Standard 2 will also identify the key indicators to be used in assessing progress on the first of our three Intended Outcomes (See Section 2).

Two additional Reflective Essays will be presented that discuss the direction, key indicators of success, and the evidence of progress toward Outcomes 2 and 3.

A Concluding Essay will (1) summarize Biola’s case that it meets the Commitment to Capacity, (2) provide reflection on strengths and weaknesses in relation to the Standards, and (3) propose appropriate recommendations and follow-up steps.

Each essay will provide Biola University with an opportunity to review and energize our direction as it relates to our purpose. A single author will be assigned to prepare each essay, but will intentionally reflect the voices of the multiple constituents who are interacting with the evidence (See Section 3).

## **Gathering and Analyzing Data**

Most of the elements to be included in the Institutional Portfolio are gathered on an ongoing basis by the Office of Institutional Research and by individual departments. Some of these data, particularly basic statistical data such as admissions and enrollment reports, are routinely provided to faculty and staff. However, many of the data collected at Biola have not been conveniently available for use by other departments or by University-wide planning groups. Likewise, departments collecting data for their own immediate purposes typically perform valuable analysis of those data, but the analysis is not conveniently available to other decision-making bodies. The result is that one part of the University may not learn from the work of another and decisions may be made using less evidence than could be made available.

Biola is now intentionally building the resources, structures, and processes to gather, analyze, and appropriately distribute data for assessment and decision-making. This activity is taking place on two closely coordinated fronts, one relating directly to Educational Effectiveness and one relating more closely to Institutional Capacity in support of institutional and student learning.

In direct support of Educational Effectiveness, Biola is establishing the Center for Learning Enrichment, Assessment, and Research (CLEAR). This Center, under the leadership of the Vice Provost for Faculty Development and University Assessment, will continually evaluate our effectiveness in accomplishing the educational mission of the University.

Among the responsibilities of CLEAR is to improve learning by assisting Biola's curricular and co-curricular programs in establishing and assessing learning outcomes. CLEAR will also provide evidence-based information to assist with the University's overall strategic and operational planning. See Section 6 for additional information about CLEAR.

More closely related to Institutional Capacity in support of institutional and student learning, Biola is establishing a web-based Capacity Assessment Resource Center (CARC). CARC will house, organize, and make available to appropriate decision-makers reliable and relevant data related to the resources, structures, and processes that support Biola's curricular and co-curricular outcomes.

CARC will operate as an element of CLEAR. We expect that a significant portion of CARC will be in operation by the time of the Preparatory Review, and it is likely that the Institutional Portfolio will be presented within the context of the CARC website.

## **Self-Review**

During the period between this Proposal and the Preparatory Review, we will continue our self-review of basic resources, structures, and processes as they relate to the Core Commitment to Capacity and the broad statement of each of the Four Standards.

Members of the Preparatory Review team are coordinating the self-review process with the widest appropriate participation from the community (See Section 3). The process will include an evaluation of the evidence from multiple viewpoints. It will also solicit the insights and

opinions of community members who administer our resources, structures, and processes, as well as community members who are served by them.

The self-review results will serve as a primary basis for the Reflective and Concluding Essays and will be presented to the UPG and the President's Leadership Team for appropriate follow-up action.

## **Section 6: Educational Effectiveness**

Our purpose for both undergraduate and graduate programs is to provide learning opportunities for Christian men and women to produce thinking Christians who demonstrate competence in their chosen disciplines and are broadly educated with a biblical foundation and worldview.

As reflected in our University mission, role and goals, Biola intentionally emphasizes preparation in both mind and character. The goal of every program, every major, and every course is to contribute effectively to the development of both the mind and the character of our students. This dual learning emphasis permeates the array of both our curricular and co-curricular programs. As one of the largest evangelical Christian universities in the country and the only evangelical Christian university classified as a Doctoral Research/Intensive university by the Carnegie Commission, we recognize our significant responsibility and role within Christian higher education and as a member of the larger higher education community.

