



# **Educational Effectiveness Review Report**

prepared for

**the Western Association of Schools and Colleges  
Senior College and University Commission**

by

**University of the West**

1409 Walnut Grove Avenue, Rosemead, CA 91770

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# Abbreviations Glossary

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AMS – (TaskStream) Assessment Management System

APCC – Academic Policy & Curriculum Committee

BLIA – Buddha’s Light International Association (layperson branch of FGS)

Bridge2U – Summer Bridge to University Program

CCPLO – Co-Curricular Program Learning Outcome

CLO – Course Learning Outcome

CPR – Capacity and Preparatory Review (by WSCUC in 2010)

CSMSB – Center for the Study of Minority & Small Business

DSBC – Digital Sanskrit Buddhist Canon (Project)

EER – Educational Effectiveness Review (by WSCUC in 2014)

ESL – English as a Second Language

FGS – Fo Guang Shan (Buddhist order)

IBPS – International Buddhist Progress Society (educational and humanitarian branch of FGS)

ICBS – Institute of Chinese Buddhist Studies

IEPO – Institutional Effectiveness & Planning Office(r)

ILO – Institutional Learning Outcome

IRAO – Institutional Research & Assessment Office(r)

LAT – (TaskStream) Learning Achievement Tools system

MCC – Multicultural Campus Climate (Research Project)

MIC – Mission & Identity Committee

PLO – Program Learning Outcome

UWAC – University-Wide Assessment Council

UWSG – UWest Student Government, Inc.

WSCUC – WASC Senior College and University Commission

# Letter from President Stephen Morgan

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OFFICE OF THE PRESIDENT

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August 9, 2014

To the members of our WSCUC Visiting Team,

On behalf of the entire University of the West community, I am pleased to submit this Educational Effectiveness Review Report. It is organized to give you a picture of the context in which we operate as a university and a brief description of the efforts involved in creating this document. Following the context narrative, we introduce the four themes around which we have organized our preparation for the upcoming EER visit. These themes represent the essence of our UWest culture and learning environment. The themes are: Mission and Multiculturalism, Academic Efficacy, Co-Curricular Integration, and Planning for Growth.

In our report we provide a description of each of the themes, how they are implemented as a part of the learning experience, and how we actively assess our success in the implementation of our selected themes. Our goal has been to weave assessment into the fabric of both our academic curriculum and into our co-curricular endeavors.

The faculty, staff, students, and trustees have all played an important role in creating this report, and they stand ready to assist you as you explore the contents of the report during your upcoming visit.

We are grateful for your work and look forward to your visit. You will see first-hand our ongoing commitment to regional accreditation and our commitment to assessment as a tool for improvement.

Sincerely,

Stephen Morgan  
President

# Institutional Context

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University of the West's mission is to provide a whole-person education in a context informed by Buddhist wisdom and values and to facilitate cultural understanding and appreciation between East and West. University of the West (UWest) is a private, nonprofit, non-sectarian, co-educational university offering undergraduate, graduate, certificate, and continuing education programs consistent with the educational mission of California higher education degree-granting institutions. Since February 16, 2006, UWest is accredited by the Western Association of Schools and Colleges Senior College and University Commission (WSCUC). Organized under the Nonprofit Public Benefit Corporation Law of the State of California, UWest is not conducted for the private gain of any individual or institution.

UWest was incorporated as Hsi Lai University in 1990 by Venerable Master Hsing Yun. It is a pioneering effort among Taiwanese and American Buddhists to establish a Buddhist-affiliated university dedicated to providing a quality education based on American standards and traditions and to fostering mutual recognition and respect among diverse religions and cultures. UWest opened in the spring semester of 1991 in facilities at Hsi Lai Temple and remained there through the spring semester of 1996. In the summer of 1996 the university moved to Rosemead, where it has become an independent institution of higher learning based on the model of a United States university, dedicated to academic excellence in an environment of academic freedom and objective advancement and dissemination of knowledge.

Hsi (West) Lai (to come), the name of the temple in Hacienda Heights, California, and the original name of the university, is a designation for the transmission of Buddhist teaching ("Buddhadharma") to the West. In response to the wishes of its stakeholders, the current name, University of the West, was adopted in April 2004. For the past several decades, the western world has witnessed a strong interest in Buddhism. The university has responded to this interest by providing advanced education in Buddhist thought and practice and by preparing Buddhists for leadership in the West. Along with our educational degrees, the Institute of Chinese Buddhist Studies (ICBS), the Center for the Study of Minority and Small Business (CSMSB), and the Digital Sanskrit Buddhist Canon Project (DSBC) have been established to further this mission. Today, while continuing to fill a need in the Buddhist community, UWest serves students from all walks of life with its range of programs in religious studies, business, psychology, English, and general studies, including all, excluding none.

UWest is situated on an attractive and peaceful hillside campus with seven spacious buildings that have been fully remodeled to accommodate the needs of the university, students, and wider community that we serve. The campus includes buildings for education and administration, a large auditorium, two residence halls, a dining hall, and recreation space. It is located in suburban Los Angeles County, in the City of Rosemead. Our neighbors include residential areas, a golf course, parks, retail developments, and several corporate campuses.

UWest offers degree programs at the undergraduate, master's, and doctoral level through six academic departments, enrollments listed below. We also offer certificates in Business Administration and English as a Second Language (ESL). UWest is currently undergoing a substantive change review in order to add a doctor of theology, ThD, in Applied Buddhist Studies. UWest expects to *provisionally* enroll the first three students in this program in Fall 2014.<sup>1</sup> UWest employs sixteen full-time faculty as well as around 30 adjuncts each semester. Current projections indicate we will meet our Fall 2014 enrollment goal of 400 students.

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<sup>1</sup> These students are enrolled in the existing PhD program until the [ThD program](#) achieves final Commission approval. All three are UWest alumni who completed their MDiv degree within the last three years; they are aware of the current provisional nature of the program.

<b>Program</b>	<b>Fall 2012 Enrollment</b>	<b>Fall 2013 Enrollment</b>
<b>Undergraduate Programs</b>		
<b>BA Business</b>	42	39
<b>BA English</b>	2	4
<b>BA General Studies</b>	10	13
<b>BA Psychology</b>	18	24
<b>Master's Programs</b>		
<b>Executive Master of Business Administration</b>	3	3
<b>Master of Business Administration</b>	56	70
<b>MA Psychology</b>	20	28
<b>MA Religious Studies</b>	23	24
<b>Master of Divinity in Buddhist Chaplaincy</b>	28	37
<b>Doctoral Programs</b>		
<b>PhD in Religious Studies</b>	47	47
<b>Non-Degree Seeking Students (includes Exchange)</b>	64	74
<b>Total Students</b>	315	361

## Updates since the 2012 Special Visit

The greatest change at UWest in the past two years has been enrollment growth. This change is very evident on the campus, which has become more lively and bustling. Application and admissions trends put us on track to welcome 400 students, both returning and new, for Fall 2014. In order to support this growth, UWest has implemented a number of changes in personnel, policy, and procedure over the past two years. This growth has also driven a number of positive financial changes, summarized below.

### Leadership Changes

The most notable personnel change occurred in the Office of the [President](#). Dr. [Stephen Morgan](#) joined UWest in June 2013, only weeks after the departure of our former president of three years, Dr. C.S. Wu. Dr. Morgan was already well known to the Board of Trustees and executives of UWest in his role as executive consultant for two years prior to his appointment as president. Dr. Morgan served for 26 years as president of the nearby University of La Verne and left a ‘happy’ retirement to take on this opportunity. He was intrigued by the potential of our small institution and has been warmly welcomed by faculty, staff, and students.

Three other changes in executive leadership have occurred since 2012. First, shortly before the Special Visit in October 2012, Dr. [Bill Chen](#) was promoted to the position of [Chief Financial Officer](#). Dr. Chen has been with UWest for over 15 years, most recently as the Chair of the Business Administration Department. While Dr. Chen continues to teach a business class each year, his primary role for the past two years has been that of CFO. Second, Dr. William Howe left the post of [Dean of Academic Affairs](#) in June 2014 under cordial circumstances to accept another position. Dr. Morgan is serving as interim Dean of Academic Affairs for the 2014/15 academic year, during which time an intense search for a new dean will take place. Since August 2014, President Morgan has engaged an academic consultant, Dr. John Gingrich, to review UWest’s academic policies and practices as well as our committee and governance structures as we prepare to launch our search for a new Dean of Academic Affairs. Dr. Gingrich has a breadth of experience spanning nearly three decades as a faculty member,

### *Institutional Context*

department chair, division chair, and as Dean of the College of Arts and Sciences at the University of La Verne. Finally, UWest recently created a new executive position, [Dean of Enrollment](#), and hired [Dr. Maria Ayon](#), who assumes her duties on August 25, 2014. This position has been separated from the existing [Dean of Student Affairs](#) position, held since 2012 by [Vanessa Karam](#), who will now enjoy a stronger focus on student services.

Several of the academic department chairs have also changed, either through new hires or through the promotion of existing faculty following the departure of the previous chair. Since August 2012, they include:

- Dr. [Hiroshi Sasaki](#) promoted to Chair of the Psychology Department
- Rev. Dr. [Victor Gabriel](#) promoted to Chair of the Buddhist Chaplaincy Department
- Dr. [Janice Gore](#) hired as Chair of the General Education & General Studies Departments
- Dr. [Victor Kane](#) hired as Chair of the Business Administration Department

### **Policy & Procedural Changes**

The largest change in policies and procedures at UWest in the past two years concerns academic program assessment. While UWest has long had a policy for annual program review, new procedures based on best practices and the acquisition of a new software system (TaskStream) have been implemented during the 2012/13 and 2013/14 academic years. These changes are detailed under Theme II Academic Effectiveness.

Other policy changes include:

- Adoption and implementation of a [Graduate Assistants policy](#) that makes teaching assistants available to faculty with high enrollments.
- Adoption and implementation of a [Volunteer Chaplain Policy](#) to support spiritual care on campus.
- [Updated tenure and faculty](#) policies.
- A comprehensive review of the [Academic Catalog 2014/15](#) and revision of policies pertaining to the Student Grievance Policy ([p. 89](#)) and Grade Grievance Policy ([p. 80](#)).
- Standardized admission policies ([p. 27-33](#)) and procedures for all undergraduate programs and MBA through the implementation of an Admissions Committee to review all applications, including a review of disaggregated TOEFL and IELTS scores.
- Revised REL, MDIV, and Psychology admissions policies to support a cohort model ([p. 28](#)).

### **Financial Changes**

UWest has a strong track record of financial stability. The university is almost entirely debt free and has delivered unqualified audits for the past five years. UWest follows a conservative budget strategy that keeps us in the black each year. This year was no exception. The UWest budget for 2013/14 was approximately \$8.0 million. Once again, UWest collected higher than expected tuition and fee revenue by surpassing our enrollment targets and better than expected return on investments, while keeping expenditures slightly below budget, despite increasing institutional scholarships. This has left UWest with a \$1.25 million surplus to carry forward to fiscal year 2014/15. These figures are preliminary and subject to change, but we anticipate another unqualified audit delivered in December.

### **Report Preparation**

The activities described in this report represent the combined efforts of the entire administration, faculty, and staff of UWest. Listed below are the groups that primarily contributed to each theme. The main text

### *Institutional Context*

of the report was composed by Monica Sanford, Institutional Effectiveness and Planning Officer, and Vanessa Karam, Accreditation Liaison Officer, with strong support through the provision of custom data sets from Michael Oertel, Institutional Research and Assessment Officer. The report was reviewed and commented on in detail by President Stephen Morgan, CFO Bill Chen, and the academic department chairs. The report was also circulated for feedback to all faculty, staff, and students for a two-week period prior to final submission.

