

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

**A FULL-SCALE
EVALUATION COMMITTEE REPORT**

**PACIFIC LUTHERAN UNIVERSITY
TACOMA, WASHINGTON**

APRIL 16-18, 2008

*A Confidential Report Prepared for the
Northwest Commission on Colleges and Universities
That Represents the Views of the Evaluation Committee*

Evaluation Committee Report
Pacific Lutheran University
Tacoma, Washington
April 16-18, 2008
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EVALUATION COMMITTEE

Dr. Barbara Adamcik
Associate Provost
Idaho State University
Pocatello, ID

Dr. Marlene Moore
Powers Distinguished Professor
Department of Biology
University of Portland
Portland, OR

Ms. Susan Agre-Kippenhan
Dean, College of Arts and Architecture
Montana State University
Bozeman, MT

Dr. Elizabeth G. Nichols
Dean, College of Nursing
Montana State University
Bozeman, MT

Dr. Vivian A. Bull, Chair
President Emerita
Linfield College
McMinnville, OR

Dr. David C. Plotkin
Vice President for Academic Affairs
Marylhurst University
Marylhurst, OR

Mr. G. Michael Goins
Vice President for Financial Affairs
and Treasurer
George Fox University
Newberg, OR

Dr. Jeffrey A. Summers
Professor of Economics and Associate
Dean of Faculty
Linfield College
McMinnville, OR

Dr. Deborah L. Loers
Vice President and Dean of Students
Wartburg College
Waverly, IA

Ms. Susan B. Whyte
Library Director
Linfield College
McMinnville, OR

Dr. Carol S. Long
Dean, College of Liberal Arts
Willamette University
Salem, OR

Dr. Ronald L. Baker
Executive Vice President
Northwest Commission on Colleges
and Universities
Redmond, WA

INTRODUCTION

Pacific Lutheran University was founded in 1890 by a group of mostly Norwegian Lutherans from the Puget Sound area in Washington. In naming the University, the pioneers recognized the important role that a Lutheran educational institution on the Western frontier of America could play in the emerging future of the region. They wanted the institution to help immigrants adjust to their new land and find jobs, but they also wanted it to produce graduates who would serve church and community. Education – and educating for service – was a venerated part of the Scandinavian traditions from which these pioneers came. (PLU Course Catalog, 2007-2008, page 6)

The institution operated as an academy until it was closed for two years in 1918. Both Columbia College and Spokane College merged with Pacific Lutheran College in 1929. The four-year baccalaureate degrees were first offered in education in 1939 and in the liberal arts in 1942. The institution was reorganized as a university in 1960, thus reclaiming its original name. PLU is one of 28 colleges in the U.S. affiliated with the Evangelical Lutheran Church in America (ELCA).

PLU's academic programs are administratively divided into a College of Arts and Sciences, with three divisions and four professional schools: Arts and Communication, Business, Education and Movement Studies, and Nursing. It also supports both graduate and continuing education programs. At PLU the liberal arts and professional education are closely integrated and collaborative in their educational philosophies.

Fifteen years ago, at the time of the appointment of Dr. Loren Anderson as President, the planning process began which culminated in a comprehensive long-range plan *PLU 2000: Embracing the 21st Century*. In 2001, two years of collaborative work resulted in a reaffirmation and elaboration of the university's plans in *PLU 2010: The Next Level of Distinction*. These plans have provided the course for strengthening the academic programs, in particular to its commitment to global education, student-faculty research and creative projects, and purposeful learning. Over this time, there has been a continuing program to complete and upgrade campus facilities and infrastructure, as well as to building a strong fiscal base on which to operate. Two very successful capital campaigns have fulfilled many of their plans, and they are in the quiet phase of another campaign.

The facilities and grounds are in beautiful condition. The Evaluation Committee visited campus as the early spring flowers were coming into blossom, on sunny, clear days. New buildings have been completed, several buildings have been renovated and there are plans to renovate others in the near future. The new Morken Center for Learning and Technology is a LEED building and there is a great commitment to sustainability and conservation within the whole community.

EVALUATION OF THE SELF-STUDY

The Self-Study was thorough, reasonably well organized and there was focus throughout the document on the Mission Statement. The Study was developed over a period of time that included informing the community with the process and procedures and soliciting wide participation. It was written in a consistent form and available for review and suggestions by the community. The Regents were kept well informed of the process and the development of the Study. A bound Supplement included assessment plans and other information relevant and discussed in the Self-Study. A CD provided the Evaluators with additional information. Members of the academic community provided timely assistance as the Committee prepared for its visit.

The Evaluation Committee found the Self-Study to be accurate in its descriptions, and it provided good preparation for the interviews. Nothing was found to be in conflict with the Self-Study, as it proved to be most helpful and accurate. However, the analyses, which followed each section, were somewhat thin. Investigation found that there was great variability in assessment and how assessment informed planning. This is thoroughly discussed in the report.

The Evaluation Committee wishes to express our sincere appreciation to all who contributed to the Self-Study and to making our visit so successful. Our various needs were readily met and the hospitality shown by the PLU community was outstanding. Our special appreciation goes to President Anderson, to Kris Plaehn (Accreditation Liaison Officer), to co-chairs Laura Polcyn and David Robbins, and to all those, including students, who shared their time, experiences and commitment to PLU with the Evaluation Committee. We also thank the members of the Board of Regents who were most responsive to our concerns and questions. We found a community that is working well together and is fully committed to the mission and vision of Pacific Lutheran University.

ELIGIBILITY REQUIREMENTS

The Evaluation Committee reviewed the Eligibility Requirements of the NWCCU and determined that Pacific Lutheran University continues to meet all the Requirements. However, there are a series of recommendations that indicate additional work is necessary on specific issues. See Commendations and Recommendations.

STANDARD ONE – INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Standard 1.A – Mission and Goals

“PLU seeks to empower students for lives of thoughtful inquiry, service, leadership and care – for other people, for their communities and for the earth.” (PLU 2010, p. 1)

Pacific Lutheran University has a longer, more formal statement of mission, which was adopted in 1978. It provides an historical perspective on the University’s understanding of its core purposes. In January 2003, the Board of Regents adopted the long-range plan *PLU 2010: The Next Level of Distinction*. The 2010 planning process clarified, reaffirmed and elaborated on the mission statement and set forth a vision for the future based on past accomplishment and future aspirations. At that time, the above single statement of mission was found to capture the identity, strengths and purpose of the University.

The mission, as adopted by the Board of Regents, appears in all the appropriate institutional publications, and appears boldly on page 3 of the catalog. But what is more important is that the mission statement is a living commitment for the whole community. The Committee often heard references to the mission statement during discussions and conversations with students, faculty, and staff and with members of the Board of Regents. It is widely recognized and quoted as a basis for much of the work of the University.

Goals are determined consistent with the mission and the mission statement gives direction to all the educational activities, policies, allocation of resources and to planning. Public service is built into the curriculum and extra-curricular activities not only in this country, but internationally, as well. Academic programs, lecture series, study abroad programs, the Wild Hope Project all use the statement as a basis for their missional development. There is a high degree

of student involvement and participation with other people, within their community, both locally and worldwide, and for the earth.

Standard 1.B – Planning and Effectiveness

Institutional planning is deeply imbedded in the institution, beginning with *PLU 2000: Embracing the 21st Century*, which was followed by *PLU 2010: The Next Level of Distinction*. There was wide community participation and the Board of Regents approved the plans. Both plans have been published in a very attractive document that is readily available around campus. Frequent references are made to the information contained within the plans, and how the plans inform continuing activities of the University.

Senior administrators discuss their role in focusing on the macro plan as they develop strategic plans for their particular areas. Initiatives are established each year at various levels and are shared widely within the community and are reviewed twice a year. A year-end evaluation is reported to the Board of Regents. Evaluation should then provide information that would feed back into the planning process. There is little documentation in some areas to show how this process works.

It is necessary for the University to have a more robust institutional research program so that planning and evaluation can use relevant data to evaluate and identify trends over time (See Recommendation 4). The University has recognized the need for improved institutional research capability and is considering various ways of improving its research process.

When policies have been developed there has been wide participation both in developing the policy itself, as well as in the monitoring and evaluation thereof. This varies within the institution on the micro level, with some reports that the evaluation is informal, carried on orally, but not in written form and sometimes, the process is well documented. The University needs to work for consistency in evaluating all aspects of its work and of using that evaluation to inform future planning.

The Institutional plans are well developed and the links to the long-range plan are evident. The details of the strategic plans need documentation, evaluation, and evidence that they are informing future planning.

The University has not had a substantive change since the last accreditation review in 1998.

STANDARD TWO - EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Standard 2.1 - General Requirements

The Evaluation Committee found much evidence of quality achievement in the degree programs of the institution. Students and faculty seem dedicated to the institution and to its mission and the mission is understood with considerable clarity throughout the campus community. The faculty are deeply involved in the design, approval and implementation of the curriculum, both in the general education programs of the institution and in the programs of individual majors and degrees. Faculty committees and ad hoc working groups devote time and attention to the collaborative construction of programs and courses. Library and other information sources are well used within the programs, and faculty find the library supportive of their work.

Standard 2.B – Educational Program Planning and Assessment And Policy 2.2 – Educational Assessment

In material provided to the Evaluation Committee evidence is presented to suggest that assessment is a term used broadly and inconsistently across campus. The Commission Standard 2.B and Policy 2.2 define assessment as a continuing process of academic planning, focused on student learning outcomes assessment and the utilization of aggregated data for continuous program improvement.

The Evaluation Committee found evidence of developing assessment practices in some areas, but did not find consistent evidence of assessment at all levels that evaluates the effectiveness of educational programs in terms of the change it brings about in students; it was not apparent that all units made improvements in their program dictated by the evaluative process.

Assessment of undergraduate programs is seen by faculty as primarily located in the required Capstone coursework. In practice assessment is unevenly implemented across the programs.

While noting that the institution has clearly identified Integrative Learning Objectives (ILOs) that are widely understood across the campus as shared student learning outcomes, the committee did not find published learning objectives for individual programs and degrees. The Committee recommends that the University develop and publish learning outcomes for its degree and certificate programs.

The Committee found uneven practice in the collection of assessment data and further lack of cohesion in the application of the data towards the improvement of teaching and learning. The Integrative Learning Objectives (ILOs) adopted for the general education program in 1999 are familiar to faculty and students and are well-published, though the Evaluation Committee did not find evidence of consistent assessment of student learning in regard to these objectives. Surveys in which the institution participated, such as the National Survey of Student Engagement and the survey of alumni, provide some information related to these elements of learning, but there is not consistent evidence that these data have been used broadly in the improvement of programs.

A campus wide Capstone course was approved as a requirement for all students and is implemented at the unit level. The course is designated to demonstrate mastery of the major. However in practice there is wide variation in the assessment of learning outcomes with some units defining/assessing clear program goals, some units defining only school learning outcomes and some units using the Capstone as a vehicle to assess ILOs.