The pursuit of our educational goals is anchored in our commitment to excellence and quality. We propose to use a combination strategic planning/theme-based model and undertake four focused self-study topics with respect to our ability to sustain and enhance the quality of our curricular and co-curricular programs, with particular attention given to evidence of student learning. Among a myriad of topics/objectives related to educational effectiveness, we have selected four that will become benchmarks of our achievement of University goals:

1. Strengthen and implement curricular and assessment frameworks that reflect the University's expectations for learning and student attainment and implement evidence-based program reviews with increased focus on student learning.
2. Continue to nurture character development, spiritual formation, and integration of faith and learning among our students and examine our effectiveness in these areas.
3. Attract a more diverse student body, faculty and staff than we currently have and nurture institutional and student learning with respect to cross-cultural understanding.
4. Attract, retain, and develop a faculty noted for their scholarship of research, teaching, and service and their ability to link these activities to the improvement of learning.

For each of these four topics, we identify key questions that will be the focus of our self-study.

## Guiding Questions for Topic 1

*How effective is the University in developing and using curricular and assessment frameworks in order to improve student learning? What improvements in learning and in the quality of our curricular and co-curricular programs are evidenced as a result of these efforts? How effective is the University in assessing our programs' expectations for learning and student attainment?*

Beginning in 2002, as part of strategic planning related to our curricular goals, we launched a project to systematically review and where needed, develop and implement a set of curricular frameworks. Starting with program mission and goal statements, each academic program is now reviewing its curricular objectives as they explicitly address three areas of learning:

- Knowledge – Content; what students should know.
- Skills – Abilities and competencies; what students should be able to do with the knowledge they have acquired.
- Attitudes – Character traits, beliefs, and spiritual formation; how students should apply the knowledge and skills they have acquired as Christian scholars with integrity and how they live and serve others.

A critical component of each curricular framework is a set of expected student outcomes. These operationalize the curricular goals in ways that are both measurable and verifiable. One purpose in developing the curricular frameworks is to ensure that our programs are intentionally moving from a teaching-centered to a learning-centered model; that is, focused on what it is that we expect our students to know, do, and be. Extending from the curricular frameworks are explicit assessment frameworks. These offer a multidimensional approach to program evaluation and assessment of learning and include institutional and program-level data and a portfolio of both quantitative and qualitative data of student attainment. A primary benefit of a multi-faceted or evidentiary model is that it allows us to provide validity evidence as well as a framework for reviewing the effectiveness of existing programs and proposals for new programs with a more intentional focus on our expectations for learning and student attainment.

Given the magnitude of this effort, along with a commitment to better capture and exploit existing institutional data to inform program planning and review, one step is to create a Center for Learning Effectiveness, Assessment, and Research (CLEAR) that will provide a resource to academic programs as well as explore ways to integrate and more effectively utilize existing and new data to inform policy and decision-making. The Provost has appointed a new Vice Provost of Faculty Development and Assessment. We expect to report progress in both launching this Center and moving our curricular and co-curricular programs to a more explicitly learning-centered model by the time of our Educational Effectiveness site visit.

## Guiding Questions for Topic 2

*How effective are the University's curricular and co-curricular programs in nurturing character development, spiritual formation, and integration of faith and learning as reflected in the University goals?*

Central to our mission and identity are nurturing character development, spiritual formation, and integration of faith and learning among our students. Assessing these “intangibles” has long presented a challenge to higher education and especially for faith-based institutions whose goals

include the spiritual formation of their students. We know that the vast majority of our students report that opportunities for service and spiritual growth were important in their decision to come to Biola. We also know from senior surveys that the majority of our graduates say that their Christian commitment at graduation is stronger than when they entered Biola, that their confidence in making ethical and moral choices is stronger, that they chose to participate in service opportunities, that they have improved discipline in work and study habits, and that they have a personal practice of prayer and devotional life.

All of the student response data cited above were obtained through self-reported student surveys (CIRP and CAP) based on their overall university experience. We want to expand our examination of this topic to include a broader array of evidence of learning at the institutional, curricular and co-curricular program levels.

A current project in which Biola researchers and our institution are participating in is a spin-off of a FIPSE project, *Taking Values Seriously*. The current project, *Faithful Change*, is a collaborative effort among eight Christian universities focusing on Fowler's work. Fowler, an ethicist and theologian at Emory University, has consulted on the current project. According to Dr. Fowler, this project promises to be one of the best-documented studies of faith development of this century. Our interest is in the clear identification and validation of constructs and assessment instruments related to faith and spiritual development that occurs during the university years.