#### **Theme I Mission & Multiculturalism Contributors**

- Mission & Identity Committee
- Office of Student Life
- Institutional Research & Assessment Office

#### **Theme II Academic Effectiveness Contributors**

- All academic department chairs & faculty
- Institutional Research & Assessment Office
- Mission & Identity Committee
- University-Wide Assessment Council
- Academic Policy & Curriculum Committee

#### **Theme III Co-Curricular Integration Contributors**

- Dean of Student Affairs
- Office of Student Life
- Student Success Center
- Wellness Center
- Co-Curricular Taskforce

#### **Theme IV Planning for Growth Contributors**

- Executive Team
- University Cabinet
- Board of Trustees
- Chief Financial Officer and Officer of Finance & Accounting
- Enrollment Management Team
- Office of Marketing & Recruitment
- Office of Admissions
- Office of Financial Aid
- Institutional Effectiveness & Planning Office
- Institutional Research & Assessment Office
- Integrated Education Taskforce

### **Note: Educational Effectiveness Review & the 2008 Handbook of Accreditation**

UWest is one of the last schools to undergo reaffirmation of accreditation under the [2008 Handbook of Accreditation](#). While these are the standards UWest has strived to meet and the standards referenced throughout the report, we are aware of the recent updates in the [2013 Handbook of Accreditation](#). Therefore, we have listed both the 2008 and 2013 Criteria for Review (CFRs) that apply at the beginning of each theme. However, the CFRs then referenced in the body of each theme are 2008 Handbook CFRs only.

UWest has prepared this report for the Educational Effectiveness Review in which the “primary purpose is to invite sustained engagement by the institution on the extent to which it fulfills its educational objectives,” and “make a judgment about the extent to which the institution fulfills its Core Commitment to Educational Effectiveness”(p. 34). This commitment requires that “The institution evidences clear and appropriate educational objectives and ... employs processes of review, including the collection and use of data, that ensure delivery of programs and learner accomplishments at a level of performance appropriate for the degree or certificate awarded” (p. 8). Readers should be aware that this report is prepared in relation to these requirements and the 2008 CFRs. Other CFRs that relate to the Core Commitment for Institutional Capacity may also be reviewed (particularly in Theme IV Planning for Growth), but they are not the primary focus of this report.

# Theme I: Mission & Multiculturalism

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This theme has three main sections. The first tells the story of UWest as a narrative and explores our identity as an institution. The second section presents the findings of the Multicultural Campus Climate Research Project, undertaken during the past academic year. The third section is titled Living East & West and discusses how UWest promotes multicultural life on campus, specifically among our student population. This theme sets the stage and enables readers to better judge our recent successes (and challenges) in the context of who we are as an institution and community.

## Criteria for Review addressed in this theme:

[2008 Handbook of Accreditation](#): 1.1, 1.2, 1.5, 1.6, 2.4, 2.10, 3.2, 3.8, 4.1, and 4.8

[2013 Handbook of Accreditation](#): 1.1, 1.2, 1.4, 1.5, 2.2, 2.10, 3.1, 4.5, and 4.7

## I.1 Our Story

University of the West (UWest) is unique in higher education as being both of the East and of the West from its very inception. We understand 'East' and 'West' broadly in reference to the continents bracketing the Pacific Ocean, Asia on one side and the Americas on the other. East and West are also specific to our history as a school founded in 1991 in Hacienda Heights, California, by [Venerable Master Hsing Yun](#), founder of the Taiwanese Fo Guang Shan Buddhist order. Today, our student body is evenly composed of domestic students, primarily from Southern California,<sup>2</sup> and international students, primarily from Asia. This creates a vibrant learning environment rich with cultural exchange. In this sense, UWest has always been and will continue to be both of the East and of the West.

This essay establishes UWest's multicultural identity for the WSCUC visiting team and discusses how we understand this identity internally. It introduces UWest's history, our inclusive faculty, staff, administration, and trustees, the diversity of our student body, and the ways in which we create harmony among the multiple stakeholder groups. These activities give us a shared sense of identity, community, and ownership, and result in an ongoing participation in mission alignment, learning outcome design and assessment, campus community life, and strategic planning. They help us provide a unique and excellent education for our students and contribute to the broader social good. This is why we were founded. [CFR 1.1]

In 1967, a Chinese-born monk living in Taiwan created a new Buddhist order called *Fo Guang Shan* or 'Buddha's Light Mountain.' Venerable Master Hsing Yun envisioned 'Humanistic Buddhism' as more relevant to the daily lives of ordinary people than the traditional reclusive, monastic Buddhism. For Fo Guang Shan, Master Hsing Yun outlined four objectives:

1. To propagate Buddhist teachings through cultural activities
2. To foster talent through education
3. To benefit society through charitable programs
4. To purify human hearts and minds through Buddhist practice

In service of the second end, Fo Guang Shan founded numerous preschools, youth groups, primary and secondary schools, and universities, including UWest. Our sister universities include [Fo Guang University](#) and [Nan Hua University](#) in Taiwan, [Nan Tien Graduate Institute](#) in Australia, and the brand new [Fo Guang Shan Philippines Buddhist College](#) in Manila.

Master Hsing Yun founded this institution in 1990 and named it *Hsi Lai Da Xue* (西來大學) or 'Coming to the West (from the East) University.' This name carries historical and contemporary significance as it evokes

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<sup>2</sup> This includes many undergraduate students entering in the past two years. Graduate students are drawn from across the United States, particularly to attend the Religious Studies and Buddhist Chaplaincy programs, in addition to the local area.

*Theme I: Mission & Multiculturalism*

both the westward journey some two thousand years ago of Chinese monks traveling to India to bring Buddhist scripture and teachings back to China as well as Fo Guang Shan's establishment of a Buddhist university in America's West. The name was also shared with nearby Hsi Lai Temple, where classes on religion and English language began in spring 1991. In 1996, the university acquired its current campus in Rosemead, California, and in 2004, the name was changed to University of the West to better reflect the wishes of our stakeholders. In 2006, UWest was successfully accredited by the WASC Accrediting Commission for Senior Colleges and Universities to offer bachelor's, master's, and doctoral degrees. In 2010, we expanded our board of trustees to reflect the East and West partnership, adding seven new members. [CFR 1.6]

The [Board of Trustees](#), administrators, faculty, and staff represent the bridging of East and West for which the university so diligently strives. The seven monastic trustees, residing in Taiwan and North America, provide decades of collective experience in Humanistic Buddhist education and institutional leadership to help guide the university and uphold Master Hsing Yun's vision. Equally committed to UWest's mission, the eight layperson trustees, based mostly in the United States, contribute a wealth of knowledge and expertise in areas of finance, law, planning, and higher education. Likewise, UWest's executive leadership, staff, and faculty represent a mix of cultures and origins that strengthen the institution. [CFR 1.5]

UWest believes that strength is a product of diversity. When different people come together, they bring a multiplicity of perspectives, approaches to problem solving, and solutions with them. If handled unskillfully, such heterogeneity can result in conflict. Therefore, UWest prioritizes the value of harmony as a skillful way to establish peaceful coexistence through mutual respect. Harmony is an active practice, rather than a passive outcome, and includes proactivity in communication, collaboration, and cooperation towards common goals. [CFR 1.5]

In addition to harmony, UWest identified four other institutional values in 2011: excellence, responsibility, compassion, and peace. These values are undergoing a periodic review as part of Vision 2020, the strategic planning process underway at the time of this writing. They may change, or, at the least, be rearticulated to our stakeholders in ways that continue to inform strategic decision-making. Whatever their final form, we believe that the value of diversity and the importance of respectful collaboration will remain constant themes shaping the UWest identity. [CFRs 1.1 and 4.1]

The mission of the university is deeply informed by its heritage. Master Hsing Yun articulated a vision of education that provides both career skills and knowledge as well as the transformation of "moral character and temperament." According to him, Buddhist-based education is different from secular education because it "includes compassion, a shouldering of the great burden to benefit oneself and others."<sup>3</sup> UWest has interpreted this vision as Whole-Person Education. More than just future workers, students are whole persons whose moral, spiritual, emotional, and social lives deserve as much care as their intellectual and economic pursuits. Master Hsing Yun's vision and the best practices in American higher education today, where increasing attention is paid to holistic education, are brought together in Whole-Person

**Mission [CFR 1.1]**

Provide a whole-person education in a context informed by Buddhist wisdom and values and facilitate cultural understanding and appreciation between East and West.

**Vision**

UWest will model Whole-Person Education through engaged and interdisciplinary learning in all programs; an exceptional, caring faculty and staff who fulfill our unique mission; and service projects seeking to improve local and global communities. UWest graduates will practice social responsibility, value diversity, and pursue lifelong learning and spiritual growth. UWest will be a widely recognized name.

**Values**

Excellence, Responsibility, Harmony, Peace, & Compassion

<sup>3</sup> Hsing Yun. (2003). *Humanistic Buddhism: A Blueprint for Life*. Hacienda Heights, CA: Buddha's Light Pub., p. 89.

*Theme I: Mission & Multiculturalism*

Education.<sup>4</sup> The current strategic planning process has yielded a draft vision for 2020 that recommits to this core purpose and formulates basic strategies to strengthen it over the next five years. [CFRs 1.1, 1.6, and 4.1]

Of course, providing any education, let alone Whole-Person Education, to as diverse a student population as UWest's, is a challenge. The ratio of international to domestic students is almost even, with several distinct groups within each category. Students from Asia comprise the vast majority of international students<sup>5</sup> and need support with English-language skills and the cultural transition to living and studying in the US. Many have never been away from home before and need support to develop skills for living independently. Some are already advanced scholars in their own right, with prestigious degrees from Asian universities, who face the challenge of acclimating to western academic standards. About a dozen monastics, mostly Asian, live on campus any given semester, including representatives of all three Buddhist traditions,<sup>6</sup> who often 'dorm' together.<sup>7</sup> Most Asian students enroll in Business, Religious Studies, and Buddhist Chaplaincy (MDiv), with most monastics in the latter two. [CFRs 1.5 and 2.10]

The international students' transition to American academic life and their integration into the campus community is often facilitated by domestic Asian-American students.<sup>8</sup> This group includes students who came to the United States (and Canada) as children, still speak their first language, are proficient in English, and are well versed in two cultures. It also includes second- and third-generation (and beyond) Asian-American students who consider themselves more 'Americanized' and may not speak the language of their parents or grandparents, but retain some cultural sensitivity to Asian traditions. These students serve a vital, if sometimes informal, role in bridging East and West at the university. [CFRs 1.5 and 2.10]

Domestic students represent the other half of the population. While still enrolling heavily in Business,<sup>9</sup> domestic students also enroll in General Studies, Psychology, Buddhist Chaplaincy (MDiv), and Religious Studies. General Studies and Psychology are particularly popular among the growing cohort of local, Latino/a undergraduates who have joined UWest in the past two years. These students present their own challenges as, for the most part, they are the first generation (sometimes the first among many siblings) to enter college and have graduated from high school without adequate preparation for higher education. Like the international students, they are also often leaving home for the first time and entering into an environment with entirely new expectations. They are more outspoken and culturally adapted, but struggle with time management, continuing family obligations, economic hardship, and establishing a clear purpose and identity for themselves as college students. [CFRs 1.5 and 2.10]

While international students make up close to three-quarters of Business enrollments, the statistics are reversed in the other departments, particularly Psychology, whose enrollment is 86% domestic. This is not surprising given that the MA Psychology program is designed for students who intend to become licensed therapists in the State of California. In contrast, the International Business concentration is one of the most popular in the Business program, particularly among students who intend to return to Asia after graduation. This means that while the student body as a whole is evenly mixed between international and domestic students, most academic programs and classrooms tend to skew enrollment towards one or the other. To determine how this impacts campus climate and the learning culture, UWest conducted a survey in Fall 2013, discussed in more

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<sup>4</sup> In a February 2012 article, *The Chronicle of Higher Education* even reported that whole person liberal arts education was taking off in China; see Fischer, K. (2012). "Bucking Cultural Norms, Asia Tries Liberal Arts." *The Chronicle of Higher Education*

<sup>5</sup> Non-Asian international students made up 3% of the student population in Fall 2013.