While there are some high-points, assessment of academic programs tend to be best developed for those programs with specialized accreditation. The majority of programs did not demonstrate systematic assessment and feedback mechanisms for collection, analysis and employment of assessment data to improve teaching and learning.

The Self-Study identifies four areas that stand out for attention: effective education for new faculty and administrators regarding PLU's assessment plan; multi-year review of general education calling for ability to assess progress in the program; assistance in learning how to utilize data; and feedback. In assessment materials made available to the Evaluation Committee the University has outlined six goals and related action steps for each. Significant planning is in place to address the issues of assessment, but strong support and leadership will be needed to generate a clear and consistent understanding and practice of assessment across the campus.

Standard 2.C – Undergraduate Program

The general education program at the institution is extensive and has received close attention from faculty during the past four years. The General University Requirements and the Core I and Core II have drawn upon faculty from across the curriculum and have served all undergraduate students. Currently, the International Core has been revised and adopted as an International Honors Program for which students can apply. Offering both Core II and the International Honors Program during the transition into the new general education structure is demanding of faculty time, but faculty and students alike seem excited by the new direction.

Students report Core II as a successful and motivating force in their education. The program developed, with the help of a grant, a strong assessment strategy and made use of information gathered to strengthen the program. The new International Honors Program can learn from that Core II experience; the Evaluation Committee encourages the faculty to adopt the assessment model of Core II for the new Honors Program.

The Ad Hoc Steering Committee on General Education has worked diligently to bring a proposal for a revised general education structure before the faculty this semester. They have researched other college's programs, interviewed students in focus groups and in first year and Capstone courses, held forums, and surveyed faculty and students. By formulating and bringing to faculty vote the Principles of General Education and the Guidelines for PLU's Program of General Education, the faculty committee created buy-in for the program and received direction from the faculty in generating the final options that will come to the Faculty Assembly for vote. This strong process will undoubtedly result in a vital and interesting program.

The First-Year Experience Program (FYEP), which will continue to contribute 8 credits to the general education program, is also undergoing review. The committee that oversees it contains 6 faculty and 4 administrators. It facilitates cooperation among academic and co-curricular interests. The committee has designed a survey that will be going to faculty on attitudes about first year education. They determined that this collection of information was necessary before they released a strategic plan for FYEP in fall of 2008. They are developing other means of assessment, including questions on the student satisfaction survey about FYEP. A faculty development workshop was held last spring on programmatic assessment. Ideas for assessment will be proposed in the strategic plan.

Currently, students don't experience FYEP as a program but as a series of courses. The committee is interested in proposing a J-term piece for FYEP that will develop a collaborative, common experience. It may focus on the local to global dimension, striving to better conceptualize the local so students can build to the global as they proceed in their education. They are looking at a community practice model, and might use senior students as mentors.

Some challenges for the program include tension between the academic and co-curricular goals for the program; integration of new faculty into the ideals and practices of the program; and increasing cross-curricular participation in the writing seminars.

FYEP has provided pedagogical workshops for its faculty, has looked at techniques of writing assessment and has worked with collaborative groups on syllabus development. There is a faculty liaison that handles library requests for FYEP, and they are trying to enhance the library instruction for the program. The program provides a firm introduction and foundation for the general education program.

Educational Programs - Division of Humanities

The Division of Humanities feels strongly its role as a central component of the University's liberal arts educational mission. Several departments have identified clear learning objectives for differing levels of their curriculum and are using the Capstone courses to identify strengths and weaknesses of their student work. Faculty are deeply involved in professional development as well as in pedagogy, and they are accessible to their students as mentors and advisors. Several have had successful grants for student-faculty research projects and have published work with their students. They are deeply engaged in faculty governance, providing a number of strong leaders for the campus.

The Department of English has developed goals for 200, 300, and 400 level courses and guidelines and objectives for the Capstone courses. Instructors in the Capstone courses provide feedback on the student work, and faculty who see public presentations of the Capstone reflect on what students do well or poorly. Observation of the Capstone program was helpful in the recent revision of the writing and literature major curricula. The department designed an English Studies seminar to serve both majors and worked to improve the sequential development of both majors. A survey of English majors and the University Alumni Survey helped to inform their curricular work.

The department, along with other units in the humanities, identifies several resource issues that require the attention of the institution. Primary are the issue

of salaries, and the need for a suitable common space for the humanities where the division can develop cohesion and synergy with each other and with their students. The department also sees assessment as a resource issue that involves cost for time, expertise and materials.

The Writing Center is a successful resource for students and faculty and is run by one faculty member with a course release. Student writing consultants have a strong sense of ownership of the Center and work with a broad range of students. Writing 101 in the First Year Education Program occupies much of their attention, but they also work with Capstone students and a range of other writers. Two challenges currently are working with a large number of business students who may work with differing genres of writing and an increasing number of students with ESL writing issues.

The Department of Languages and Literatures makes significant contributions to the aims of advancing global education at PLU. They maintain multiple language programs and work closely with Hong International Residence Hall. They also contribute to the international core programs. They participate in programming such as the international film festival. The Language Resource Center works closely with the department and provides good support for technology and learning. They have experienced growth in opportunities for international study. Challenges include a limited library budget for their complex needs in original language texts. Assessment also remains a challenge. Their new multi-language Capstone program is a promising development and may provide better opportunities for assessment of student learning. The Department is also experimenting with standardized testing of language fluency.

The Department of Philosophy underwent an external review in 2005-06 and found the process to be very helpful. The review helped give them some tools for assessment of their program. They see the Capstone as an opportunity for assessment and ask students to write a self-reflective piece in their Capstone course. They believe their strong role in general education will continue in the new program, and they participate actively in the First-Year Program and feel that these courses bring them majors. They also have developed relationships with the Schools of Business and Nursing and contribute ethics courses that serve these students. The Department reports some resource concerns, including limitations on journal subscriptions in the library and limited travel funding.

The Department of Religion plays a strong leadership role on the campus and in the division. The Department has developed its own ILOs for lower division, upper division and major courses and meets regularly in annual retreats. They still see work to be done on learning how to draw together their efforts at assessing these goals. They look closely at the written and verbal presentation of

Capstone projects for the ability of their students to make a claim and support it with evidence. Students report a substantial cohesion in the courses of the department.

All departments in the Division of Humanities expressed a desire to have a building or a single location for their programs. The division is spread over five buildings, and faculty feel this circumstance hampers the development of collegiality and synergy with each other and with their students.

Division of Natural Sciences

Department of Biology

The Department of Biology has a large number of students enrolled in their major and is graduating about 60 students per year. The Department's mission and goals are aligned with those of the University. In addition to serving its majors, the Department offers courses for general education and students majoring in nursing and physical education. They have a strong relationship with the multi-disciplinary environmental studies program.

They have initiated a two-year self-study process that would be aided by development of learning outcomes for each of its programs. In addition to using indirect indices of student learning such as surveys and course evaluations, the department has administered the Educational Testing Service Major Field Test in Biology to students in the Core General Biology sequence. This direct measure of student learning would be more meaningful if data were collected consistently and used for improvement of teaching and learning.

The Department offers some excellent opportunities for student research with faculty members during the summer that are supported by endowment and outside grant money. As part of the review of curriculum the Department needs to determine if student-faculty research will be supported by the curriculum or as a limited add-on to an already full program. Resources for research are stretched by large enrollments in courses. The Capstone course has the potential to serve more than one purpose and can be used for program assessment if assessment methods are aligned with the learning outcomes for the program.

Department of Chemistry

The Chemistry Program is approved by the American Chemical Society (ACS) and follows their guidelines for course content. Learning outcomes for each of the majors offered have not been published. The Department routinely gives the ACS standardized exam as the final exam in a number of its course and finds

that student performance is at or above the national average. They have developed evaluation tools for their Capstone courses. The Evaluator was unable to obtain any examples of how assessment activities led to improvement of student learning. The process is described as informal and based on conversations about student performance that take place among the faculty.

The faculty members have developed a strong undergraduate research program, which has been aided by their ability to obtain outside grant support. The curriculum does not recognize or support an integrated student-faculty research program and most of the work is done during the summer. Facilities to support research are limited but the faculty members have been very successful in obtaining outside support. The University uses its limited endowment for equipment to support grants that require matching funds and provides space and remodeling for new equipment.

Department of Computer Science

The Computer Science and Computer Engineering programs are accredited by the Accreditation Board for Engineering and Technology (ABET). ABET accreditation requires published learning outcomes and demonstration of an assessment program that leads to continual quality improvement. The full year Capstone course is used for senior design projects and is used for outcomes assessment in addition to the exit survey.

The new Morken Center provides excellent facilities for the program. The department has a long-range equipment replacement program but no specific endowment to support it. Instead it competes with the rest of the Natural Sciences Division and/or the University for funding new equipment. The program has been supported and there were no deficits to prevent affirmation by ABET. The greatest problem facing the programs seems to be low enrollments.

Department of Geosciences

The Department of Geosciences strives to empower students to integrate their learning in the contexts of both science and society and to communicate clearly. The program makes strong contributions to both the General Education and Environmental Studies programs. The Department has yet to develop and publish learning outcomes for their programs. There are no examples of consistently using assessment activities to improve teaching and learning.

The Department has developed grading criteria for their Capstone course and has conducted a workshop on how information gained about student learning in the Capstone course could be used to shape a program.

The Department anticipates two additional retirements in the near future that will result in a Department that is more research active and receptive to learning how to use assessment to improve learning. They expressed concern about the adequacy of facilities to support more research active faculty members.

Department of Mathematics

Approximately 34% of the students in mathematics courses are working on a major or minor in mathematics, the rest are fulfilling General Education Requirements or requirements from another major. The Department offers two major programs, one interdisciplinary major, and three minors. Learning outcomes for these programs have not been developed or published.

The Department has been giving the Field Test in Mathematics to seniors and provided the data on their scores. They compare the scores of their graduates to national norms but there is no indication that information has been used to improve teaching or learning in the program. Indirect measures of student learning such as exit surveys and specific course surveys have been used to gather information about student preferences. A recent grant from the National Science Foundation requires assessment of that course and student opinions are the primary assessment tool.

The program enjoys excellent facilities in the Morken Center. They are working to develop better relationships with partner disciplines and to develop outreach to the community. Some of the faculty members are active in student-faculty research.

Department of Physics

Although the Department of Physics offers three majors and one minor, learning outcomes are not published for any of these degrees. In addition to providing courses for the General Education Program, the Department serves the campus and broader community through public education particularly using the Keck Observatory.

The Department views the success of students in advanced courses on the MCAT exam, and in getting accepted to graduate schools as affirmation of their program. There is no pattern of using information about student learning to improve the program. The faculty members embrace the student-faculty research model and research can be used for the second semester Capstone course.

The faculty members express concern about having enough laboratory equipment and staff support.

Division of Social Sciences

Academic Programs

The Division of Social Sciences includes the following academic Departments: Anthropology, Economics, History, Marriage and Family Therapy, Political Science, Psychology, and Sociology and Social Work. The interdisciplinary studies programs offered by the College are chaired by a faculty member, and are “housed” in one of the three Divisions, depending on the home department of the program chair. Currently, Legal Studies and Women’s and Gender Studies interdisciplinary programs are chaired by faculty in the Social Sciences Division. The Women’s and Gender Studies program is defined as a Complementary Major (i.e., students also must complete a major in an academic discipline).