### **Guiding Questions for Topic 3**

*How effective is the University in attracting and retaining a more diverse student body, faculty and staff as defined by our evangelical Christian target population? Moreover, how effective is the University in nurturing both institutional and student learning with respect to cross-cultural understanding?*

As noted in the Boyer Report<sup>1</sup>

*Diversity of backgrounds and approaches enriches the process of discovery, the ways of thinking about solving problems, the multiple modes of communicating ideas. Therefore a comfort level with difference, as well as flexibility to learn in various ways, must emanate from the university. (p. 35)*

One of our University goals is to develop in our students a commitment to cross-cultural understanding and engagement in order to function and serve in a diverse world. We recognize that this cannot be effectively done on a campus that does not adequately reflect the diverse world for which we are preparing our students. Thus, a critical objective for Biola is to increase the diversity of our campus community. As an important next step, the Provost's office funded a comprehensive assessment of diversity of the undergraduate students. As an outcome of this research, we expect to have a current and accurate profile of the state of diversity at Biola that will highlight areas of strength as well as areas that need to be improved. Moreover, we expect the assessment to inform decision-making with respect to University policy, practice, and procedures as they relate to underrepresented minorities at a variety of levels. We also expect the study to have curricular and co-curricular implications, particularly as they relate to student learning. Beyond our campus, we expect that the findings will contribute to a growing body of research on minority students and issues of diversity within the Council of Christian Colleges and Universities that could be used to assist other council campuses in addressing issues of diversity.

## Guiding Questions for Topic 4

*How effective is the University in attracting, retaining and developing faculty?*

We believe that faculty who embrace our history, mission, and vision are the most fulfilled, content, and productive members of our community. For this reason, we are explicit in our statement of identity when recruiting new faculty. Our objective is to nurture faculty through a variety of school and institutional efforts such as new faculty orientation, new faculty forums, mentoring programs with senior faculty, and financial support for travel, research and sabbaticals. As part of our objective in attracting and retaining faculty in southern California where the cost of living presents a unique challenge, the institution provides relocation funds, forgivable doctoral loans, and housing subsidies and loans. The President's office hosts monthly interdisciplinary faculty luncheons that highlight faculty research and bring outstanding guest speakers to campus. Faculty receive stipends to participate in seminars, especially focused on assisting them in grappling with issues of integration of faith and learning. Our goal in this section of our self-study is to assess the effectiveness of our various efforts to attract, retain and develop our faculty in their ability to engage in scholarship of research, teaching and service and especially in their ability to link these activities to student learning.

Our self-study of all four topics will help us explore the extent to which we are sustaining the hallmarks of the Biola educational experience.

## Proposed Implementation and Outcome Assessment for the Educational Effectiveness Review

We propose to conduct our self-study by first assessing the current situation reflected by each topic. We then plan to use existing institutional and program data and conduct targeted research projects to expand the evidence base of our self-study. We will give special emphasis to the impact of our efforts on our expectations for learning and student attainment and to relevant WASC Standards and Criteria for Review. With respect to the questions identified for each topic, we plan to use a variety of key evidentiary indicators to develop and/or apply:

- Institutional data/statistics
- Institutional documents – catalogs, handbooks, strategic plans, action plans, program reviews, committee reports
- Focus groups – students, faculty, alumni, parents, employers
- Surveys – students, faculty, alumni, employers
- Assessment results – standardized and licensure examinations, portfolios of student work, self-reported gains in knowledge, skill and attitude, program reviews of student learning and attainment.
- Special studies and reports
- Reflective essays

Specifically, we plan to do the following:

### **Plan for Topic 1**

- Identify the number of programs that have completed and implemented curriculum and assessment frameworks that clearly reflect expectations for learning and student attainment.
- Launch a new Center for Learning Enhancement, Assessment, and Research.
- Complete a data inventory across offices of the University.
- Explore ways to strengthen program reviews with particular emphasis on student learning (e.g., examine other institutions' models of program review, attend professional seminars and conferences, build a resource library).
- Develop additional criteria for program review that reflect the shift from a teaching-centered to a learning-centered model and demonstrate faculty and broad institutional engagement in developing a more learning-centered model for program review.
- Complete at least two program reviews using this additional criteria.