<sup>6</sup> Theravada Buddhists from South and Southeast Asia, Mahayana Buddhists from Southeast and East Asia, and Vajrayana Buddhists from Central and East Asia.

<sup>7</sup> The circumstance that monastics from so many different Buddhist orders live and study in company with one another is very uncommon anywhere in the world, and has been cited as one of UWest's great benefits by the university's monastic and layperson students.

<sup>8</sup> In Fall 2013, 37 students, or 10% of the student population, identified 'Asian' (or a specific Asian group) as their ethnicity, but not nationality (i.e. as a citizen of an Asian country).

<sup>9</sup> About 20% of all domestic students enroll in Business programs.

detail in the following section, and is currently using the results to create programming around multicultural encounters and competence. [CFRs 1.5 and 2.10]

One remaining item pertinent to the discussion of UWest's identity is the integration of Buddhist wisdom and values, a central component of our mission. (Whole-Person Education is covered in more detail in Themes II and III. Bridging East and West, or the multicultural context of the university, is the focus of the remainder of Theme I.) Buddhist wisdom and values inform UWest's educational programs. Some of these values, particularly harmony, have already been discussed directly, but what bearing do they have on everyday operations, learning in and out of the classroom, and campus culture? Some contextualization is necessary to understand what we mean by Buddhist wisdom and values. [CFRs 1.1 and 1.6]

First, there is no single definitive set of 'Buddhist values.' UWest must therefore strive not to embody *the* Buddhist values, but *our* Buddhist values, which is why we are revisiting them during the first phase of our current strategic planning process. Likewise, there is no set definition for 'Buddhist wisdom.' There are, however, common themes, ideas, topics, and virtues about which the Buddha and other Buddhist teachers speak at great length and which resonate with most practicing Buddhists. In addition to our institutional values, UWest articulates these in our Institutional Learning Outcomes (ILOs). [CFRs 1.1 and 1.2]

At first glance, the language of the ILOs may not appear particularly 'Buddhist,' as we intentionally used common words to be broadly understood. Each outcome has its corresponding Buddhist term, however, and is deeply explored in the Buddhist scriptures and teachings. ILO 1 Wisdom and Skillful Means are the Buddhist versions of theory and practice. Wisdom (*prajna*)<sup>10</sup> means insight into the nature of things, particularly cause and effect. Skillful means (*upaya*) are words and deeds used to bring about beneficial results, even when the ends may not be readily apparent. One does not exist without the other. ILO2 Self-Awareness (*smrti*)<sup>11</sup> is a more common term for the contemplative practices of Buddhist life and, at UWest, includes the character virtues they foster and promote. ILO 3 Liberation (*nirvana*) is the goal of the Buddhist spiritual path and also a common human aspiration, though other religions conceptualize it differently. Insight into the causes of suffering is the first step in the alleviation of suffering in any religious or spiritual path. Finally, ILO 4 Interdependence (*pratityasamutpada*) is an appreciation for how all things are dependent upon one another in very intimate and inseparable ways. The cultivation of wisdom is largely for the purpose of insight into this phenomenon of interconnectedness. These learning outcomes impart to students a broad understanding of and appreciation for the diversity of human culture and the natural environment, their place within that culture and environment, the ways in which they can impact them for the better, and the knowledge and skills they will need to do so. [CFR 1.2]

Embedded within these learning outcomes is both an appreciation for the religious and spiritual paths people take and a strong commitment to pluralism. Master Hsing Yun stresses the importance not merely of tolerance among people of different religious and cultural traditions, but of active respect and goodwill. He says

#### **Institutional Learning Outcomes [CFR 1.2]**

**Wisdom & Skillful Means:** Students are thoroughly prepared for academic and professional success. This outcome includes the areas of knowledge, praxis, ethics, communication, and critical thinking.

**Self-Awareness:** Students are prepared to engage in an on-going process of self-understanding that enables them to lead happy, purposeful lives characterized by healthy relationships to self and others. This includes character, balance, expression, and relationship.

**Liberation:** Students recognize the diversity and dignity of all beings and understand their own role in the pursuit of social justice. This includes pluralism, environmental justice, and liberation from suffering (social and economic justice).

**Interdependence:** Students possess a holistic understanding of global interdependence in order to cultivate compassionate thought, speech, and action in service to themselves, others, and the environment. This includes service, culture, nature, and interconnectedness.

<sup>10</sup> Words in parentheses are Sanskrit Buddhist terms. English translations do not always match the precise meaning.

<sup>11</sup> *Smrti* is also commonly translated as 'mindfulness,' 'awareness,' or 'concentration.'

that "equality and peace are two sides of the same coin." Equality encompasses mutual appreciation, the ability to understand another's viewpoint, and lack of coercion.<sup>12</sup> [CFR 1.5]

Part of Master Hsing Yun's vision was to create temples, colleges, art museums, and other spaces that would be opening and welcoming to people of all religious and spiritual paths. Abbot Hui Dong of Hsi Lai Temple characterizes the temple as an "a-religious" public space open in Christians, Muslims, Hindus, Jews, and people of no particular religion. UWest mirrors this welcoming tradition. Religion is not a question on admissions applications. Only in 2013 did UWest finally conduct a survey on the religious traditions of its student body (discussed in the next section). We discovered that the student sample was 48% Buddhist, but that students from every other major world religious tradition and those

of no particular religion were also represented on campus. We deliberately foster this diversity through a broad understanding of the 'East-West' aspect of our mission to include people representing a wide spectrum of humanity. This is the 'spirit' behind the 'letter' of the mission. [CFRs 1.5 and 2.10]

The 2010 CPR visiting team perceived UWest as having a 'conflicted' identity ([WASC March 2011 Action Letter](#)) and urged the university to clarify its mission and goals. UWest accomplished a great deal of the internal work necessary to meet this expectation in time for the arrival of the 2012 visiting team, who found a 'clarified' mission that led to "enhanced communication, better accountability and consistency in decision making" ([WASC March 2013 Action Letter](#)). UWest sustains a dynamic tension between our historical identity and inclusive aspirations. We continue to find methods to articulate our Buddhist foundations in ways that are meaningful to students of all backgrounds and academic interests. Due to the Buddhist approach to pluralism, as articulated by Master Hsing Yun and others,<sup>13</sup> UWest's Buddhist identity may be perceived as more understated than the respective religious identity of comparable Christian or Jewish institutions. Therefore, we take pains (and pages) to articulate it thoroughly for the WSCUC visiting team. The remainder of the section details how the multicultural aspects of this mission play out on the UWest campus. [CFRs 1.1, 1.5, and 1.6]

**Venerable Master Hsing Yun** [CFR 1.5]

"'Solidarity' here means joining in solidarity with others, not that others must come join us. Peace means that we are at peace with others, not that we expect others to bring peace to us. Anything that requires others to do something first will be harder to achieve. Peace begins when each of us takes the initiative to have goodwill."

-in *Life: Politics, Human Rights, and What the Buddha Said About Life*, p. 124

## I.2 Multicultural Campus Climate (MCC) Research Project

The [MCC Research Project](#), commissioned and carried out by the Mission & Identity Committee (MIC), assessed some of the more 'intangible' aspects of the mission and ILOs. The first part of the project consisted of a survey to determine two basic things: 1) who *are* the students of UWest, particularly in relation to variables which are not otherwise captured, such as religion, sexual orientation, and family status and 2) how do they perceive the campus climate at UWest in relation to diversity, pluralism, and multiculturalism? The October 2013 survey included fourteen demographic questions and nine multipart campus climate questions. This demographic information serves a vital role in determining student services needs and in identifying whether any discrimination, harassment, or other barriers are preventing students from fully participating in the UWest community. A total of 134 surveys were returned, a 38% response rate. The sample was deemed similar enough to the UWest population to make generalization feasible. The Institutional Research and Assessment Office (IRAIO) analyzed the survey, and the results were presented to MIC in [May](#) and [June 2014](#). [CFRs 1.5 and 2.10]

<sup>12</sup> Yun, Hsing. 2011. Translated by Robert H. Smitheram. *Life: Politics, Human Rights, and What the Buddha Said About Life*. Hacienda Heights, CA: Buddha's Light Publishing, p. 121-122.

<sup>13</sup> Venerable Master Hsing Yun frequently speaks about pluralism, diversity, and cooperation among different groups in the many keynote speeches he has delivered to Fo Guang Shan's layperson organization, BLIA. They can be found here: <https://www.fgs.org.tw/en/speech/Index/>. The Pluralism Project also provides a good bibliography of books dealing with the Buddhist approach to pluralism: <http://pluralism.org/religion/buddhism/bibliography>.

In addition, faculty from the Psychology Department assisted in collecting information from students who had difficulty with the English-language survey by holding a Chinese-language focus group in April 2014. The results of the focus group were reviewed by MIC in May 2014. This section discusses the results of this project in relation to religious/spiritual identity, feelings of safety and discrimination, the classroom experience, and, finally, the differences in perceptions of domestic and international students. The research project (survey and focus groups) underwent Institutional Review Board evaluation and approval prior to being conducted. [CFRs 1.5 and 2.10]

### **From the Multicultural Campus Climate Survey Research Proposal [CFRs 1.5 and 2.10]**

In brief, embedded in the University's ILOs, which are linked conceptually with the mission, are concepts such as open-mindedness (e.g., openness to diversity and to differences of ability, nationality, gender, ethnicity, sexual orientation, socioeconomic status, appearance, age, religion, culture), learning from and in relationship (e.g., with diverse people), the diversity and dignity of all beings, social justice, thriving in a pluralistic world, liberation from suffering of all beings, global interdependence, service to others, and a broad appreciation of human endeavors (e.g., across all abilities, nationalities, genders, ethnicities, sexual orientations, socioeconomic statuses, appearances, ages, religions, and cultures). ...

...we feel strongly that each of the elements of the mission is related, particularly through the ILOs noted above, with campus climate. To be a "whole person," for example, is to be open to diversity and differences, and to relate the self to the multiplicity of human and environmental factors we encounter in our lives. Likewise, to participate in an education "informed by Buddhist wisdom and values" is, to use the values the University has identified as integral to its mission, to understand and practice Peace (e.g., among all people, all nations, all cultures, all ethnicities, all religions), Responsibility (e.g., for the well-being of diverse people around the globe and for liberation of all from suffering), Excellence (e.g., defined as being open to pluralism and to the interdependence of all people), Compassion (e.g., as a means of liberating all from suffering), and Harmony (e.g., between diverse people).