Each of the Departments in the division has developed a mission statement and goals that are compatible with the University’s mission and commitment to global education, student-faculty research/creative projects, and purposeful learning. The Departments’ mission and goal statements are published on their website.

Program Planning and Assessment

The division does not have a formal outcomes assessment plan. Program planning and assessment activities vary among the social sciences disciplines. Several departments have developed program outcomes statements, lists of cumulative competencies, or program learning objectives. Although these documents are available in the department offices, they are not published in the University catalog or on the department websites. All departments rely on their senior Capstone course(s) or projects as one means of assessing student achievement in their programs. Plans for developing entrance and exit surveys, graduating student surveys, alumni surveys, and other measures have yet to be achieved. One Department, Sociology and Social Work, has developed both formal and informal procedures to evaluate senior students’ achievement of the program objectives. These data are used to make modifications in the programs as required. Other departments use more informal methods of assessment; however, there was no evidence presented that these departments have fully developed program assessment plans. Faculty frequently cited the accomplishments of graduates from their programs as one measure of program success. Faculty who were interviewed talked about the number of students

who went on to complete PhD programs, for example, as anecdotal evidence of program success.

All tenure line faculty have terminal degrees in their discipline. In addition to teaching in the major programs, faculty teach lower division general education courses, courses in the interdisciplinary programs, and short courses and study away experiences. Several departments have visiting faculty teaching in their programs. Three of the seven faculty lines in Economics are filled with visiting faculty. In rare cases, departments have been able to convert one or more of these visiting faculty positions into a tenure line in response to significant growth in number of majors.

The division has experienced a number of faculty retirements and the dean anticipates several more retirements in the next couple of years. Currently there are 60 faculty in the division, 44 occupy tenure lines. Of these 44 faculty 3 are in their first year and 14 have been at PLU 2-5 years. The division does not have a formal mentoring policy to facilitate the development of junior faculty. Recruitment of faculty has become more difficult in some departments. Recently, the search to fill a vacancy in Marriage and Family Therapy failed, primarily due to the noncompetitive salary.

School of Arts and Communication

The School of Arts and Communication has been “creatively” reorganized to address some significant budgetary and personnel issues. Staff support in the Communication and Theatre Department and in the Art Department have been consolidated in the Dean's office, four support staff remain in the Music Department. Routine matters have been removed from the departments without staff support and are now handled through the Dean's office. The consolidation of Theatre and Communication, a strategy to protect the once smaller Theatre and Communication programs, has resulted in cross-pollination between Theatre and Communication. Reorganization in the University resulted in the addition of dance/movement to the Theatre program. While only the Music Department has specialized accreditation through the National Association of Schools of Music, the standards developed by the appropriate national organizations have been employed where possible to provide guidance in curriculum, facilities, and planning (National Association of the Schools of Art and Design, The National Association of Schools of Theater and the National Communication Association). As a measure to address the retirement of 2/3 of the Art Department, faculty

co-chairs have been put in place. These two relatively new untenured faculty members have split the responsibilities and the .33FTE dedicated to the position. The Dean's office has assumed responsibility for issues related to evaluation of faculty. Innovative School wide courses are in place for the Capstone and Internship as well as the preparatory courses, the Keystone and pre-Internship. Plans call for adoption of these courses by most units in the School.

The School of Arts and Communication offers specialized professional degrees in each of its three departments and four programs (Bachelor of Fine Arts, Bachelor of Arts in Communication, Bachelor of Fine Arts in Theatre, Bachelor of Music Education, Bachelor of Musical Arts, and Bachelor of Music in Performance), most with concentration options. In addition, each program offers a liberal arts track conferred by the College of Arts and Sciences and minors in Art History, Communication, Dance Performance, Theater and Music (specialized and general).

Faculty in the School of Arts and Communication participate in the regular examination of curriculum and in the past several years significant revisions have been accomplished or are in progress. The revisions reflect changes in the profession, new combinations of departments (in response to budget cuts and other University re-organization), expansion of some areas (Theatre), and an ability to respond to institutional initiatives.

The library has accommodated the multiple formats that support the School of Arts and Communication.

Three of four programs in the School of Arts and Communication participate in a School wide Capstone, primarily taught by a Communication faculty member with expertise in assessment and experiential learning. The design of the course is rigorous and integrated. It requires students to demonstrate their learning in three separate areas: through a portfolio demonstrating the ILOs, through a public speech addressing a focused area and through a research project that culminates in either a paper or a creative activity that demonstrates the competency in the major. The culminating research project and activity is mentored by disciplinary faculty. Data are collected and the instructor reports out at faculty meetings in the fall of the year. The model has been in place in the Communication program for several years and with the addition of art students this year, it is in a transitional mode to adjust to new forms of

creative work and new perspectives, vocabulary and focus. Faculty report some adjustments made in programs and course content based on the data.

The School of Arts and Communication practices a decentralized model of advising with all faculty advising majors, students in the liberal arts programs that correlate with their majors, as well as the 1st and 2nd year students assigned to each faculty member (in the range of 15-30 each). Faculty report that this expectation allows for them to connect personally with each student, however in terms of work load they need to protect their time for the other expectations of the faculty.

Multidisciplinary Programs

A number of multidisciplinary programs draw together faculty from several divisions and schools to provide unique programs for students. Faculty committees run the programs and work collaboratively to address curriculum and resource issues.

Each interdisciplinary program is administered by an executive committee and led by a chair, and is "housed" in the chair's home division. Two programs currently are administered within the Social Sciences Division. Women's and Gender Studies is a Complementary Major. Students are required to declare a primary major prior to being admitted into this programs. The program has experienced growth in the number of majors over the past several years. The Legal Studies Program has seen a significant decline in majors in recent years, and currently only the minor is offered. Each of these programs lacks a formal program assessment plan and depends heavily on student performance in the Capstone course(s) to evaluate mastery of the program goals. As is true of most academic majors in the Division, formal, outcomes-based evaluation processes have not been fully developed for these interdisciplinary programs. The Global Studies program, administered in the Humanities Division, has used additional assessment activities, including student focus groups, student and alumni surveys, and informal feedback from alumni.

The program in Publishing and Printing Arts offers a six-course program housed in the Department of English with strong links to the School of Arts and Communication. One faculty member sustains the program with adjunct help in specific courses. The resources of the Elliott Press give students excellent opportunities to experiment with a variety of printing forms, and internship opportunities are available to students both in the community and abroad in Namibia. Resource issues for the program include the limited staff, the necessity

to share the press space with other classes whose needs differ from those of the press, and limited budget for materials.

Various area studies programs provide support to the goals of global education at PLU. Scandinavian Studies is the oldest of these and is supported by two core faculty in the language area. The academic program has been recently revised to include increased attention to contemporary Scandinavia, especially peace studies and indigenous peoples. The heritage element of the program has been retained in its outreach to the community and connections to the advisory board of the Scandinavian Cultural Center on campus. The Chinese Studies program draws upon a broad range of faculty and has an active study away component. A grant from the Freeman Foundation gave good support to faculty development and community outreach for the program.

Environmental Studies Program offers complementary major and minor degrees. A student must major in another program. The program itself offers two required courses, a methods course and Capstone project. The Capstone project is evaluated by the Environmental Studies Committee and an assessment instrument has been developed for this evaluation. A list of outcomes essential for an environmental studies major to achieve are used to guide overall design to assess all existing and new courses in the program.

STANDARD 2.D – Graduate Programs

STANDARD 2.E – Graduate Faculty and Related Resources

STANDARD 2.F – Graduate Records and Academic Credit

There are six graduate programs that are consistent with the mission of the institution: Master of Arts in Education, Master of Arts in Marriage and Family Therapy, Master of Business Administration, Master of Fine Arts (Creative Writing), Master of Science in Nursing, and a joint Master of Business Administration / Master of Science in Nursing. There is also a pending Master of Arts in Conflict Analysis and Collaborative Problem Solving.

The current graduate programs are embedded in undergraduate departments or schools. There are not clearly published learning outcomes for these programs, and it was noted on campus that graduate programs in Business and Education did not differ sufficiently from undergraduate programs. A draft white paper on Graduate Programs at Pacific Lutheran University expresses concern that “graduate education has not been integrated into the University” and support systems do not adequately facilitate graduate programs. The paper included clear attention to graduate faculty needs embedded in policy. The institution should take steps to ensure that graduate programs are guided by appropriate educational objectives that differ in depth and rigor from undergraduate

programs. The institution handles graduate records and academic credit effectively.

Master of Fine Arts in Creative Writing

The MFA in Creative Writing is a low-residency program run by two faculty who hire writers to work on line with students and to come to campus for a two-week residency in the summer. The Department of English is happy to have the program at the University, as it brings readings and fine writers to the campus and has raised the profile of the institution as a place where writing matters. There is little overlap with their students, most of whom are non-traditional, because of the schedule of the program. The program seems successful and contributes to the benefit of the larger campus in subtle ways.

Graduate Program in Marriage and Family Therapy

The graduate program in Marriage and Family Therapy is accredited by the Commission on Accreditation for Marriage and Family Therapy Education. The program has a clearly defined assessment process to measure clinical competency of its students. In addition, all students participate in exit interviews.

School of Business

Curriculum

The current undergraduate Bachelor of Business Administration (BBA) and graduate Master of Business Administration (MBA) curricula for the School of Business were introduced in Fall 2006 and are coherently designed with learning objectives published in the University's course catalog. Many of the objectives, such as development of a global perspective, align with University's mission and goals. A primary learning goal for the MBA program is to prepare students to advance in professional management and leadership roles by applying sophisticated, practical, discipline-based knowledge in a holistic fashion. This educational objective is more demanding than those of the undergraduate program. Selected faculty who were queried indicate they played a major role in the design and implementation of the curriculum and learning outcomes. They also indicate that they remain involved in the School's assessment processes.

Both the BBA and MBA curriculum are composed of three credit courses offered during the University's regular semesters and January Term. The current BBA curriculum offers three fewer concentrations than were offered under the old

curriculum. The reduction was made in part to correctly align the curriculum with the faculty FTE available to support it. BBA students complete course work in departments outside of the School of Business as foundational preparation and they may take courses outside the Department to fulfill elective requirements in global, ethical, or vocational issues.

The School's courses are scheduled to be consistent with the University's course scheduling processes and the list of courses to be taught is included in the University's registration materials. MBA courses are offered in the evenings to accommodate working adults. The School employs a full time undergraduate advisor and the MBA Director serves as an advisor for MBA students. These professional advisors work with students and faculty and interface with the registrar's office and the University's advising office on all advising issues. The change from four to three credit courses introduced with the new curricula has apparently caused some confusion about graduation requirements and scheduling for some BBA students, but this may be a transition issue.

Assessment

Conversations with selected BBA and MBA students indicate they are knowledgeable about their respective program's learning outcomes. Each group could provide relevant examples of class curricula, activities, and pedagogies used by the faculty that are targeted to help the students attain the outcomes.