### **Plan for Topic 2**

- Identify educational and other learning opportunities across curricular and co-curricular programs where intentional character development, spiritual formation and integration of faith and learning occur.
- Identify current sources of institutional and program evidence of effectiveness with respect to these opportunities.
- Develop criteria for assessing the effectiveness of these opportunities as evidenced by student attainment.
- Report on the findings of institutional research on spiritual formation.
- Explore ways to strengthen curricular and co-curricular efforts focused on character development, spiritual formation, and integration of faith and learning.

### **Plan for Topic 3**

- Profile trends in student enrollment and retention.
- Profile trends in faculty and staff diversity.
- Explore curricular and co-curricular programs at other institutions for new models for cross-cultural engagement.
- Analyze institutional research to assess the degree to which the university attracts and retains a more diverse student body, faculty, and staff and nurtures institutional and student learning with respect to cross-cultural understanding.
- Develop a plan to increase diversity and strengthen cross-cultural understanding and engagement.

## Plan for Topic 4

- Profile trends in faculty recruitment and retention.
- Identify faculty development initiatives and programs and degree of faculty participation.
- Explore faculty development initiatives at other institutions for new models of effective faculty development.
- Examine the perceptions of faculty regarding the effectiveness of our various faculty development efforts at both the school and institutional levels.
- Examine faculty development based on benchmarked evidence of scholarship of research, teaching, and service with special emphasis in the areas of improvement of learning and of integration of faith and learning.
- Implement any new initiatives that emerge from our review.

## Section 7: Basic Descriptive Data

The enclosed Institutional Profile contains Biola's Basic Descriptive Data.

As the Profile reveals, between 1998 and 2002 our enrollment headcount increased by 972 (27%) with FTE enrollment increasing by 760 (25%), the steepest growth curve in Biola's history. Total degrees granted during this period grew from 678 to 892, a 32% increase. The strongest growth in degrees granted has been at the master level (78%), followed by the bachelor level (22%). The doctorate level has remained stable, increasing only 3% over the five-year period.

Between 1998 and 2002 our faculty headcount increased by 80 (28%) with FTE faculty increasing by 44 (22%). Full-time faculty increased by 32 (23%), while part-time faculty increased by 48 (33%).

Our financial audits are routinely unqualified and demonstrate effective and appropriate financial practices. The submitted set of four-year Key Financial Ratios and audit reports for the last two years indicate stability and strength during those periods.

The data represented in this Profile are routinely collected by the University, distributed to a broad array of constituents, and used to inform decisions and processes such as budget preparation, resource allocation, and endowment issues.

## Section 8: Off-Site Programs

### Biola University Degrees and Programs Offered at Off-Campus Sites

- BS Degree in Organizational Leadership
- MA Degree in Education (Started January 2003)
- MA Degree in Organizational Leadership (Started Fall 2003)

### Off-Campus Sites

#### Orange County

Lake Hills Community Church  
23331 Moulton Parkway  
Laguna Hills, CA 92653

BS in Organizational Leadership

#### Inglewood

Faithful Central Church  
333 W. Florence  
Inglewood, CA 90301

BS in Organizational Leadership  
MA in Education

#### Thousand Oaks

La Serena Village  
625 West Hillcrest  
Thousand Oaks, CA 91360

BS in Organizational Leadership  
MA in Organizational Leadership

#### San Diego County

North Coast Church  
1132 N. Melrose Drive  
Vista, CA 92083

BS in Organizational Leadership

#### Palm Desert

Southwest Community Church  
77-701 Fred Waring Drive  
Indian Wells, CA 92210

BS in Organizational Leadership

#### Chino

Calvary Chapel of Chino Valley  
12205 Pipeline Ave  
Chino, CA 91710

BS in Organizational Leadership

### Reference

1. Boyer Commission on Educating Undergraduates in the Research University (1998). Reinventing undergraduate education: A blueprint for America's research universities. State University of New York at Stonybrook.