### **Religion at University of the West**

Slightly less than half (48%) of sampled students self-identified as Buddhist. The next largest religious group is what the Pew Forum refers to as 'Nones' (22.7%), or those who do not identify with a religious tradition. Another 9.8% listed 'Other,' and 8.3% preferred not to answer. The third largest religious tradition on campus is Christian (15.2%). At least one respondent each representing the Muslim, Jewish, Sikh, Jain, Hindu, and Baha'i faiths replied to the survey. Cluster analysis identified no statistically significant variation between the answers of Buddhist and non-Buddhist students on the campus climate questions. Buddhists and non-Buddhists were equally likely to report agreement or strong agreement with the following statements:

- At UWest, different religions are equally respected. (78.6%)
- At UWest, I feel comfortable sharing my religion or culture with others. (81.9%)
- Different traditions of Buddhism are equally respected/valued at UWest. (75%, and 6.8% 'Do Not Know')
- At UWest it's acceptable to be non-religious or non-spiritual. (84.9%)
- At UWest, I have the opportunity to participate in spiritual and/or religious activities. (81.8%)

An open-ended demographic question asked students to list their specific religious or spiritual tradition, including for 'Nones.' Responses included all three major branches of Buddhism<sup>14</sup> and all three major branches of Christianity,<sup>15</sup> as well as several students with a multiple religious/spiritual identity. Only seven students reported ever having felt unsafe at UWest due to their religion. Although this only represents 6.9% of respondents, UWest takes this report very seriously. MIC views these seven students (and possibly a few more

<sup>14</sup> Theravada, Mahayana, and Vajrayana.

<sup>15</sup> Protestant, Catholic, and Orthodox.

in the population as a whole) as people we know personally. MIC and IRAO will continue to monitor campus climate in order to garner more information and to propose ways to assist these students. [CFRs 1.5 and 2.10]

### **Safety, Inclusion, and Discrimination**

Very few students reported feeling unsafe. When students reported feeling unsafe, the most common reasons for such feelings were ‘How well you do in school’ (18.6%), ‘Your ability/inability to speak English’ (12.7%), and ‘The way your English sounds when you pronounce it’ (11.8%). We interpret this to mean the students experienced anxiety over their ability to continue their studies more commonly than they perceived threats to their physical person. Students who reported feeling unsafe due to age, gender, sexual orientation, nationality, and other factors were in the single digits, but MIC is concerned with what UWest can do to lower (if not eliminate) feelings of un-safeness in the future. [CFRs 1.5 and 2.10]

A related statistic reported that almost three-quarters (73%) of students had rarely or never “felt excluded or ‘left out’ on purpose by UWest students, faculty, or staff for any reason.” One-fifth (21.8%) reported feeling ‘left out’ sometimes, while 5.3% reported frequently or often feeling this way. Although pleased with these results overall, the university will continue to consider ways to ensure all students feel included, such as through the [Mentor Program](#), peer support groups, campus life activities and events, and student government. (See Theme III for more information.)

Discrimination was measured by asking students if they had ever “experienced bias, harassment, or discrimination at UWest based on any of the following...” The highest category responding ‘Yes’ was the one for race or ethnicity (15.8%), followed by English proficiency (15%) and pronunciation (12.1%), nationality (11.3%), and appearance (10.5%), which included “body size, weight, or style of dress.” While for each criteria 84-95% of students responded ‘No,’ MIC is vigilant about any discrimination and harassment taking place on campus and is interested to know whether discriminatory behavior is primarily occurring between different groups of students (if so, which groups) or whether it has also been perceived coming from faculty or staff. Focus groups are being considered to elicit more information on these and other questions. [CFRs 1.5 and 2.10]

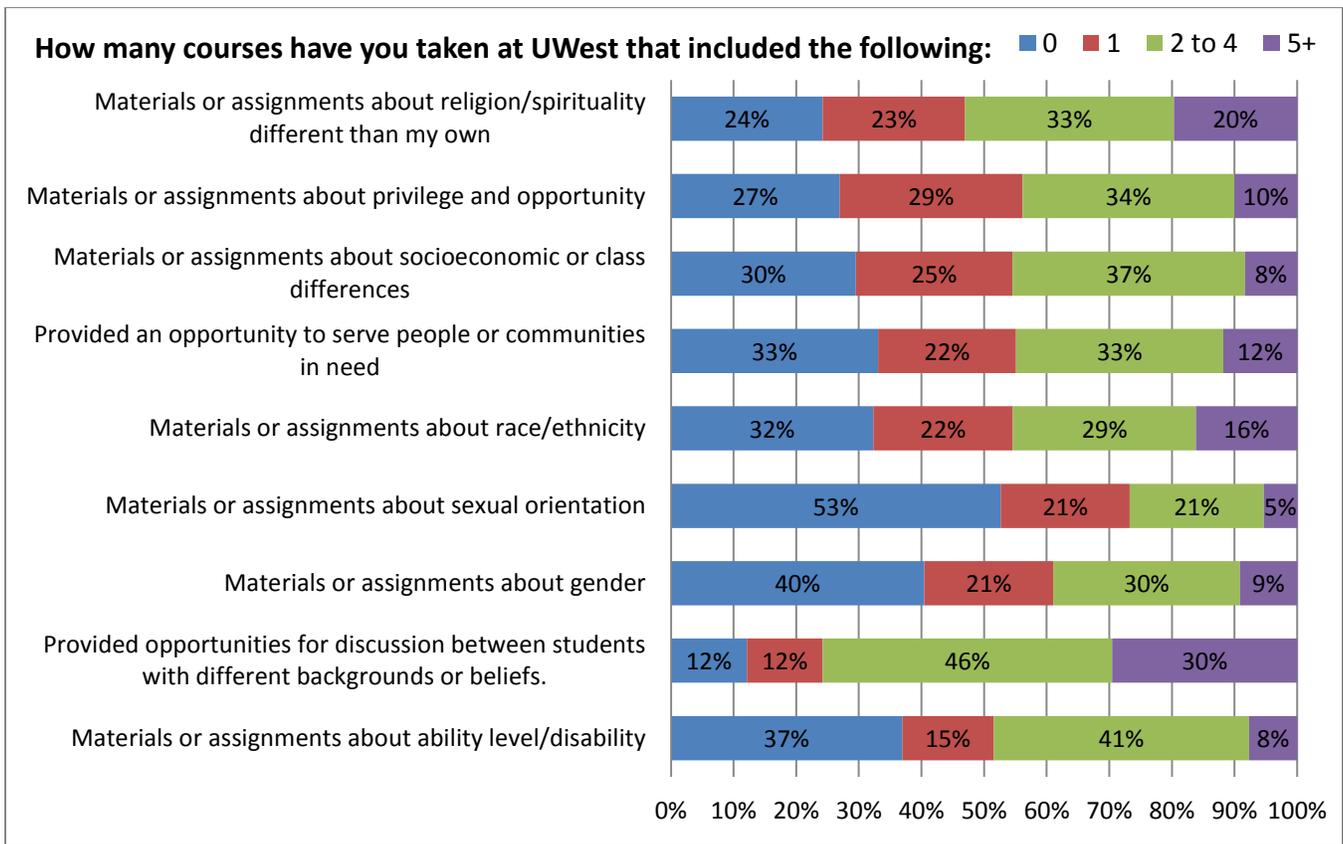
### **Classroom Experience**

The first question on the [MCC Survey](#) asked students about their classroom experiences of diversity, pluralism, and multiculturalism. This area is also assessed through Program Learning Outcomes related to Pluralism, Culture, and Relationship. Through this survey, MIC hoped to gather a nuanced view of the ‘big picture’ of diversity in the academic curriculum. The primary question for this overview asked “How many courses have you taken at UWest that included the following...” followed by nine factors. The survey responses are summarized in the chart on the following page. [CFRs 1.2, 1.5, and 2.10]

MIC compared these results with the data collected in the TaskStream ILO aggregate reports for 2012/13 and 2013/14. These reports show that a relatively small percentage of the thousands of artifacts collected from students were assessed for coursework relating to pluralism, culture, and relationship with others. The ILO data thus mirror the survey responses indicating that diversity, multiculturalism, and pluralism could be better incorporated into academic content. Unrelated to the MCC Research Project, MIC members also held meetings with all academic departments in Spring 2014 in order to discuss the uneven distribution of assessment artifacts for PLOs in relation to the four ILOs.<sup>16</sup> (For more detail, see Theme II, Institutional Learning Outcomes section.) As a result, programs are now examining their curricula and discussing how outcomes related to pluralism, diversity, multiculturalism, and other content might be appropriately added to (or better assessed during) the learning experience. The University-Wide Assessment Council (UWAC) is also considering ways to improve education and training for faculty to help them find ways to assess the more intangible qualities of their curriculum. [CFRs 1.2, 1.5, 2.4, and 2.10]

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<sup>16</sup> In most programs, close to 75% of all artifacts collected were mapped to ILO 1 Wisdom & Skillful means. All programs had at least half of all artifacts mapped to the ILO 1.



Comparing the results of the TaskStream reports and the MCC Survey, MIC generally feels that too many students are receiving too little exposure in the curriculum to diversity, pluralism, and multiculturalism. Some academic programs have uncovered similar assessment findings. For example, in 2013/14, the Psychology Department chose to conduct an Annual Program Review for their Culture PLO in their two MA programs and concluded that the artifacts collected do not demonstrate sufficient multicultural awareness among graduate students. In response, the department has added more course content on multiculturalism (modified curriculum) and also revised the prompts on the comprehensive exam to include more explicit references to culture (modified assessment). [CFRs 1.2, 1.5, and 2.4] In this case, there is a correspondence between the data and findings of the Psychology MA Program and those of MIC. MIC believes that increasing multicultural and diversity content can be addressed both within and outside the classroom, which is summarized in the following section on ‘Living East & West.’

% of All Artifacts Collected		
ILO Sub-Area	2012/13	2013/14
Pluralism	6%	3%
Culture	2%	3%
Relationship	3%	4%

**International and Domestic Student Perceptions**

In addition to Buddhists and non-Buddhists, three other groups were compared to see if their responses demonstrated statistically significant differences: 1) males and females, 2) international and domestic students, and 3) undergraduate and graduate students. No statistical differences were found between males and females (absent of other factors) and undergraduate and graduate students differed in their perception of a single question. Graduate students were much more likely to disagree with the statement ‘At UWest, students or different worldviews seem separated into groups that rarely interact with one another’ than undergraduate students were. MIC was not surprised by these results. These observations have now been corroborated by data. [CFRs 1.5 and 2.10]

Domestic & international students demonstrated statistically significant difference on the following measures:

Question	Domestic	International	Significance Level
<b>Have you experienced bias, harassment, or discrimination at UWest based on (indicates percentage of students that checked yes):</b>			
Ability level or disability *(ESL student may have misunderstood this item)	4%	15%	p < 0.05
Citizenship status	1%	10%	p < 0.05
National origin (nationality)	6%	18%	p < 0.05
Your ability/ inability to speak English	3%	30%	p < 0.01
The way your English sounds when you pronounce it	1%	25%	p < 0.01
<b>In the past 6 months, because of a UWest class or activity, how often did you interact with someone (indicates percentage of students that said never):</b>			
From a religion different than your own	9%	30%	p < 0.01
Of a sexual orientation different than your own	10%	33%	p < 0.01
Of a different age	3%	20%	p < 0.01
From a socioeconomic status or class different than your own	7%	21%	p < 0.05
From a different ethnicity than your own	3%	23%	p < 0.001
From a country other than your own	3%	15%	p < 0.05
<b>How much do you agree with the following statements (average, 1 = Strongly agree; 5 = Strongly disagree):</b>			
At UWest, I feel pressured to change my personal religious beliefs	4.6	3.81	p < 0.001
<b>How much do you agree with the following statements (average, 1 = Strongly disagree; 5 = Strongly agree):</b>			
UWest is committed to diversity	4.34	3.95	p < 0.05
UWest promotes appreciation of cultural differences	4.38	4.07	p < 0.05
UWest has a culturally, religious, & racially diverse student body	4.2	3.84	p < 0.05
<b>How often have you experienced the following with students from a culture other than your own (average, 1 = never; 5 = very often):</b>			
Socialized	3.94	3.53	p < 0.05
Experienced a tense or hostile interaction	2	2.69	p < 0.001

Although absolute numbers remained small, international students were more likely to experience bias, discrimination, or harassment associated with their international status. The [Chinese-language focus group](#) held in April 2014, reported tensions between two groups that may be the source of some of these survey results. First, there is political and cultural tension between China and Taiwan that contributes to mutually held stereotypes within the respective home countries. However, students reported that after coming to UWest, where they interact with members of the other group often for the first time, many of these stereotypes were dispelled. The focus group participants reported, for example, that when Taiwanese students were “able to interact with Chinese students on an interpersonal level [this] help[ed] each other reduce their biases and see things from each other’s perspectives.” As a result “both Taiwanese and Chinese international students reported that they have a harmonious relationship and they openly praised the strengths in each other’s culture.” [CFRs 1.5 and 2.10]

The second area of tension between groups is between Chinese-speaking students and Latino/a students (mostly domestic), as reported by the Chinese-language focus group.<sup>17</sup> The international students

<sup>17</sup> This has not yet been verified from the viewpoint of the Latino/a students.