The School of Business has an assessment plan identifying the methodologies to be used in evaluating learning outcomes for both the BBA and MBA. Many of these methodologies were employed to develop the information set that informed the Fall 2006 curriculum change. That assessment and curricular development process is well documented. The School is now entering a succeeding stage in which it should be assessing whether or not the curricular changes have had their intended impacts on student learning. This should be followed with curricular and pedagogical adjustments as needed. These succeeding steps have not yet been taken.

An important assessment instrument for the BBA may be the required portfolio, which is designed to provide students with the opportunity to demonstrate attainment of learning outcomes. The current group of BBA seniors is the first cohort to have completed these portfolios. They are available for inspection on the web. A process of faculty feedback and review of the portfolios is in place and operating. While the portfolio holds promise as an assessment vehicle, more communication with the students about its usefulness and importance is needed. The selected BBA students queried about the portfolios appeared to be unsure

about their intended purpose. They also expressed a desire to have access to the portfolios password protected.

Faculty and Resources

In 2006-07 there were 21 full-time faculty in the School of Business. They are distributed across the fields represented in the courses and curricula of the BBA and MBA programs. All full-time faculty possess the terminal degree appropriate to their field.

The School's full-time faculty are professionally active in their field. The School has developed a rubric for identifying whether or not faculty are academically or professionally qualified. The rubric includes measures such as the number of peer-reviewed articles, scholarly books, chapters in scholarly books, etc. completed over a five-year period. All full time faculty are currently either professionally or academically qualified. It is unclear how, if at all, the School's internal faculty evaluation system dovetails with the University's faculty evaluation system.

The \$22 million Morken Center is symbolic of the University's commitment to the School. The Center provides technology-equipped classrooms, computer teaching rooms and labs to support both BBA and MBA class work. The University's budgetary support for the School is a function of the University's resource base. The School benefits by having an advisory board composed of alumni and area business leaders. A conversation with selected board members indicates that they are interested in helping to create opportunities for student and faculty research, assisting in fundraising efforts, and further developing the School's base of alumni support.

School of Education and Movement Studies

The School of Education and Movement Studies is composed of two distinct departments with a shared mission of education broadly conceived. It was formed in spring 2007, after a period of three-year transition following the decision to dissolve the School of Physical Education.

Faculty and administrators report that, upon the retirement of the former Dean of the School of Physical Education, who was also the Athletic Director, the institution identified a need for an Athletic Director solely responsible for athletics who should report to the Vice President for Student Life. This was described as a "moment of opportunity." The need for an Athletic Director was driven by Pacific Lutheran University's change to a NCAA III institution.

Faculty and administrators reported that they were not clear about the exact reasoning for the dissolution of the School of Physical Education, but were told that the size of their program without Athletics precluded having their own dean. After they were informed about the decision, faculty members in the School of Physical Education were involved in planning where the programs would reside and chose to merge with School of Education.

The past three to four years have entailed a number of interim leadership solutions for both programs in Education and Physical Education. The Dean of the School of Education and Movement Studies was just named in Spring 2007. The new School is still attempting to consolidate operationally and in terms of its image – for instance the web presence for the School of Education and Movement Studies appears to focus mainly on programs in Education.

The Department of Instructional Development and Leadership (IDL), formerly the School of Education, has developed coherent curricula for the degrees and certificate programs offered. On the undergraduate level, the Department supports the Bachelor of Arts in Education with certifications in Elementary Education, Elementary and Special Education and Secondary Education as well as numerous endorsements; on the graduate level, the M.A.E. with Continuing and Professional Certification, the M.A.E. with Teacher Certification, a Professional Certification program for Teachers and a Professional Certification program for Administrators. The continuing education programs offered by the Department are under the control of full-time faculty and are integrated into the structure of the institution. The non-credit programs and courses offered through the department are consistent with the mission of the Department and of Pacific Lutheran University as well as NWCCU standards and policies.

The Department is justifiably proud of both the core values that they have identified, which provide a framework for all of its educational offerings, and the themes, which operate as learning outcomes for the whole school. It is a concern that there are not clearly published learning outcomes for each degree and certificate (2.B.2), particularly in distinguishing the M.A.E with Teacher Certification degree from the bachelor's level degrees leading to certification (2.D.2).

Because of its accreditation by the National Council for the Accreditation of Teacher Education, the Department of Instructional Development and Leadership reports a well-developed assessment process which involves indirect assessment through student evaluations and other surveys and direct assessment through student self-reflection based upon “documented entries.”

Documented entries involve a system of student responses to set questions that are evaluated through a sequence of core courses and include a portfolio of evidence to support student answers. These portfolios are assessed using a rubric established and tested by the department and information is collected and analyzed electronically. Examples of portfolios, assessment instruments, and evidence that program improvements were made based on assessment activity were provided. Professional and continuing education is heavily regulated by the State of Washington, including systems for feedback to improve the program, which should not be seen as a substitute for the Department's own formal assessment process currently being developed for continuing education and non-credit programs.

Faculty and administrators in the Department point to examples of their connection to k-12 education; numerous study abroad opportunities for practicum; and action research in which students and faculty collaborate to demonstrate their connection to the mission and goals of the institution around purposeful learning, global education and teacher-student research collaboration. They report pride in the role faculty play in governing the institution and feel adequately included and informed about strategic goals and progress towards goals.

The Department of Movement Studies and Wellness Education prepares undergraduate students in areas related to the study of human movement, especially as it supports the pursuit of lifelong physical activity and well-being. It has developed coherent curricula for the degrees and certificate programs offered: Bachelor of Arts in Physical Education, Bachelor of Arts in Recreation, and Bachelor of Science in Physical Education with concentrations in Exercise Science, Health and Fitness Management, Pre-Athletic Training, and Pre-Physical Therapy. The Department also offers minors in Coaching, Fitness and Wellness Education, Personal Training, Sport Psychology, and Sport and Recreation Management.

For its B.A. in Physical Education it has a developed plan for assessing the Capstone experiences of its majors. This involves evaluating the self-reflections of students and portfolios of evidence used to support those self-reflections. A similar system, though in a less evolved stage, exists for the B.S. in Physical Education and the B.A. in Recreation. Capstone projects are evaluated using the Integrative Learning Objectives, which are the learning outcomes under-girding general education. It is a concern that there are not clearly published learning outcomes for each degree and certificate in the department. There was no documented evidence that significant changes in minors were spurred by educational assessment data, although faculty reported that changes were made in response to the criteria of professional organizations in the disciplines or

fields. The Department did not indicate whether there were students in those minors that were eliminated and, if so, whether accommodations were made for those students.

It should be noted that the Department of Movement Studies and Wellness Education, formerly the School of Physical Education, has weathered a time of considerable change while remaining positive and committed to the mission and goals of the institution.

All of the degrees in the School of Education and Movement Studies include substantial experiential learning through internship and practica. Students reported that this aspect of the programs is quite well conceived and provided them with a relevant education that prepared them for their professions or graduate study. They also expressed appreciation for the care and attention of faculty and staff.

School of Nursing

The School of Nursing offers programs at the master's and baccalaureate levels with several well-defined entry options. The School also offers a limited number of continuing education offerings that are responsive to the needs of the local and regional community. The academic programs of the school are accredited by the Commission on Collegiate Nursing Education through 2013. The continuing education component is an approved provider through 2008, through the Washington State Nurses Association (CEARP). CEARP criteria meet or exceed the standards in 2H and Policy A-9.

The degree programs of the School of Nursing are well laid out and information is available in a number of public sites and publications. The content and length of the programs are consistent with academic and professional standards. The program includes a strong foundation in general education consistent with that required by PLU. Many of the students are transfer students, thus meet the core requirements (with the exception of one religion course) through a standard transfer agreement with Washington State community colleges. The nursing curriculum is tightly structured, and many of the students are non-traditional students with commitments locally (children, family), thus few students participate in international learning experiences. Some students do manage to do this in the J-session, and several faculty indicated a desire to make international experiences more available to nursing students, within the constraints of the curriculum.

Licensed practical nurses and associate degree registered nurses can obtain advanced placement within the undergraduate nursing courses. While there are few RNs entering the program, advanced placement for these students is done through portfolio review against specific course objectives. Licensed practical nurses (LPNs) do not have to take the introductory fundamentals of nursing course. As these students generally transfer in excess credits, this waiver usually does not require students take additional courses. The faculty is considering developing a portfolio process for LPNs to obtain credit for other courses/content, but has not made a final decision on this matter. The processes for assessment and award of credit are consistent with Policy 2.3, Credit for Prior Experiential Learning.

The School is in the process of integrating simulation into the nursing programs. A new complex of simulation and computer laboratories is being assembled – the equipment is in place: several high fidelity whole body simulators, including one that delivers a baby, various other simulation equipment such as arms for intravenous administration, computerized beds, recording and control equipment and student computer laboratory space. When all is installed and operational, this will be a state-of-the art simulation laboratory. The School is developing a collaborative agreement with one of the local hospitals to train labor and delivery room staff and student nurses in a common, collaboratively supported laboratory at the School. Faculty indicated that one problem that they are experiencing is a shortage of bandwidth in the nursing facility. This is, they understand, going to be fixed this summer. The faculty and dean stated that the School has had to work hard to get IT and the rest of the campus to realize that nursing is a high tech instructional field.

The School offers two major programs of study for baccalaureate prepared nurses that lead to the master's degree: preparation as a family nurse practitioner and preparation in care and outcomes management. The graduate program is developed consistent with the *Essentials of Master's Education for Advanced Practice Nursing* and the National Organization of Nurse Practitioner Faculty guidelines for evaluating nurse practitioner programs. These programs are significantly different from the undergraduate program. The entry level MSN program (ELMSN) is for individuals with baccalaureate degrees in fields other than nursing. The first 15 months of the program focuses on pre-licensure coursework. Students write the national licensing examination during the fall semester of the second year, prior to entering graduate level clinical coursework. These students complete one of the two graduate options and meet the same graduation criteria as do the regular post nursing baccalaureate entrants.

Graduates of the masters program are easily employed and have an excellent pass rate on national certification exams (100%). ELMSN program students have

all passed the NCLEX on first try. To date, only one student has failed to complete the 3-year program, due to personal reasons. The graduate program has grown over the past few years. Students have the option of thesis or professional project (a paper to be submitted for publication). Increasingly students are selecting the professional project and faculty have developed a Capstone course that supports the student in that endeavor.

While the full-time faculty has been fairly stable over the past few years, there is considerable concern about upcoming retirements, especially of tenured/tenure-track faculty, particularly in light of the shortage of doctorally prepared nursing faculty. The dean has approval to hire two additional tenure-track faculty and adequate salary authorization, however, has been unable to fill the positions. Almost one-half of the faculty in the School are part-time faculty. This strengthens the clinical component of the faculty, however, reduces the number of faculty available to participate in campus governance. The part-time faculty interviewed on-site expressed commitment to the School and the students. Students indicated the part-time faculty were excellent teachers, clinicians, and were readily available to the students. Faculty who teach graduate courses are doctorally prepared or have knowledge and clinical experience necessary to guide clinical practice experiences.