### *Theme I: Mission & Multiculturalism*

reported feeling stereotyped as wealthy and occasionally taken advantage of for their hospitality. They also “reported that UWest is more likely to respond to the needs of Latino [and Caucasian] students in comparison to Chinese students” because domestic students are more likely to speak up and communicate clearly in English. International students reported occasionally being teased for their English skills, primarily by younger American students rather than older students. Flirting and dating norms between the two cultures were also a source of tension. Female international students were more likely to report a tense or hostile interaction than male international students or female domestic students, possibly as a result of cultural misunderstandings. [CFRs 1.5 and 2.10]

International students were also less likely to interact with diverse groups. This is influenced by two factors. First, international students are more likely to be enrolled in ESL courses in which the majority of students are similar to them. Second, international students enroll disproportionately in one major: Business. This has the most impact in the MBA program, where International Business is a popular degree track, 77% of the students were international in Fall 2013, and there are no elective requirements outside of business courses to bring Business students into contact with students in other, more diverse, programs. The BA in Business is only 61% international, and students in this program do attend General Education courses together with students majoring in Psychology, English, and General Studies, all of which enroll a majority of domestic students. Undergraduate students are also more likely to live in the residence halls and share living and dining space (and sometimes dorm rooms) with domestic students. MIC recently met with the interim co-chair of the MBA program to discuss how ILOs such as Pluralism, Relationship, Service, and Culture can be more deeply embedded in the program. These considerations will be integrated into the MBA program’s planned self-assessment in the 2014/15 academic year. (See Theme II: Academic Effectiveness.) [CFRs 1.2, 1.5, and 2.10]

A surprising result from the survey was that international students were more likely to feel pressured to change their religious beliefs, regardless of whether they identified as Buddhist or not. Only six international students reported feeling pressured to change their beliefs and sixteen responded neutrally to this question. Thus, the absolute number of students is still small,<sup>18</sup> but the difference was large enough to be statistically significant. MIC is genuinely puzzled about this result, especially as there was no information in the Chinese-language focus group that might explain it. One hypothesis is that this is a byproduct of the occasional friction reported by Religious Studies faculty when students who have only learned religion within their home tradition first encounter the academic historical critical study of religion. However, only slightly more than half (57%) of all students who reported feeling pressured to change their religious beliefs were graduate students who might have taken Religious Studies courses.<sup>19</sup> This hypothesis may contribute to the result, but is not sufficient to explain it. MIC is considering requesting the permanent addition of a question to the annual Student Satisfaction Survey in order to monitor this factor and gather more textured information. [CFRs 1.5 and 2.10]

Finally, international students perceived UWest as less committed to diversity, although the difference was slight. This result is consistent with the reported reduced interaction with diverse groups. International students were less likely to report interacting with people different from them in both organized classes and activities and also through casual socializing. We believe this is largely due to language barriers and cultural comfort levels. As previously mentioned, international students were also slightly more likely to report at least one tense or hostile interaction with students from a different culture. [CFRs 1.5 and 2.10]

MIC is planning ways to improve multicultural competency between domestic and international students during the 2014/15 academic year to help ease reported tensions and build mutual appreciation and understanding. Student Life, Residential Life, and the Wellness Center are involved in co-curricular programming for this purpose. In particular, we are considering ways to bring undergraduate Latino/a and Asian students together for group activities and cultural exchange. The visiting team will be able to see these efforts in progress when they arrive in October, although new data or statistics may not yet be available to assess campus-wide change. These activities will build on efforts of the past two years, summarized in the next section. [CFRs 1.5 and 2.10]

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<sup>18</sup> Three domestic students reported feeling pressure and three were neutral, in comparison.

<sup>19</sup> Academic program or major was not a question on the survey.

### I.3 Living East & West: Promoting Multiculturalism on Campus

UWest promotes understanding and appreciation between East and West both in the classroom and beyond. All four Institutional Learning Outcomes deal directly with this aspect of the mission in one or more of their sub-areas. The sixteen sub-areas break down the ILOs into more measurable aspects. Program Learning Outcomes can be linked to the ILOs directly, but they are more often linked to a measurable sub-area. Both academic and co-curricular programs use PLOs to guide and assess student learning. The easiest place to see where UWest builds “appreciation and understanding between East and West” is ILO 3.1 Pluralism and ILO 4.2 Culture. These ILO sub-areas are articulated slightly differently by each of the academic and co-curricular programs to relate to the specific purposes of the academic discipline or student services department. [CFRs 1.2 and 2.4]

#### East & West in the Curriculum

The MCC Research Project and the TaskStream ILO aggregated reports revealed some areas for improvement for UWest. However, UWest already has considerable strengths on which to build. In 2012/13 and 2013/14, the first two years of implementation of the TaskStream assessment software, the system was used to collect over 1200 artifacts (i.e. student papers, exams, presentations, etc.) measuring either Pluralism or Culture. While IRAO and MIC believe that the ratings for these artifacts may be inflated,<sup>20</sup> the sheer number of artifacts indicates that these topics are receiving frequent coverage in the curriculum. Below are two examples of how this is carried out within academic programs. [CFRs 1.2 and 2.4]

The MDiv in Buddhist Chaplaincy program includes the following PLOs related to fostering an “understanding and appreciation between East and West.”

- PLO 4.1: Students demonstrate an understanding of interfaith chaplaincy and psychological principles crucial to spiritual care and counseling work.
- PLO 10.1: Students exhibit an understanding of a range of religious texts and how to use them in the context of interfaith chaplaincy.
- PLO 12.3: Students apply and articulate their learning about interfaith work, psychology, clinical practice, and scripture in appropriate contexts.
- PLO 13.1: Students work a broad appreciation of human endeavors into their individual learning goals developed in conjunction with their advisor and professors.

For example, in [MDIV 530 Interfaith Chaplaincy](#), students study rituals from Eastern and Western religions in their different contexts. During the course students read both *Ritual* by Catherine Bell, who specializes in Chinese religions, and *Sacramental Theology* by Kurt Stasiak, a Benedictine (Roman Catholic) monk, among other texts. The course involves classroom discussion and a group project to design an interfaith ritual around a life event (birth, death, marriage, etc.) In this way, students in the Buddhist Chaplaincy program gain both a theoretical understanding of Eastern and Western rituals and the practical skills to use either in the appropriate contexts or, when necessary, blend rituals from more than one tradition to suit the needs of diverse groups. In doing so, students learn to understand and appreciate the differences and similarities between various cultures. [CFRs 1.2 and 2.4]

The BA Psychology program includes two PLOs related to multicultural competence (the MA programs include many more). The following PLOs related to fostering an “understanding and appreciation between East and West.”

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<sup>20</sup> In 2012/13, 97% of artifacts for Pluralism were rated to have met or exceeded goals; 94% in 2013/14. In 2012/13, 95% of artifacts for Culture were rated to have met or exceeded goals; 91% in 2013/14. Observational evidence and spot checks indicate that most artifacts do, in fact, *meet* goals, but very few *exceed* goals at the reported rates. For example, it is unlikely that nearly half (45%) of all artifacts collected demonstrated *complete mastery* of the outcome for Pluralism in 2012/13. IRAO and MIC feel this percentage should be considerably lower for the institution as a whole. Rating inflation occurs when faculty do not fully understand the difference between rating an artifact for assessment purposes and grading a student for overall performance (A ≠ 5). More about this trend and how UWest is addressing it can be found in Theme II.

### *Theme I: Mission & Multiculturalism*

- PLO 10.1 (BA) Students recognize, understand, and respect sociocultural and international diversity, especially its impact on psychology.
- PLO 14.1 (BA) Students demonstrate an understanding and respect for eastern and other diverse contributions to western psychology theory, research, and practice.

For example, [PSYCH101](#) includes a lecture on “Nature, Nurture, and Human Diversity,” which introduces the topic of multiculturalism and prompts students to discuss their experiences of being different. In a multicultural classroom, this discussion can be quite lively and helps introduce students to concepts of human diversity within their first few semesters at UWest.

### **East & West in the Co-Curriculum**

Co-curricular events and activities at UWest are also guided and assessed using Program Learning Outcomes. Three departments coordinate to organize events related to these outcomes: Student Life, Residential Life, and the Wellness Center. In addition, the UWest Student Government (UWSG) often organizes activities that relate to co-curricular PLOs, although they do not use a learning outcomes model to design and measure the effectiveness of their events. [CFRs 1.2, 1.5, and 2.11] The following Co-Curricular Program Learning Outcomes (CCPLOs) are related directly to the East-West aspects of the mission:

- PLO 13: Students actively engage with different cultures and religions through participation in song, dance, art, film, literature, travel, ritual, food, work-sharing, and discussion.
- PLO 18: Students participate in activities that expand their knowledge and appreciation of art, science, and the humanities.

In the past two years, the three departments mentioned above have sponsored [cultural festivals](#) in which students cook food, share music, wear traditional clothing, and create exhibits about their home countries. In 2012 and 2014, Student Life sponsored [essay contests](#) asking students to write about their experience at UWest, viewed through a cultural lens. The university helps both domestic and international students explore the local area through regular [walking tours of downtown Los Angeles](#), [hiking trips](#) into the nearby mountains, and [whale watching](#) trips. UWest celebrates both American holidays like Halloween and Independence Day and also Asian holidays like Chinese New Year and Buddha Day.