The institution's processes for assessing its educational programs are clearly defined, encompass all of its offerings, are conducted on a regular basis, and are integrated into the overall planning and evaluation plan. These processes are consistent with the institution's assessment plan as required by Policy 2.2 Educational Assessment. While key constituents are involved in the process, the faculty have a central role in planning and evaluating the educational programs.

The School of Nursing has an extensive and comprehensive evaluation plan that includes evaluation at various levels: individual course evaluation, individual student evaluation, faculty evaluation and overall program evaluation. Assessment is conducted in relation to the whether students meet course and program expectations and whether the programs, as a whole, are meeting the needs of the communities of interest, particularly employers. Students, faculty, and on-site documentation provided examples of the use of assessment data to improve the program. For example, a major curricular change was made to increase the experiences of students in acute care settings in response to feedback from employers that the graduates were not as well prepared for the hospital setting as they expected. A study of the gerontological content in the curriculum of the master's entry program has resulted in a proposal to a funding agency to support a project that would strengthen the integration of this content throughout the curriculum. Students identified changes made in program delivery based on their evaluation of individual courses.

The School of Nursing uses ATI assessment tests to determine a variety of aspects as students apply for and progress through the program. For example, students complete the test of writing and mathematics skills prior to entry; their mastery of specific content is done over the course of the program through subject matter tests. The results of these tests are used in two ways: the student receives feed-back about how well they have mastered the content compared to a national sample, and the faculty receive feed-back about student learning that they use to improve the course. The program also uses the NCLEX preparation test, given during the final semester. This test is predictive of passage on the national licensing exam and, again, provides students information on mastery of the overall content of the nursing curriculum and provides faculty data to determine whether there are curricular aspects that need strengthening in relation to preparation for the licensing examination.

The School of Nursing uses a variety of end-of-program assessments. The graduates of the programs of the School write national licensing or certification examinations. Pass rates for the basic licensing examination exceed the benchmark of 90% set by the program – most recent rate was 95%. Pass rates for certification examinations (graduate program) also exceed the benchmark set. Over the past 3 years the pass rates has been 100%.

Program outcomes are also assessed through student portfolios. Graduate and undergraduate students assemble portfolios over the course of their programs that demonstrate how they meet the outcome expectations of the nursing program and, particularly at the undergraduate level, how they integrate the concepts from the general education requirements into their practice and thinking.

Students and faculty provided data to indicate that the program and its graduates are well respected by local employers.

The School of Nursing publishes the expected learning outcomes on their website (for the graduate FNP option) and in the student handbooks. Students begin to assemble a portfolio on admission to the nursing program. This portfolio is organized to address the expected learning outcomes.

The School of Nursing has had a stable administrative structure. The current dean has been in office for 10 years, and the other members of his executive council are long-time faculty members. It is evident that the dean is a well-respected leader of the school.

The School has a significant number of part-time faculty, some “very” part-time. These part-time faculty were the majority in the nursing faculty meeting. They indicated that they did not feel like part-timers, that they participated in the discussions and decisions of the School to the extent that their schedules allowed. All in attendance noted the challenge of schedules and participation in governance and programs aimed at faculty. The faculty noted, however, that programs offered to the campus to support faculty, particularly in the instructional role, were usually repeated, often more than once, to make them maximally accessible.

Students and faculty praised the library for access to collections that support their instructional and scholarly programs. Of particular note were the assistance of librarians and the easy electronic access to the collections and interlibrary loan. Faculty were also very complementary of IT support services, the Digital Media Center, media support services, and other student support areas such as counseling and financial aid. They stated that when there is a student problem they “do not feel alone with the problem.” There were no issues raised with lack of support services/personnel necessary to maintain the programs within the college.

Standard 2.G – Continuing Education and Special Learning Activities

The Wang Center for International Programs coordinates PLU’s array of global programs, including the Study Away and Gateway programs. Study Away is an off-campus study program that is composed of intensive month-long short-term courses offered by PLU faculty in a variety of countries. Students earn PLU credits for these courses. The Gateway program is designed by PLU faculty and offers students the opportunity to spend a semester studying at a university in China, Trinidad and Tobago, Namibia, Norway or Mexico. Students can also work with the Executive Director of the Center to participate in academic programs in other countries when approved by the student’s faculty advisor.

These programs are clearly related to the university’s mission and global education goal. Currently around forty percent of graduating students have participated in one of these programs. The programs have well defined rationale and clearly stated goals. Students are provided extensive information about these programs and those students who plan to enroll participate in a comprehensive orientation program. Students are provided relevant reference and reading materials, assignments, etc. prior to the start of an off-campus course. Students in the Gateway program work with their faculty advisor in selecting courses to take.

Learning outcomes have been developed for the Study Away program, and rubrics are being refined to assess this program. An assessment instrument has been developed to measure achievement of learning outcomes for the Gateway programs. In addition, the Center is participating in an online pre- and post-test assessment survey, the Global Perspectives Inventory.

The continuing education programs offered by the University are under the control of full-time faculty and are integrated into the structure of the institution. The non-credit programs and courses offered through the department are consistent with the mission of PLU as well as with NWCCU standards and policies.

POLICIES ASSOCIATED WITH STANDARD TWO

Policy 2.1- General Education/Related Instruction Requirements

The Evaluation Committee found that PLU's general education program is substantial and coherent. The program introduces students to the content and methodology of the major areas of knowledge and focuses on the mental skills that create effective learners. The rationale for this program has been carefully and cooperatively developed by the faculty and other stakeholders on the campus, and the Integrative Learning Objectives relate the program to the institutions' mission and goals. Students in all degree programs meet the same requirements, and the ILOs provide a strong conceptual foundation.

Policy 2.2 – Educational Assessment

See Standard 2.B

Policy 2.6 - Distance Delivery of Courses, Certificate and Degree Programs

PLU does not have distance delivery of any courses, certificate or degree programs.

Policy A.6 - Contractual Relationships with Organizations Not Regionally Accredited

The library engages in several consortia agreements with regional libraries such as Puget Sound Area Independent Libraries, Northwest Association of Private Colleges and Universities and the Orbis Cascade Regional Alliance Electronic Resources Program.

The University contracts with United & Corporation International Limited to recruit students for a finder's fee. This is an example of a number of contracts for recruiting students.

The University has a contract with Study Group CES for work associated with the ESL program.

The University's CFO indicates that they have contracts with some other recruiters but they have not delivered any students and their contracts are being phased out.

These arrangements and contracts appear to be appropriate.

STANDARD THREE - STUDENTS

Standard 3.A - Purpose and Organization

Student services at Pacific Lutheran University are adequate to support the mission and goals of the institution. Recent reorganizations and realignments have resulted in the positive development of units and increased communication among departments to benefit students.

Regular performance evaluations of staff have been put in place since the last evaluation in all areas and staff is adequately, if not highly qualified, for their responsibilities. Staff demonstrate strong dedication to the institution and enthusiasm for their work. There is considerable institutional history represented by the current staff, which adds to the cooperative relationships among staff; newer staff is incorporated into an organizational structure, which stresses teamwork and collaboration. Policies and procedures exist for each unit and are purposely compatible with the strategic plan of the Student Life area and the overall mission of the University.

Adequate resources are available for most services. Areas needing improvement have been addressed or are in the planning stages. Residence Hall renovations and renovations to the University Center significantly improve facility resources for students. Athletic Facilities are in need of improvements.

Standard 3.B - General Responsibilities

There is an overall strategic plan for the division of Student Life and other divisions evaluated in Standard 3. Each unit does survey evaluation or its activities are included in college-wide surveys. However, there is not a

systematic evaluation process within most units to use the data collected and to make changes based on the findings. Exceptions to this are Dining Services, Admissions, Financial Aid, Advising, and the Office of Student Involvement and Leadership; these units have continuous and/or multiple evaluation programs that result in strategic changes for improvement. Other units are in the early stages of developing an ongoing assessment program.

Faculty and student involvement in the development of student services is strong and there is representation of both groups on key University committees. Students' rights and responsibilities are available in multiple forms and the Committee finds that these are implemented consistently across the University. The catalog, student handbook and web presence adequately represent the elements required in Standard 3.B.5.

The Campus Safety unit is organized in a unique and effective manner that is appropriate for the urban location of the college. A partnership with county law enforcement provides the expertise and support of law enforcement while the employment of well-trained student officers with high levels of responsibility perform traditional support services, i.e., parking enforcement, building checks, etc. Strategic use of video cameras enhances security within budgetary limitations.

Standard 3.C - Academic Credit and Records

The institution meets the standards for Academic Credit and Records. The configuration of Financial Aid, Registrar Services and Advising is commendable for its efficiency, effectiveness and consideration of the holistic needs of students as they enter the institution. This configuration allows quick, accurate service for students with typical needs and timely response by specialist to students with more complex questions. While undergraduates are served very well by this model, the needs of graduate students could be met more effectively if the graduate schools worked more closely with this department.

Security of Academic records meets the Standard 3.C.5, and all past records are now digitized. However, Financial Aid records are not secured in locked filing cabinets and the current arrangement does not ensure confidentiality of this information.

Standard 3.D - Student Services

The institution meets all standards related to Student Services. The recent renovation of Residence Halls has significantly enhanced student residential facilities. The renovated University Center is thoughtfully designed to place

student organizations in visible and synergistic locations. The Dining Services area is an outstanding example of a well-planned facility and program, designed with attention to student needs and regular use of evaluation tools to enhance programs and staff effectiveness.

A number of athletic facilities are in need of renovation to meet the increasing demands of student athletes and of all students. There is a plan to incorporate these needs into the next capital campaign. Counseling Services would benefit greatly from improved space, such as an improved waiting area. Staffing has been modestly increased. This service area will need continuous monitoring, especially in its ability to respond to the growing population of international and first generation students of culturally diverse backgrounds, and Iraq war veterans and spouses.

The Advising, Financial Aid, and Registrar staffs are outstanding in their exemplary efforts and the unique service structure, which ensure students are supported and informed in enrollment and financial decisions. A strong student peer-tutoring program augments faculty efforts and assists high-risk, academically under-prepared students. Career services provide creative and sound programs to assist students. The Wild Hope project has been strategically placed and effectively managed to enhance existing programs and develop new programs that promote vocational growth consistent with the historical context of this faith-based institution.

Standard 3.E – Intercollegiate Athletics

The appointment of a new Athletic Director and the recent placement of the Department under the Vice-President of Student Life have resulted in a number of changes to enhance the athletic program for student athletes and improved issues of compliance with Standard 3.E.

Athletic staff are now evaluated on a regular basis, based on institutional objectives in line with the mission of the college. Scheduling improvements have corrected some inequities. Coaching staff are working more closely with Admissions and Financial Aid.