These are just a few of the ways that co-curricular programs benefit students at UWest and help fulfill the mission. In order to better assess what works and what doesn't for co-curricular programs, student services staff implemented co-curricular assessment in 2013/14. Although faced with particular challenges and conducted on a much smaller scale than academic assessment, co-curricular assessment is already helping staff think in new ways about the purpose and design of activities and events. This is discussed in more detail under Theme III: Co-curricular Integration. [CFRs 1.2, 1.5, and 2.11]

## Theme II: Academic Effectiveness

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Assessment has become an industry watchword, and giant institutions have struggled to implement piecemeal programs among skeptical faculty to assess outcomes for thousands of students at a time. They have attempted to turn the proverbial aircraft carrier. UWest, in contrast, is much more nimble. All of our faculty can still gather in one room, after all, and not a very big one at that. In our quest for growth this smallness often seems like a challenge, but in the implementation of comprehensive assessment it has proven a boon. All academic and co-curricular programs are participating in learning outcome assessment at the time of this report, and most have implemented comprehensive assessment plans. [CFRs 1.2 and 2.7]

### Criteria for Review addressed in this theme:

[2008 Handbook of Accreditation](#): 1.2, 1.4, 2.1, 2.2, 2.2a, 2.2b, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.12, 2.14, 3.2, 3.4, 3.11, 4.4, 4.5, 4.6, 4.7, & 4.8

[2013 Handbook of Accreditation](#): 1.2, 2.1, 2.2, 2.2a, 2.2b, 2.3, 2.4, 2.5, 2.6, 2.7, 2.8, 2.9, 2.10, 2.12, 3.1, 3.3, 3.10, 4.1, 4.2, 4.3, 4.4, & 4.5

By ‘comprehensive assessment’ we mean 1) the systematic collection of direct and indirect evidence of student learning [CFR 4.7], 2) regularly planned processes for the analysis of this data, the generation of findings, recommendations, action plans, and budgets [CFR 4.4], and 3) the implementation of changes to improve learning outcomes at the course, program, and institution level [CFR 4.6]. Most evidence is directly tied to learning outcomes through the collection and evaluation of student-generated artifacts (i.e. papers, tests, projects, presentations, etc.) collected via the [TaskStream](#) system. Other evidence includes descriptive statistics of retention, graduation, and time-to-degree rates and [survey data](#). Department plans<sup>21</sup> outline how, when, and by whom data will be evaluated and when and how the findings will be communicated. Finally, actions are initiated according to articulated institutional [policies](#) and incorporated in strategic plans and budgets in both the short and long term. The system is a constant cycle that then reports the impact of these actions on a regular basis. [CFR 4.5]

The [Assessment System Diagram](#) in the evidence for this theme presents the ‘big picture’ view of this system. The assessment system collects information in four main datasets, three of which are maintained by the Institutional Research and Assessment Office (IRAO). The fourth is maintained by individual departments using the TaskStream Assessment Management System (AMS) software that IRAO administrates. Co-curricular programs also maintain their own data on a separate system, discussed under Theme III Co-curricular Integration. [CFR 4.5]

Theme II focuses on [academic learning outcomes assessment](#), which is one of the four parts of this system. It presents evidence of academic effectiveness in UWest’s programs and demonstrates how assessment results are being used to improve programs. The theme begins with the development of learning outcomes and a strategic decision by the university to implement comprehensive assessment as part of its academic growth priority. It then summarizes the progress of individual departments and provides examples of “closing the loop” on assessment results. UWest is proud of the progress we have made in this area. [CFRs 2.3, 2.4, and 2.7]

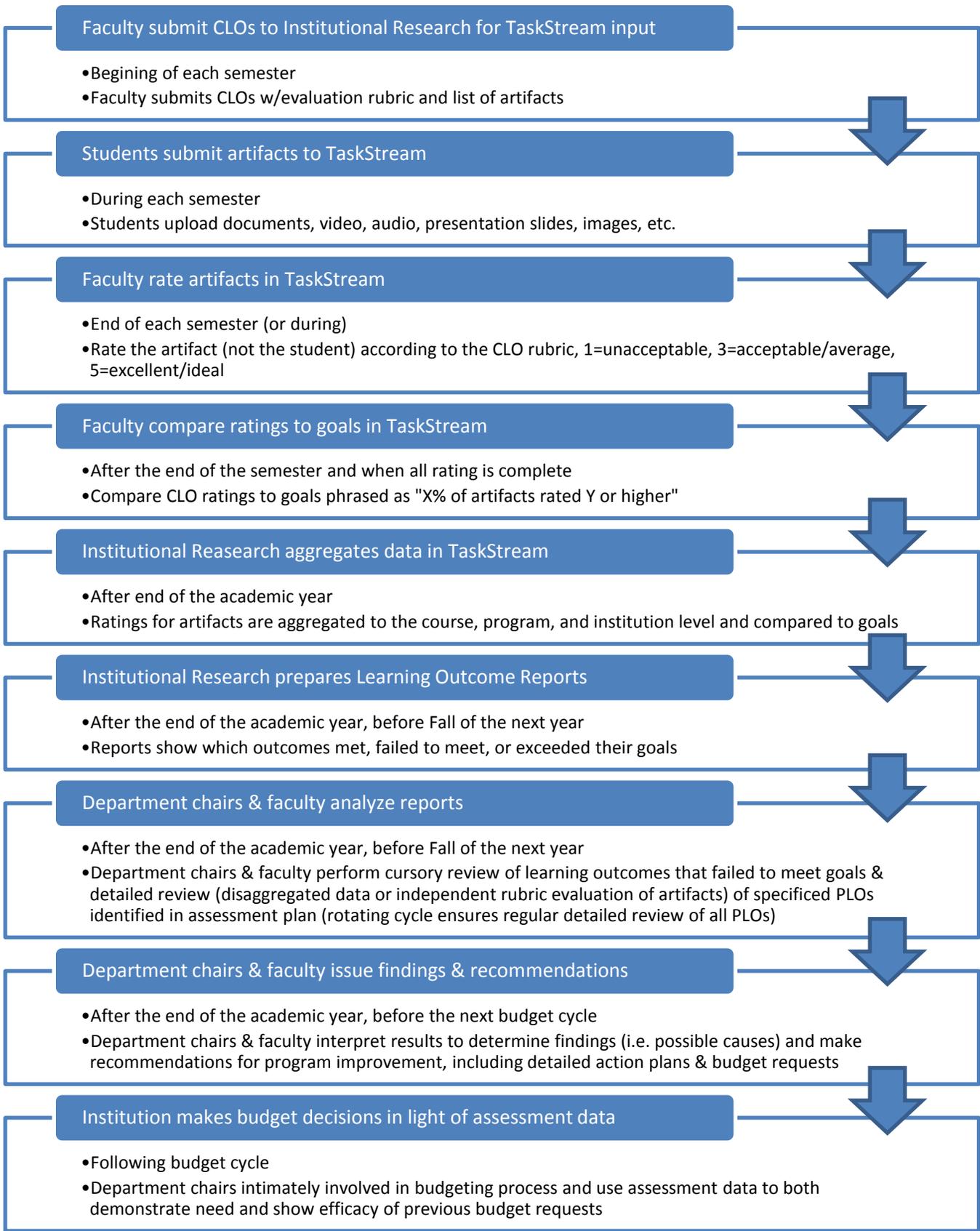
### II.1 The (Academic) Learning Outcomes Assessment System

In order for the findings presented in the narrative below to be meaningful, it is important to understand how UWest designed its learning outcome assessment system, which, as a linear process, is shown below. Other aspects of the larger assessment system, such as the collection of indirect evidence and descriptive statistics, are depicted in the complete [Assessment System Diagram](#). [CFR 4.5]

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<sup>21</sup> See the Assessment Plan 2013-2018 for each department in Theme II – Assessment by Department

Theme II: Academic Effectiveness



## Learning Outcome Development

UWest reviewed and revised our published Student Learning Outcomes (SLOs) for the institution as a whole and all academic programs prior to the Capacity and Preparatory Review (CPR) in 2010. [Course evaluations](#) and preliminary data on teacher effectiveness were already being collected. In 2010, the university also held our scheduled external peer reviews and began implementing some of the recommendations of the reviewers.<sup>22</sup> These early assessment efforts helped UWest make improvements to its Religious Studies, General Education, Psychology, and Business programs.<sup>23</sup> Nevertheless, preliminary assessment efforts indicated that these early SLOs were not fully aligned with UWest’s mission. The 2010 [CPR visiting team](#) agreed (p. 20-21). [CFR 2.3]

Therefore, in 2011 UWest undertook a year-long process to review our mission and revise learning outcomes for better alignment, clarity, and measurability. UWest used best practices, such as Bloom’s taxonomy and [rubrics](#) (example below), to ensure that ILOs are clear and measurable. ILOs were approved by several internal committees (see Institutional Oversight section below) and finally by the Board of Trustees in October 2011. Faculty were involved in every step, which provided them a good foundation on which to design Program Learning Outcomes (PLOs) followed by Course Learning Outcomes (CLOs), all with corresponding rubrics to clearly articulate how each set of outcomes is measured.<sup>24</sup> Training workshops were held in Fall 2011, 2012, [2013](#), and are planned for Fall 2014 to increase faculty education in the design and use of CLOs for assessment. [CFRs 2.3, 2.4, 2.6, 3.2, and 3.4]



**ILO 4 Interdependence:** Students possess a holistic understanding of global interdependence in order to cultivate compassionate thought, speech, and action in service to themselves, others, and the environment.

Sub-Area	1 Unacceptable	2 Below Average	3 Acceptable / Average	4 Above Average	5 Exceptional / Ideal
<b>Service:</b> Ability to take service-oriented approaches to promote & create paths to peace-making, respect, & loving-kindness.	Little to no active engagement in being of service to others.	Engages in service-oriented activities when required.	Voluntarily engages in service-oriented activities.	Actively seeks and is engaged in on-going service-oriented activities.	Actively seeks and creates service opportunities for her/himself and others as an integral part of her/his lifestyle.

UWest began collecting assessment data on the new outcomes during the 2012/13 academic year, as planned, through the implementation of the TaskStream software assessment system, described below. With this data, we swiftly implemented annual program review during the 2013/14 academic year. [CFR 4.5]

## Culture of Assessment

In the 2012 Action Plan to the Board of Trustees, UWest identified four strategic priorities. The third priority was “Grow Academically,” which made creating a *culture of assessment* imperative for ongoing improvement in teaching and learning. Institutional resources have been allocated to support this effort over the past two years.<sup>25</sup> The collection, analysis, and use of data in decision-making have demonstrably improved

<sup>22</sup> See various 2010 peer reviews in the folders under Theme II / Assessment by Departments / ...

<sup>23</sup> Summarized on pages 37-41 of the [UWest Special Visit Report 2012](#)

<sup>24</sup> See files under Theme II / Program Learning Outcomes Rubrics (Original)

<sup>25</sup> Such as the TaskStream software, a custom-built co-curricular assessment database (see Theme III), an assessment information website, additional staff resources, professional development for staff and faculty, internal workshops, library

all academic programs. UWest supports the culture of assessment through the careful development and articulation of [Guiding Principles for Assessment](#). Faculty buy-in and ownership are key to this process. While the assessment team acts as technical experts and consultants, assessment plans and activities are tailored to meet the varied needs of UWest's six academic departments and the co-curricular programs. Departments 'own' their PLOs, and faculty 'own' their CLOs and are responsible for generating findings, recommendations, and action plans from this data. [CFRs 3.2 and 3.11]

### **Guiding Principles for Assessment: Purpose**

1. Assessment helps UWest fulfill its mission to provide whole-person education in a context informed by Buddhist wisdom and values and to facilitate cultural understanding and appreciation between East and West. Assessment activities seek to measure how well UWest is accomplishing this mission, particularly through learning outcomes that translate the mission into a measurable pedagogical model.
2. The practical purpose of assessment at UWest is to collect, analyze, and present data about student learning for use in effective decision-making processes to improve student learning outcomes, the quality of academic and co-curricular programs, and university policies and procedures. "Closing the loop" is the goal of all assessment activities; data collected is only useful if it results in the measurable improvement of educational outcomes.
3. Assessment also documents the educational efficacy of UWest programs for WASC accreditors. Assessment is not conducted solely for the benefit of accreditors, but must be documented so as to fulfill requirements for evidence in accreditation reports and visits. Accreditation provides an important opportunity for outside review of assessment activities and stimulates self-reflection within the university.
4. The Accreditation and Assessment Team, under the Office of the President, acts as an internal consultant to advise and assist departments that generate, collect, analyze, and use assessment data. The team researches best practices, disseminates information to the departments, and maintains institutional tools (such as TaskStream), but the primary responsibility for assessment activities remains with the departments.

All academic departments, starting in the 2013/14 academic year, are required to conduct an Annual Program Review. This review is generally made up of two or more assessment methods geared to the needs of the department. A typical year will include both a broad overview of the program as a whole and an in-depth evaluation of a particular aspect. Departments also perform ongoing meta-assessment to evaluate and improve the reliability, validity, and usefulness of assessment data. [CFR 2.7]

All academic departments participated in assessment activities in 2013/14. Four of the six academic departments developed a five-year assessment plan detailing the methods and focus of assessment activities between 2013 and 2018. The purpose of the five-year plan is to outline an approach to in-depth review of a small number of PLOs each year while keeping an eye on overall academic effectiveness in the department. Items selected for detailed review rotate each year to allow in-depth evaluation of the entire program on a three- to six-year cycle. This also allows enough time following the assessment of a particular program aspect for improvements to be implemented, refined, and then reexamined after they have had a chance to take effect. Each five-year plan includes a more detailed current-year timeline and scheduled annual plan updates. Each department's progress is summarized in the second section of this theme. [CFR 2.7]

### **Assessment Oversight**

As the diagram of UWest's assessment system shows, while faculty and academic departments 'own' assessment processes and results, there are several institutional groups and administrators providing oversight of the process. These include the University-Wide Assessment Council (UWAC), Academic Policy and Curriculum

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resources on assessment topics, and additional funding for faculty workload related to assessment, such as summer stipends for academic department chairs and per diem compensation for adjunct faculty to participate in assessment workshops.

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Committee (APCC), Mission and Identity Committee (MIC), Dean of Academic Affairs, Dean of Student Affairs, Executive Team, and, finally, Board of Trustees. Each plays a unique role. [CFRs 3.2, 3.11, 4.6, and 4.8]

- University-Wide Assessment Council: reviews and offers feedback on assessment plans, methodologies, and findings in order to ensure the reliability and validity of data used for decision-making; designs and reviews indirect evidence of student learning, such as surveys and course evaluations
- Academic Policy and Curriculum Committee: once assessment has been completed and recommendations for program improvement made, APCC reviews and approves any proposed changes to Program Learning Outcomes, new courses (including CLOs), majors, concentrations, and policies
- Mission and Identity Committee: reviews the ILOs annually and issues recommendations and/or initiates dialog with other groups as necessary, suggests revisions to the ILOs as appropriate, makes recommendations for institution-wide actions and policies to support achieving learning outcomes; designs and reviews other methods to assess the mission and ILOs directly, such as surveys, focus groups, and co-curricular events with an assessment focus
- Dean of Academic Affairs: communicates program review expectations and guidelines to academic chairs and faculty, reviews and approves assessment plans and reports, provides feedback and guidance on assessment plans and reports, works with faculty to integrate recommendations for program improvement with strategic plans and budgets; communicates with the Executive Team on behalf of academic programs to share assessment results and recommended program improvements
- Dean of Student Affairs: oversees co-curricular program assessment, including assessment plans, systems for data collection and analysis, findings, and recommendations, integrates recommendations into strategic plans and budgets and oversees implementation; communicates with the Executive Team on behalf of co-curricular programs to share assessment results and recommended improvements
- Executive Team: works with department heads and MIC to integrate recommendations based on assessment findings into strategic plans and budgets; provides general feedback and guidance
- Board of Trustees: works with the Executive Team to devise and implement strategic plans and budgets, aware of assessment activities in general, but not involved in details unless specifically requested

### **Meta-Assessment**

A great deal of what UWest learned from our first cycle of comprehensive academic assessment deals with meta-assessment issues. This was not unexpected. Based on a review of the literature on assessment and the participation in WASC workshops by members of the assessment staff, UWest knew the first few years would see the institution through a forming-storming-norming-performing process, to borrow a phrase from the literature on group formation. In 2011/12, UWest's assessment culture began to form, 2012/13 was certainly stormy, and in 2013/14 we have begun to norm and are set to perform in 2014/15. [CFRs 4.5, 4.6, and 4.7]

At this point in time, we face three key challenges in the assessment of academic learning outcomes: 1) rating inflation and inter-rater reliability, 2) correct alignment of PLOs with CLOs, and CLOs with the artifacts intended to measure them, and 3) distribution and coverage of learning outcomes, particularly those aligned with ILOs 2, 3, and 4. The nature and causes of these challenges have been alluded to above and are well explored in the sections below. This section lays out a concrete plan for how UWest will address them in the coming year. [CFR 4.4]

First, in the 2014/15 academic year, Institutional Research (IRAO) and Institutional Effectiveness (IEPO) will collaborate on the topics covered in the regular Fall assessment workshop. Particular attention will be given to the difference between grading a student and rating an artifact. They will also offer guidance on how to design artifacts in relation to the CLOs that courses are assigned to assess. Department chairs will work with their faculty to ensure a broad understanding of where each course fits within the overall curriculum of its academic program and how to tailor CLOs appropriately. Department chairs will collaborate with IRAO and IEPO to create materials to guide the teaching and assessment of some of the most common learning outcomes, such as standards for written communication, information literacy, and critical thinking at various levels. Materials

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will be made available to adjuncts via webinars and other online resources with the assistance of the Office of Extended Studies. [CFRs 3.4, 4.4, and 4.5]

### Broad Assessment Methods

- Descriptive statistics about retention, graduation, and time-to-degree
- TaskStream aggregated PLO data reports showing which outcomes have met, exceeded, or failed to meet goals
- External peer reviews
- Student surveys & exit interviews
- Course evaluation aggregated data

### Deep Assessment Methods

- PLO review workshops using multi-criteria rubrics applied to direct evidence by faculty review panels
- Student portfolio reviews (generally used in graduate programs)
- Topic-specific focus groups
- Specific student survey questions
- Course evaluations (disaggregated)

Second, departments will use findings from 2013/14 assessment activities, particularly TaskStream aggregated reports to spot check PLO-CLO alignment and the appropriateness of various artifacts to measure the CLOs to which they are assigned. Adjustments will be made as necessary in order to ‘fine tune’ the measurement instrument. This will ensure that 2014/15 aggregate reports are accurate reflections of student learning outcome achievement and therefore useful tools for program improvement. [CFR 4.5]

Third, and finally, through continued collaboration with IRAO, IEPO, and MIC, departments will explore new ways to assess the more intangible aspects of their curriculum, such as character development, cultural competency, and service mindsets. These groups will conduct the necessary research into best practices in higher education assessment or, possibly, develop novel approaches particular to UWest. Through continual dialog with academic departments, implementation of pilot programs, and ongoing innovation, UWest will become increasingly skilled at assessing all aspects of the ‘whole-person’ we seek to educate. [CFRs 4.5 and 4.6]

## II.2 Assessment Findings & Evidence of Academic Effectiveness

This section covers institutional learning outcome assessment and the various assessment activities of the six academic departments. First, it provides an overview of ILO-level assessment carried out by a multi-disciplinary institutional committee. Many of the findings from this overall assessment are mirrored in the program-level findings of the academic departments. Four departments are summarized in some detail: General Education and General Studies, Religious Studies, Psychology, and Buddhist Chaplaincy. The last two departments, English and Business Administration, carried out a number of assessment activities, but neither implemented comprehensive assessment, although for different reasons. This section focuses on assessment activities and findings. The final section (II.3) discusses changes implemented in response to assessment results.

### Institutional Learning Outcomes

Aggregate data on Institutional Learning Outcomes (ILOs) was available for the first time in 2013 for the 2012/13 academic year. Raw data is collected when faculty rate individual student artifacts (i.e. papers, tests, presentations, etc.) and aggregated to the CLO level to help faculty improve their individual courses, to the PLO level for analysis by department chairs and faculty committees, and, finally, to the ILO level for review by the Mission and Identity Committee (MIC).<sup>26</sup> [CFRs 1.2 and 2.3]

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<sup>26</sup> Other committees and institutional groups may also review and use this data.

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Data for 2012/13 was overwhelmingly positive, with 90-97% of artifacts reviewed rated 3 or higher for each ILO sub-area.<sup>27</sup> However, 74-90%<sup>28</sup> of artifacts also rated 4 or higher, and the number of artifacts rated 5 was over 50% for some sub-areas. If 3 is 'average,' or the high point of a standard distribution, then very few artifacts should rate 5. Put differently, if the ILO reports were taken at face value, the vast majority of UWest's students would be at a near mastery level in most of their courses. Something was obviously amiss with the rating. [MIC members worked with faculty](#) from individual departments to explore the causes. Faculty generally agreed that there was not a strong understanding of the difference between grades and ratings, particularly among adjunct faculty. [CFR 2.6]

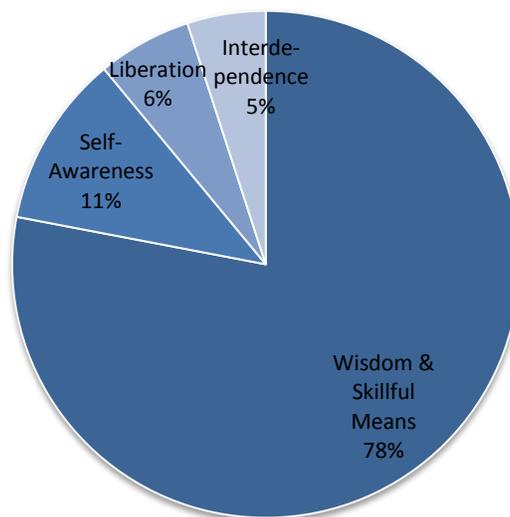
The [Institutional Aggregate 2013/14 report](#) already demonstrates progress towards better inter-rater reliability. Artifacts rated 3 or higher ranged from 85-100%,<sup>29</sup> and those rated 4 or higher ranged from 43-85%. Only one sub-area<sup>30</sup> reported over 50% of artifacts rating 5. While these ratings are still high, they demonstrate steady improvement in the comprehension of learning outcomes assessment among UWest's faculty. [CFR 3.4]

MIC determined that most students are, in fact, achieving most learning outcomes as intended, but such high ratings make areas of improvement difficult to identify. During the 2014/15 academic year, MIC will concentrate on institutional education and training in order to improve data quality. MIC is collaborating with IRAO to include these topics in their annual Fall training workshops. UWest held similar training events in Fall 2011, 2012, and [2013](#), but few adjunct faculty attended. The Office of Extended Studies will assist in turning these workshops into webinars that are more accessible for adjunct faculty. In the meantime, MIC is reviewing outcomes of the MCC Research Project described in Theme I and making recommendations on how this information can be used to improve ILO achievement among students.<sup>31</sup> [CFRs 2.6 and 4.8]

A second area of concern revealed by the ILO aggregate reports is that of artifact distribution. In 2012/13, 74% of all artifacts collected measured ILO 1 Wisdom and Skillful Means and its sub-areas. This rose to 78% in 2013/14. MIC had two questions related to this distribution. First, does this accurately represent the coverage that the ILOs and their sub-areas are receiving in the academic curriculum or, rather, does it represent what is easiest to assess? In other words, is this what we are teaching and students are learning, or is this only what we are measuring? Second, what do faculty, programs, and the institution feel is an appropriate distribution? In other words, what should we be teaching and students be learning and also what should we be measuring? These questions were [brought to the faculty](#) by [MIC working groups](#) at the same meetings where rating inflation was discussed. [CFRs 4.7 and 4.8]

Faculty and chairs generally agreed that ILO 1 Wisdom and Skillful Means (and its sub-areas) was both receiving more coverage in the classroom and also more

**Artifact Distribution 2013/14 per ILO**



<sup>27</sup> Learning outcome rubrics range from 1=unacceptable to 3=acceptable/average to 5=exceptional/ideal. Artifacts from students who receive a passing grade in the course are expected to mostly receive a 3 rating or, in a few rare cases, a 4. Very few artifacts should be rated 5, as the scale is currently conceived.