However, there is inadequate documentation to determine compliance as per Standard 3.E.5. An evaluation by Good Sports, Inc, 2005, of the compliance with Title IX athletic requirements identified a major concern with coaching availability, and disparities and minor compliance issues in six other Title IX areas. While good faith efforts are being made in a number of areas, the committee noted inconsistent documentation of these efforts and did not find a recent NCAA Title IX compliance report on file.

Admissions and Financial Aid meet all standards and staff use planning models to guide their decisions and changes in goals on an annual basis. A student alert system is in place to identify and assist at-risk students and an exit interview system provides further data. Student loan default rate is low and there is a system of financial counseling to assist students and their families in making wise financial decisions regarding use of loans.

POLICY 3.1 – INSTITUTIONAL ADVERTISING, STUDENT RECRUITMENT, AND REPRESENTATION OF ACCREDITATION STATUS

A. Advertising, Publications, Promotional Literature

All publications and promotional literature, including web-based formats meet the policy requirements of the accreditation standards. Catalogs and other materials emphasize educational programs. Basic information such as entrance requirements and procedures, degree requirements, tuition and fees, financial aid opportunities and withdrawal policies and procedures are clearly described.

Program materials that relate to programs with special licensure requirements, i.e., teaching, nursing, do describe the state and/or national requirements for entry into the profession.

B. Student Recruitment for Admissions

Admissions staff are experienced and well qualified. There is a strong training program for student volunteers. Independent contractors who assist with international recruiting are made aware of the guidelines and principles of the University's admissions program.

There is no evidence of misrepresentation of placement opportunities or of other practices not in keeping with the standards of accreditation.

C. Representation of Accredited Status

The institution is in compliance with all standards pertaining to the representation of accredited status. Program accreditation in specialty areas is described in a manner consistent with the requirements of the Commission.

STANDARD FOUR – FACULTY

PLU faculty members are qualified and committed toward achievement of the institutional mission and goals. They demonstrate their responsibility for the quality of their educational programs by participating in academic planning, curriculum development and review, academic advising, and institutional governance. The primary characteristics of the academic program arose from the faculty and are owned by the faculty. This ambitious, imaginative, and committed faculty has developed three major program initiatives that require sustained allocation of resources: global education, purposeful learning, and student-faculty research and creative projects. In addition, faculty members report that intermingling and cross-fertilization enable them to develop and support multidisciplinary programs, which they see as an institutional strength. There is a strong culture of involvement in institutional governance and of service to the institution. One of the University's concerns is to preserve this culture as they experience dramatic turnover in the composition of the faculty due to retirements.

Faculty members report concern with their ability to sustain all of their programs and ideals. Difficulty in deciding what not to do and how to recognize limitations on what is possible to accomplish were reported. The Evaluation Committee found that the resulting faculty workloads leave little time for the professional support and renewal necessary for them to learn new ways to improve the educational process and their peer review process. The Committee's concern is that additional faculty time is needed to address Commission standards for peer review and assessment of the educational program.

An example of the way new initiatives put additional demands on resources is the focus on student-faculty research and creative projects. This program puts additional emphasis on continuing to develop and support faculty research, scholarship, and artistic creation. While faculty members strongly endorse this new emphasis, they point out in the report the need for additional resources for such scholarship.

The sabbatical program is cited by the institution as the single most important support the University provides for faculty renewal and scholarly activity. This program encourages a full year leave by providing 75 percent of salary. The Evaluation Committee found that this program is regularly utilized and greatly appreciated.

The institution finds that recruiting and retaining excellent faculty in an increasingly competitive hiring market is a challenge. The report said that faculty salaries, workloads, resources and facilities for scholarly activities were

issues. The Evaluators found that 4 of the more recently hired, tenure-stream members of the faculty recently resigned giving financial issues as one cause for their resignations. In addition, in 4 out of 22 searches for new faculty members, offers made to the top 3 to 4 candidates were rejected. The searches were closed because the other candidates were not judged as being qualified. Both the institution and the Evaluators recognize the number of complex variables involved in these decisions. Although the institution has not met its own expectations in this area, there is no indication that they are not meeting the standards of the Commission.

Policy 4.1 – Faculty Evaluation

PLU's stated policy involves annual reviews for all tenure-stream faculty members before tenure, a more extensive third-year review for pre-tenure faculty, reviews for promotion and tenure, post-tenure reviews every three years before promotion, and post-sabbatical reviews. Since Post-Sabbatical reviews take place only every seven years PLU's policy is not consistent with the Commission's Policy. In addition, PLU's policy does not provide for review of non-tenure stream faculty members.

A second concern regarding evaluation of faculty is with the institutional procedures used to implement PLU's policy. The Evaluators found that their internal policy was not being consistently applied. Supplementary materials provided to the visitors by the Provost show the number of reviews due from 2005- 2008 and the number recorded by the Provost at the time of the visit. During this time period 49 Third-Year, Pre-Tenure reviews were due and 33 were received. Post-Tenure Third-Year reviews had a lower response rate with only 3 being received although 33 were due. Following sabbatical both a sabbatical report and a full review are required by PLU's policy. Only 22 out of 62 Post-Sabbatical, Seventh-Year reviews were received. In their Self-Study report, PLU noted that the 1998 decennial accreditation review recommended that better structure be brought to PLU's process of faculty evaluation. At the time of the fifth year interim report new procedures were adopted; however, the Evaluators found that the institution's practice was not consistent with its policy.

With regard to both policy and procedures for regular and systematic evaluation of faculty performance, the Evaluation Committee found a discrepancy between the University's practice and the expectation of the Commission (Standard 4.A.5, Policy 4.1).

STANDARD FIVE – LIBRARY AND INFORMATION RESOURCES

Standard 5.A - Purpose and Scope

The Self-Study, exhibits and interviews all demonstrate that the Information and Technology Services Department (I&TS) substantially meets the expectations for this standard. The consistent message delivered from all constituencies demonstrates that this merged organization supports the University's missions and goals with an unusual degree of coherence, collaboration and dedication. The evidence clearly indicates that I&TS is poised to deliver an innovative mix of resources, services and technologies necessary to sustain the University as it meets the challenges and demands of millennial students and faculty.

The evidence and analysis document that the library resources and services are appropriate for the University. The budget support remains consistent, with occasional blips consistent with a tuition-driven institutional budget. The range of services and resources meet the expectations of students and faculty as indicated in the exhibits and extensive interviews. The staff pays attention to the shifting landscape of resource formats as information migrates to the digital universe in almost all disciplines. The breadth and depth of digital resources continue to expand to meet the expectations of students and faculty. All evidence points to the dedication and service of librarians as they work closely with faculty and students in an ever-changing technologically based landscape. The human touch is part of the PLU experience and is well exemplified within the library staff.

The data for the technology infrastructure is less detailed than for the traditional library resources, but all indicators suggest that PLU is well served by a nimble, responsive, and dedicated staff and that technology is kept up to date. Resources for technological infrastructure, often obscure to the users, point to a campus with the appropriate array of administrative computing support, network infrastructure, multimedia services, academic instructional technologies and telephony. The merged organization results in savings for the University in terms of the opportunities for collaboration and basic communication among staffs that often do not speak the same language, much less speak, on other campuses. The articulation of mission among all staff was consistent. They know where they work and why they work at PLU. Clarity of purpose was consistent. The response of the staff over the past 10 years to enhance resources, to create new services (e.g., the Multimedia Services and the Digital Media Center as well as the combined Help desk) all underscore a departmental commitment to a constant reassessment of resources and services to better serve the University community.

Standard 5.B - Information Resources and Services

The I&TS provides ample evidence that information resources and services are sufficient for the PLU students, faculty and staff. The evidence abounds, from the consistent budgetary improvement to support library materials over the past decade, to the classroom improvement initiative that upgraded a substantial number of classrooms to a baseline of “smart” expectations, to the noted increase in library instruction classes throughout the disciplines, to the many ways evidenced in the self study and exhibits that point to an organization that pays attention and acts responsively. Although the number of people who walk in the front door may be down, the number in library instruction classes is growing, the number of searches on all the electronic resources is growing, and the learning commons is full of students. Of special mention are the Digital Media Center and the Multimedia Services that affirm the organization’s forward-looking approach to this newly participative learning culture where students create media-rich projects incorporating text, audio and video materials. Outside Mortvedt Library, the Morken Center for Learning and Technology also demonstrates the university’s commitment for teaching and learning in the 21st century with its technology-rich classrooms, the Wiegand Multimedia Lab, and other spaces and workrooms, and of course, the requisite espresso bar along with comfortable seating. The library has taken the unusual step of placing a librarian there several times a week, part of the effort to put librarians out where the students are. The merged help desk in the library is another innovative response to user service in the library. Some better signage will help that desk and its success.

Librarians work closely with the faculty in their roles as liaisons. Many faculty mentioned this important role in improving library resources and services. The Instructional Resources Committee, comprised largely of faculty, appears to relish its role in planning and assessing I&TS programs. The associate provost of I&TS has the opportunity to voice the plans and challenges of this organization in different venues. The faculty librarians and directors within I&TS participate on a variety of campus-wide committees. The evidence is clear that the I&TS organization as a whole is part of the campus planning culture.

Within the I&TS organization, documents and conversations attest to both the formal and informal communication inherent in good planning. The organization is not rigid, people communicate, and the focus of attention is on the students and faculty. Because planning does not rely solely on a formal process, the organization is more nimble and able to respond effectively to clients’ needs. Priorities can shift as new technological wonders appear. Change is not a bad word within this organization.

Standard 5.C - Facilities and Access

Mortvedt Library is 40 years old. It has been modified substantially to serve this merged organization and to accommodate other departments such as the writing center. Space is tight in terms of people, collections, and equipment; the building looks tired in places. Within the University master plan, there is mention of a renovation of the library. First steps that need to happen include a space needs and use assessment analysis. That first step appears to be under way. The aging physical plant is one of this Standard's major challenges for the future.

Cooperation with other libraries does extend the resource horizons for PLU students and faculty. The evidence and use of interlibrary loan attest to this important service component for the campus community. Participation in several consortia regionally and nationally enhances access to resources for all. The technology infrastructure supports adequately the access to other resources as needed.

Standard 5.D - Personnel and Management

Evidence attests to a staff that is stretched for all the work that needs to be done. Along with that challenge is a deep dedication to PLU. Many staff are PLU graduates and a deep ethos of care and concern for PLU students and faculty permeates the culture. The staff provides evidence of their qualifications along with their work ethic. Staff development is apparent and necessary.

Evidence of more congruent financial support is found in the exhibits. Financial support for resources and staff is more consistent now. The third overall challenge identifies the need for additional staffing in network support, administrative computing outside I&TS, and librarians for research instruction.

The I&TS organization supports the mission of the university in many ways, but could be more explicit externally in how and what they do. There is evidence of a new initiative that will work with external departments in order to further market I&TS services and resources. The new course management system also is an opportunity to extend the breadth of the I&TS reach across the virtual University. The I&TS organization appears to be quietly telling the University about its accomplishments, its vision and its challenges. It is somewhat reticent in tying its initiatives with University-wide goals such as the Integrated Learning Objectives or the faculty/student collaborative research. The evidence suggests a deep but not overt relationship between the mission and goals of I&TS and the University as a whole. In sum, I&TS needs to celebrate its accomplishments across the University. This is identified in the I&TS response to the 8th observation/concern from the 2007 MISO survey.

Standard 5.E - Planning and Evaluation

The evidence demonstrates that planning is an integral part of the I&TS organization. Such organizational changes as the creation of the Digital Media Center and the learning commons are emblematic of the planning and assessment process within I&TS. Interviews with the directors and staff within the organization confirm that planning is both formally and informally accomplished because of the essentially flat organizational structure within I&TS. All staff affirm the efficacy of their participation within the overall planning process. Such evidence as the initiatives in 5.17.1 and the I&TS Quarterly Reports demonstrate the solid planning.

Planning happens along several avenues, all richly embedded within the larger University culture. IT&S has administered yearly surveys to ascertain client satisfaction over the years. The most recent survey, administered in 2007, demonstrates an innovative approach to assessing the merged organization as a whole. The survey provides useful data to determine which services and resources are important to PLU students, faculty and staff, which they use most frequently, and which they are most satisfied with. The baseline data will be useful as this survey is re-administered in 2009 to determine if the response to the 2007 survey made sense. Also, these data can be used in comparison with other merged organizations, still a relatively uncommon blending of library and information technology personnel, services and resources in higher education. The ethnographic interviews of some faculty provide an interesting follow-up and an opportunity to further understand the research behaviors and expectations of faculty.

Overall, the challenges delineated in the self-study are consonant with all constituencies in the exhibits and interviews. The aging physical plant needs addressing. First steps are underway to assess space needs and usage. The infrastructure in terms of core requirements for computers, equipment, and always more bandwidth will need constant advocacy and renewal. Within administrative computing, a new project management system appears to be providing a better way to systematically prioritize large and small work demands. And finally, the need for improved staffing and planning is a constant within technology-driven organizations in the higher education landscape today.

It is imperative to have more visible communication of I&TS' vision and accomplishments out to the external campus. Technology and resources are necessarily more embedded within the teaching, learning and research higher education environment. This message must be heard in many ways across the

University within all groups: faculty, staff, students and within the higher administration.

With the advent of the millennial student population and soon-to-be faculty, the training for faculty and staff must continue unbounded. To have smart classrooms and labs is not enough. Understanding the profound pedagogical shifts that accompany technological change is a challenge for all universities. Instructional design is a natural part of teaching and learning, driven by technological change but in the end delivered by humans to humans. I&TS at its center is all about human ability and so will continue no doubt to deliver technology and library resources and services within the larger context of the imperative for human beings to create meaning for their own lives and for others at PLU and beyond.

STANDARD SIX: GOVERNANCE AND ADMINISTRATION

Standard 6A – Governance System

PLU's system of governance facilitates the successful accomplishment of its mission and goals. There is a highly capable, professional and well-qualified administration; all appear to be fully conversant with and committed to the mission and goals of the University. Several times in conversations, reference was made to the long-range plan, *PLU 2010*, and decisions and planning are informed by this document.

The Committee found that there was documentation regarding the roles and responsibilities for the various groups of administrators, faculty, staff and students. There are clear lines of authority. Discussions indicated that members of all groups felt there was the possibility of being heard by others and knowing what was going on at the University. Internal communications, a challenge at every institution, must be managed so the community is aware of essential information about the institution.

There is a culture of collaboration, transparency and respect at the University. The two long-term planning documents were developed and are accomplished through the collaborative process.

The budget planning process is a good example of this collaborative process. All groups on the campus, including students, are involved in the consultative process. Draft budgets are reviewed by a campus-wide Budget Advisory Committee, the faculty and the administration before the President's Council makes the formal budget recommendations to the Board. The Board of Regents

approves the budget and the Board and the community are informed of progress on meeting the budget through out the year. There is a finance website for budget information, quarterly program leaders meet for regular budget meetings and there are regular reports to the Board of Regents.

There is wide representation on the committees and structures within the University. Students felt their voice could be heard on many issues, including on the search process for new faculty. There are orientation sessions for all groups of the community on their rights and responsibilities and documentation in the various handbooks for each group.

Standard 6.B – Governing Board

Four members of the Evaluation Committee met with six members of the Board of Regents, including the Chair, Vice-Chair, and Secretary of the Board, as well as three additional members, both long-term members and a new member of the Board. All Regents were alumni/ae of PLU from classes of 1970 to 1987. They were well informed both of the University and of their roles and responsibilities as Regents.

The By-Laws state how the Regents are chosen, with representation from the regional body of the ELCA and of the bishops in Region 1, alumni/ae and at-large members. Total Board membership is 37. The Regents did not see any difficulty in identifying potential board members to fill the special needs of the Board. Advisory, non-voting members of the Board include some additional bishops from Region 1, members of the President's Council, three faculty representatives and 3 officers from the student body association.

The Board meets three times a year, October, January and May. The By-Laws indicate that the Executive Committee may act for the Board, either by receiving authority from the Board for certain decisions, or as may be necessary to meet some unforeseen situation. The University reports that there is seldom need for separate action.

The Articles of Incorporation and the By-Laws were reviewed and both authority and responsibilities are clearly stated. The Board is currently reviewing the By-Laws with the expectation of some change in the 2008-09 year regarding committee structure.

The Board regularly conducts an annual review of the President. Board performance and individual member performance are evaluated yearly. The Board Affairs Committee oversees these evaluations. Periodically the Board has retreats and Associated Governing Board advisors have met with the Board.

All Regents indicate two or three goals for each year and evaluate themselves on these goals at the end of the year. This has enabled the Regents to better focus their interests and energies on specific areas of concern. Each Board member also signs a conflict of interest statement annually.

The Board receives reports, approves appointments to high-level positions, approves and monitors the annual budget, and fulfills the many duties as required. There is an Audit Committee that reports to the Finance Committee. There have been clean audits for the last ten years, with only occasional suggestions in the management letters, all of which have been easily accomplished.

The Board members spoke highly of the staff with whom they work and of the President and his leadership of the University.

The Regents were well prepared re the accreditation process, and they had received a preview of the self-study documents. The Evaluators were impressed with the knowledge, energy, commitment and enthusiasm of the members of the Board of Regents with whom we met.

Standard 6.C – Leadership and Management

The president, Dr. Loren J. Anderson came to PLU in 1992, with extensive experience in higher education. He currently is one of the longest standing presidents in the Northwest and has one of the longest tenures in the ELCA colleges.

The senior administrators' duties and responsibilities are clearly described and they have preparation and experience in the areas in which they lead. The vice-presidents discussed how they developed their strategic plans, based upon the current long-range plan. The senior officers file an annual conflict of interest statement. There are annual reviews of all employees, the authority for which lies with the director of human resources. It is reported that the review process is not consistent across the university, but this issue is being addressed by senior officers.

There is a very active, well-coordinated and successful advancement program, with two campaigns raising over \$200 million in the last decade. The University is in the quiet stage of a new \$150 million campaign. These campaigns have focused upon capital projects, named chairs, enhancing the academic program and growing the endowment with careful documentation that the goals are consistent with the long-range plans. Annual giving and other responsibilities of advancement are well managed.

There is a spirit of cooperation and collaboration throughout the whole institution. People genuinely care about each other and about PLU, its past and its future. There has been some turnover in the institution, with retirements and some recently hired faculty taking new positions, and there is the often-heard concern at institutions today, of the need to preserve and cultivate deep commitments to the history and traditions of the University, especially among the newer members of the community.

A faculty member on leave currently directs the institutional research office for one year. PLU is well aware of the need to develop a robust institutional research program across the institution, to support the on-going assessment and planning for the University.

Personnel policies are well developed and available to all employees on the web. Salaries and benefits are regularly reviewed for equity and against comparative groups. As with many private colleges and universities, hiring and retaining good employees is a challenge, given the usual salary and benefit policies and their funding. PLU is aware of these challenges, but in conversation, there was understanding that efforts were being made to support both salaries and benefits.

Standard 6.D – Faculty Role in Governance

Faculty governance role is strong at PLU. There are a number of committees that report through the Faculty Executive Committee, with business referred to the Faculty Assembly. Most committees have representatives from across the campus, and this facilitates interaction among the various divisions and schools. There is the usual list of committees related to Curriculum, Budget, etc. and three members of the faculty serve as non-voting members of the Board of Regents. The Regents commented that they appreciate the role of the faculty in relation to the Board. There is documentation supporting the roles and responsibilities of the faculty. There was wide faculty participation in the development of the Self-Study that was co-chaired by a member of the Music Department. The Chair of the Faculty also served on the Steering Committee.

Standard 6.E – Student Role in Governance

Students certainly have a voice on campus and they take their role seriously. The Associated Students of PLU is the formal student voice. It meets regularly with links directly to the administration and has access to all levels of the University. The By-Laws of the ASPLU describe the committee structure. Three students also serve as advisors to the Board of Regents. Students serve on the Long Range

Planning Committee, the Budget Advisory Committee and on the faculty Rank and Tenure Committee. They also participate in all tenure track faculty-hiring committees. The ASPLU president served on the Self-Study Steering Committee. The students provide leadership on issues of sustainability and conservation, and they participate with concerns for social action within their larger community.

Policy 6.1 – Affirmative Action and Nondiscrimination

PLU is an affirmative action and equal opportunity employer, subscribing to non-discrimination in all employment. The policies are clearly included in faculty and personnel handbooks and on the web. An external consultant performs an annual review and submits a report providing an analysis of progress. Personnel policies are kept up to date reflecting changes in the laws and needs of the community.

Policy 6.2 – Collective Bargaining

There is a collective bargaining agreement with the American Federation of TV and Radio Artists. This agreement covers all on-air employees of KPLU-FM, the NPR station operated by the University. Contracts are negotiated every three years and cover 15 people. There is no impact on the academic program.

STANDARD SEVEN – FINANCE

Standard 7.A – Financial Planning

In conversations with faculty, staff, administrators, and trustees, it was very evident that there was broad participation and understanding of the both the budget and the budget process. There was clear understanding that the mission and goals of the institution drove resource allocations. This was accomplished by involving members of the community in the Budget Advisory Committee (BAC) and its subcommittees that included the Benefits Committee, Equipment Committee, and Capital Improvements Committee. The BAC also receives input from the Faculty Affairs and Administrative Staff Council. The Budget Advisory Committee follows a detailed annual calendar of tasks that include the consideration of both income and expense assumptions. Their recommendations are then forwarded to the President's Council for review and approval. The Board of Regents gives the final approval of the budget.

The financial planning includes discussion of past and current year results, as well as assumptions for several years in the future. There was appreciation by

the BAC members for the significant level of detail that is provided to them that helps the participants understand the big picture and informs their recommendations.

There was evidence of attention to the financial impact in addressing facility needs related to maintaining, improving, and in some cases adding facilities. Efforts are made to consider funding sources for facility projects from gifts, the operating budget, and borrowings.

Standard 7.B – Adequacy of Financial Resources

Approximately \$27 million of the \$62 million 2006 WHEFA tax-exempt bond issue was allocated for facilities with the rest going to refinance existing long-term debt. The bonds were issued at fixed rate and have thus avoided the current problems of the ARS market. The annual debt service increased approximately \$1.2 million from \$2.6 to \$3.8 million per year, and is then scheduled to be level for 30 years. Although a formal board policy does not exist guiding the use and limit of debt, the new bond issue was approved following a detailed review and discussion by the Board of Regents.

The institution has been successful in fund raising initiatives through past capital campaigns, and is in the process of planning the launch of a new capital campaign with a goal of raising \$150 million entitled, “Engage the World.” It will attempt to raise \$150 million for endowment: \$60 million for academic and mission and \$40 million for scholarships, \$23 million for facility renovations, \$13 million for new wellness/athletic facilities, and \$14 million for annual operating support.

Efforts from past campaigns have increased the size of the endowment fund from \$30.7 million in 1998 to \$68.5 million on May 31, 2007, whose income produces approximately 4% of the net operating income. Unrestricted giving to support the operating budget of the school has averaged approximately \$2 million for the past five years for approximately 3% of the net operating budget. The auxiliary services are budgeted to contribute \$5.3 million in net revenue to support the E & G budget at 8%.

PLU has engaged the services of Hardwick-Day to assist in the development of their financial aid policies and in the building of their financial aid awarding budget model. The unfunded aid has grown from 29.5% in 2003 and is projected to be 34.8% in 2009. The financial aid program is closely monitored and future projected discount rates have been increased due to an anticipated drop in transfer students.

The audited financial statements reflect increasing financial stability and as of May 31, 2007 showed net assets of \$232,994,983, liabilities of \$91,856,017, and net assets of \$141,138,996. The net assets of the University were \$69,229,672 in 1998 for an increase of \$72 million to 2007. The 2007-2008 operating budget totals \$67.6 million that includes a reserve of \$500,000. The University has set their budgeted net tuition income with a lower enrollment than is expected to hopefully provide them additional contingency funds.

Standard 7.C – Financial Management

Members of the Board of Regents commented on the high quality of financial information they are provided by the University, and the responsiveness of the Vice President for Finance office to provide useful dashboard information in a timely manner. They were especially appreciative of a modified report they now receive that monitors the operations on a cash basis.

The Board of Regents now have a separate Audit committee and clearly understand the increasing importance and the roll of this committee in dealing with the institutions external auditors. Following the external auditor's reports, there were no auditor management letter comments in two of the past three years and the comments in the third year were minor.

Standard 7.D – Fundraising and Development

The University has a history of successful fund raising with a campaign concluded in 1997 that raised \$72 million with an original goal of \$50 million (Make a Lasting Difference). The campaign authorized in 1998 with a goal of \$100 million concluded in 2004 having raised \$128.5 million in gifts, pledges and deferred gift commitments (The Campaign for Pacific University: The Next Bold Step).

The Board of Regents approved the Leadership phase of a new combined campaign in October 2007 for \$150 million. (Engage the World: the Campaign for PLU) The Board of understands their role to assist in helping raise these funds and is confident this campaign will also succeed, as does the administration.

The Board of Regents has an Investment subcommittee of their Budget and Finance Committee, which oversees the investment policies for the endowment and life income funds. They engage the services of an investment advisor, Slocum and Associates, to monitor the various money managers and assist the committee in evaluating their performance. The University financial services office works with Slocum to prepare monthly "flash reports" of the investment

values. The Board members find these reports a very useful management tool. Quarterly reports are also prepared and Slocum is assisting with the ongoing due diligence requirements.

STANDARD EIGHT – PHYSICAL RESOURCES

Standard 8.A – Instructional and Support Facilities

It is evident that significant improvements have been made to the many campus facilities in recent years. Most of the improvements, both renovations and new, have come from the result of the campus master planning efforts. There is a Capital Improvements Committee that works to prioritize annual project requests that are funded through the operating budget. They forward their recommendations to the Budget Advisory Committee for consideration.

During the past 10 years, 545,000 square-feet of mission-critical space was constructed, renovated, or refurbished. The new construction included South Hall, the Morken Center for Learning and Technology, the Keck Observatory, and the Garfield Book Company at PLU.

Major renovations included Xavier Hall, the University Center, and Tingelstad Residence Hall with a sixth residence hall scheduled for this summer. There was significant student involvement in the planning process.

Standard 8.B – Equipment and Materials

The University has an Equipment Committee that receives equipment requests from across the campus and reviews them, prioritizes them and forwards their recommendations to the Budget Advisory Committee. Many of the requests are for academic computing needs. The Associate Provost chairs the Committee for Information and Technology Services. The committee has adopted guidelines for life cycle replacements for many items that informs the process. The requests also include non-computer items as well as non-academic requests. Some requests are funded from restricted accounts and the remainder from the operating budget. There was general agreement on campus that this was a very thorough and fair process.

From input at a large open staff meeting, there was appreciation expressed for the high level of support the employees receive from the IT help desk. They reported prompt response to problems. They also felt they receive valuable assistance in determining the best way to meet their future computer equipment needs.

Standard 8.C – Physical Resources Planning

The campus adopted a framework master plan 1997 with guidance for Zimmer Gunsel Frasca, which guided the work on the campus to revitalize academic spaces, reduce deferred maintenance, and blend the campus borders into the neighborhood.

Following three years of updated campus needs analysis, the Board of Regents approved a new Campus Master Plan in 2006, with guidance from Mithun, which was informed by the PLU 2010 long-range plan. This new updated master plan is now providing guidance to the ongoing facility improvements for the campus.

The University has engaged the services of Sightlines that has provided an inventory and assessment of campus facilities and developed a plan to allocate resources between annual stewardship, capital reinvestment, operating effectiveness, and service satisfaction. The plan is evaluated annually.

STANDARD NINE – INSTITUTIONAL INTEGRITY

PLU has strictly enforced codes of conduct for all members of the University: employees, students and members of the Board of Regents. All are fully informed of their responsibilities and of the expectation that they will adhere to impeccable ethical standards. The University maintains the highest ethical standards in its relationship to its constituencies and the public. This is true in its teaching, scholarship and service, in its treatment of students, faculty and staff, and in its relationship with regulatory and accrediting agencies.

All members of the University are expected to operate with the highest ethical standards and also, all are expected to follow their respective by-laws, codes of conduct and policies for operation. These are regularly addressed for each group and are contained in the Personnel Manual, Faculty Handbook and Student Handbook. In rare occasions if members of the community commit infractions to the standard, policies and procedures are in place to deal with the situation. When integrity is at issue, specific steps can be taken to ensure the issue is managed in a thorough yet concise manner.

Policies and procedures are reviewed regularly and modified or changed, as appropriate. Changes take place reflective of changing legal issues or when there is a benefit to the University community. The President's Council reviews

recommended changes and the University attorneys may be consulted when necessary. Any changes are brought to the attention of the community.

To ensure accuracy in all publications and consistency with the University core message, the Office of University Communication reviews all publications to see that the core messages are incorporated appropriately. Data are reviewed for consistency. A random check of the materials for admissions and alumni confirm this statement.

In 2001 a group of faculty, staff, and administrators worked to define the essence of a PLU education for the public. Though the work is periodically reviewed, it has remained constant: "PLU is the academically rigorous, Lutheran university that promises to challenge and support every student as he or she develops beliefs and values, explores life's purpose, and acquires the capacity to succeed and make a difference in the world." Materials used for admission recruiting, in the alumni magazine, *Scene*, on the website and in other communication vehicles include either the full core message, or elements, thereof. Several people confirmed that PLU is accurate and consistent in presenting claims about its distinctiveness.

Members of the Board of Regents and those in position of significant responsibility and authority complete an annual conflict of interest statement. Were it necessary, a faculty member may also have to declare a conflict of interest. The signed Board disclosure forms are kept in the President's office. Forms for administrators are kept in the Human Resources office. The Regents provided examples as to how conflicts might be managed, were they to occur.

There is strict adherence to academic freedom at PLU. Article II, Section 1 of the Faculty Constitution, found in the Faculty Handbook, specifically states the rights and obligations concerning academic freedom. It is reconfirmed in Article V, section 1a. Academic freedom is clearly defined and there are mechanisms in place for handling complaints about violations thereof. "PLU expects faculty to pursue knowledge and to teach in ways that are congruent with the understanding of their disciplinary and professional communities." (Self-Study, p 141)

The Evaluation Committee found nothing that would question the institutional integrity of Pacific Lutheran University. There was great agreement that PLU affirmed the highest degree of integrity and ethical conduct.

COMMENDATIONS

1. The Evaluation Committee commends the University for the clear understanding demonstrated by faculty, students and staff of both the mission of the University and the strategic goals of purposeful learning, international education and student/faculty collaborative research. In addition, the University is commended for the integration of these strategic goals into student learning and co-curricular programs.
2. The Evaluation Committee commends the University for the progress it has made in modernizing and upgrading its buildings and grounds and for its commitment to continue doing so.
3. The Evaluation Committee commends the University and its students for their commitment to sustainability and conservation. The committee was impressed with the ASPLU student resolution to increase their tuition by \$20 per year to assist in the purchase of “green” power.
4. The Evaluation Committee commends the University for its Information & Technology Services, which provide excellent services, resources, and planning that support PLU’s teaching, learning and research. This merged library/information technology organization provides exemplary leadership, agile responsiveness, and the added human touch as it sustains the day-to-day work and imagines tomorrow’s opportunities.
5. The Evaluation Committee commends the faculty of Pacific Lutheran University for their involvement in the process of curricular design on behalf of their students. The faculty has had a major role and responsibility for the redesign of the general education program and has worked carefully to achieve consensus at each step of this multi-year process. Faculty demonstrate strong collaboration across units and in multidisciplinary programs.

RECOMMENDATIONS

1. While noting that the institution has clearly identified target Integrative Learning Objectives that are widely understood across the campus as shared student learning outcomes, the Evaluation Committee did not find published learning objectives for every individual program or degree. The Evaluation Committee recommends that the University develop and publish learning outcomes for all degree and certificate programs. (Standard 2.B.2)
2. The Evaluation Committee did not find evidence of systematic and longitudinal assessment of learning outcomes for all programs, and it is not clear

that assessment activities consistently lead to the improvement of teaching and learning. The Evaluation Committee recommends the University take immediate steps to assess the achievement of learning outcomes in all of its educational programs and document the use of the results to improve teaching and learning. (Standard 2.B.1, 2.B.2, Policy 2.2)

3. The Evaluation Committee found that with regard to faculty evaluation the institution's practice was not consistent with its policy. In addition, the University's policy was not consistent with the Commission's policy. The Evaluation Committee recommends that the University revise its policy and procedures on faculty evaluation to ensure that all faculty members are reviewed within each five-year period of service and that multiple indices are used for evaluation. (Standard 4.A.5 and Policy 4.1)

4. Institutional research is necessary and must be integrated and supportive of institutional evaluation and planning. The Evaluation Committee recommends that the University take immediate action to develop an active institutional research program to support assessment and planning. (Standard 1.B.6-8)