<sup>28</sup> One sub-area, Environmental Justice, was an outlier, with only 34% of artifacts rated 4 or higher, but this assessment consisted of artifacts from a single course whose instructor applied the rating system correctly.

<sup>29</sup> Only one sub-area, Environmental Justice had achieved 100%, again with only one instructor; three sub-areas achieved 98-99% of artifacts rated 3 or higher. All others were 96% or below.

<sup>30</sup> Ethics, which included CLOs that related to plagiarism with an automatic 5 rating if no academic dishonesty was detected. These type of CLOs have been eliminated in most programs for the 2014/15 academic year.

<sup>31</sup> This topic will be taken up at the August 13 meeting of the University-Wide Assessment Council.

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frequently assessed. Programs tend to have more PLOs in relation to ILO 1 than ILOs 2, 3, and 4. Faculty not surprisingly also find it easier to measure things like knowledge and communication skills compared to the more intangible sub-areas, such as character and interconnectedness, even when the latter are strongly embedded in the curriculum. Most programs felt a more even distribution would both more accurately reflect the content of the academic programs and assist in the assessment of those programs. [CFRs 4.7 and 4.8]

Following the consultation with the various department faculty, MIC speculated that a distribution of artifacts closer to 50% under ILO 1 and the remainder spread more or less evenly between ILOs 2, 3, and 4, would be more ideal. During 2013/14, most programs reviewed and revised their PLOs and also completed assessment maps to ensure more even assessment coverage. We believe this issue will be considerably less prominent in the 2014/15 data. MIC also expects to see the first results of PLO assessment from co-curricular programs by the end of 2014/15, which can be aggregated with the academic outcomes to provide a more complete picture of the student experience at UWest. While academic outcomes are weighted heavily towards ILO 1, co-curricular outcomes are more balanced, with most PLOs falling under the remaining three ILOs, providing a more even (and accurate) coverage of UWest's mission (see Theme III). [CFRs 4.7 and 4.8]

### General Education & General Studies Departments

General Education makes up at least 42% (51 units) of the coursework for each undergraduate at UWest. Assessment of GE learning outcomes tells us much not only about the GE curriculum, but also about the academic effectiveness of UWest's BA programs. General Education has the second highest [instructional workload](#) of any department, following Business, and the GE program itself is highest of any single academic program.<sup>32</sup> In 2013/14, special attention was paid to the assessment of GE PLOs using both a broad review of TaskStream data from all GE courses and a deep review of two GE PLOs in particular. Findings indicate that students demonstrate slightly lower levels of achievement than we have targeted due largely to a combination of challenges in their preparedness for college education.<sup>33</sup> Changes to the GE curriculum in 2012/13 and 2013/14 have already begun to show a beneficial effect, and UWest expects 2014/15 assessment data to show improvement. [CFRs 2.2 and 2.2a]

GE drafted and began to implement their [five-year assessment plan](#) during summer and fall of 2013; it was finalized following feedback from executives and committees on February 27, 2014. According to this plan, General Education carried out the following assessment activities during the 2013/14 academic year:

- [GE External Peer Review](#) conducted on November 1, 2013 and the response (found in the linked report file) from UWest completed on February 14, 2014, by the GE Department Chair
- [GE Program Learning Outcome Review](#)<sup>34</sup> for PLO 3.2 Information Literacy and PLO 4.1 Written Communication completed on June 17, 2014
- [GE Course Learning Outcome Review](#) for PLO 3.2 Information Literacy and PLO 4.1 Written Communication completed on June 19, 2014

These assessment activities generated a number of findings and recommendations for improvements to the GE program. They are summarized below. Details about improvements that have already been implemented as a result of assessment can be found in the third section of this theme under "Closing the Loop." [CFR 2.7]

The [GE External Peer Review](#) was conducted on November 1, 2013, by Dr. Felicia Beardsley (new reviewer) and Dr. William Cook (returning reviewer) of the University of La Verne. The prior review was in 2010. The reviewers were provided with materials for review ahead of the visit, toured the campus, met with faculty, staff, and students, and observed a GE core class. The GE department provided two questions to guide the

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<sup>32</sup> Business Instructional Workload: 337; MBA Instructional Workload: 203; GE Instructional Workload: 214 (including "pre-collegiate" skill-building courses) per fall 2013 data.

<sup>33</sup> This comprises domestic undergraduates who are underprepared for college writing, math, and other competencies, and international undergraduates (English learners) whose English proficiency places constraints on their academic performance.

<sup>34</sup> Password to view all online TaskStream documents is 'password'.

reviewers' inquiries: 1) Is the mission of the university carried through the GE program to the students? (repeat from 2010 peer review), and 2) How effective is our GE assessment plan? (new question). The reviewers delivered their report on November 1 and the response was drafted by the chair of GE February 14. [CFR 2.6]

First, the peer reviewers found that while the GE PLOs and CLOs are aligned with the ILOs and mission, the Business Administration programs may depend too heavily on the GE curriculum to communicate and integrate the mission into undergraduate education. The reviewers also saw a need for additional GE courses integrating creative and artistic expression into the curriculum to meet the mission of whole-person education. Second, while the GE assessment plan was developed from a campus-wide discussion, effectively identifies artifacts to be collected, rubrics for analysis, and timelines for implementation, and is supported by the TaskStream assessment software, as of November 1, 2013, it remained "untested" and should be continuously monitored and refined. The reviewers also felt that although GE had reduced its total PLOs from 25 to 19, this was still too many to cover in a 51-unit program. They recommended reducing the number much further.

#### Comments of the External Peer Reviewers

"UWest has a unique mission that anticipates an understanding and appreciation of the cultures resident in the East and the West, especially addressing the significance of the "whole person" education in a context informed by Humanistic Buddhism. This mission assumes that all degree programs, including and most especially the GE program, will respond to this dictate. As we have indicated above, the university has designed and implemented a comprehensive GE assessment plan that can accomplish this goal."

[The GE chair shared the reviewers' concerns](#) (p. 5-6) regarding courses tied to the mission with other academic department chairs at the January 8, 2014, UWAC meeting. The program added a new course for creative expression in fall 2014: PA 210 Theater for One: From Page to Stage, wherein students research and write solo stage pieces and perform them before an audience. Other courses will be added as budget allows. Implementation of the assessment plan occurred on schedule and has been effective. Meta-assessment is ongoing and continues to play a major role in streamlining the process for the future so that it can be practically implemented each year. Following the course- and program-level reports based on 2013/14 TaskStream data, the department once again reviewed and revised its PLOs, cutting them from 19 to 9 for 2014/15. The revised curriculum map will be presented to UWAC on August 13, 2014. [CFR 2.3]

Outcomes of the June 2014 assessment data reviews were generally positive, with 13 of the 19 PLOs achieving the target goal and four falling below the goal by 6% or less. The GE department set a goal for all CLOs for 80% of artifacts to receive a rating of 3 or higher. They noted that while rating inflation was reduced compared to 2012/13 data, "norming is challenging with adjunct faculty." In addition, more selective application of CLOs guided by the curriculum map decreased and more evenly distributed among the PLOs the overall number of artifacts collected in 2013/14 as planned. This had the benefit of reducing the average assessment workload for each adjunct faculty member. Further training and education is necessary to ensure inter-rater reliability for the coming year. The target goal of 80% rated 3 or better will remain in place in 2014/15 to be reviewed against that year's data. [CFR 2.6]

The [Program Learning Outcome](#)<sup>35</sup> review took an in-depth look at PLO 3.2 Information Literacy and PLO 4.1 Written Communication. This involved the independent review of artifacts from upper-division GE courses by a faculty panel and review of results from the [GE Exit Survey](#). The survey revealed that students gave Written Communication an importance rating of 4.6, and satisfaction with their mastery of that skill rated 3.8, for a gap of -0.8. Students gave Information Literacy an importance rating of 4.4, and satisfaction with their mastery of that skill rated 4.0, for a gap of -0.4. The workshop generated findings and recommendations, which the GE chair developed into an action plan. [CFRs 2.6 and 2.7]

<sup>35</sup> Password is 'password'.

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The course-level assessment, performed by the Chair of General Education, reviewed the artifacts, rubrics, and ratings from five courses with an Information Literacy CLO, and ten courses with a Written Communication CLO. Overall artifacts scored below expectations for Information Literacy outcomes: 66% of artifacts rated 3 or higher. First-year students in the [ENGL 101](#) and [ILR 101](#) courses showed deficiencies due to a general lack of preparedness for college. ILR 101 is a new core requirement course taught for the first time in summer 2013. Students in fall 2013 and spring 2014 showed improvement as the course curriculum was refined, with artifacts rated in the spring semester falling only slightly below goals. This improvement trend is expected to continue in the 2014/15 academic year. Artifacts met Information Literacy goals in [SPCH 101](#). Other courses failed to meet goals due to rating inflation or misalignment of artifacts with the outcomes they are intended to measure. [CFRs 2.6 and 2.7]

Artifacts scored slightly below targets for Written Communication, with 79% rated 3 or higher. One course met the goal, [LIT 302](#) Creative Writing, and a spot check of artifacts confirmed data quality. Artifacts ranged from 42-75% rated a 3 or higher in five other courses where a spot check confirmed data quality. In two other courses, artifacts met goals but spot checks revealed rating inflation. Two remaining courses did not collect appropriate artifacts for this PLO (one uploaded no student work and the other assigned an oral presentation). [CFRs 2.6 and 2.7]

The GE chair found that “this first assessment may be useful largely as a baseline for future assessments. Some valuable recommendations emerged from this cycle, and as our student numbers climb, subsequent cycles will likely guide us to even more significant positive changes.” These recommendations include a revision of the curriculum map to emphasize and assess information literacy and written communication skills until students are regularly meeting the goals for these PLOs, possible addition of a third level of skill-building writing courses to the English Academic Bridge program,<sup>36</sup> and support for a writing center offering workshops and tutoring in the Student Success Center. Meta-assessment findings are consistent with those from the ILO review, including better education for adjunct faculty to ensure inter-rater reliability and faculty norming sessions to improve consistency in writing across courses. Actions impacting the upcoming academic year that have already been implemented are summarized in the next section (II.3). [CFRs 2.6 and 2.7]

The General Education Department also offers a BA in General Studies (GS). GS currently enrolls 16 students in the first two years of their degrees. GS also conducted [assessment in 2014](#)<sup>37</sup>, separately from the GE assessment described above. For this initial program review, courses taken by GS majors were mapped. The GS assessment spreadsheet lists the 16 students who declared the major as of fall 2014. Of those 16, three have left for other colleges, one is on a leave of absence, and one is in ESL classes only. Most GS majors are still in their first years of college, so to date they have taken mostly core classes and GE requirements. As electives, 13% of GS majors opted for business classes (2 students, 3 BUS classes total), 25% took English classes (4 students, 8 ENGL classes total), and 13% chose psychology classes (2 students, 2 PSYCH classes total). GS students will continue to be tracked and a program review conducted when sufficient assessment data becomes available to make that feasible. [CFRs 2.2a, 2.6, and 2.7]

### **Religious Studies Department**

The second department chosen for the spotlight in this section is Religious Studies, one of UWest’s oldest programs and one most closely tied to its mission. Due to the differences between the needs of a deep doctoral-level curriculum and a broad undergraduate curriculum, we also felt that Religious Studies would demonstrate to the visiting team the range of assessment methods currently in use at UWest and the ways in which assessment is tailored to suit diverse departments. [CFR 2.7]

The [Religious Studies assessment plan](#) was approved following feedback from the Dean of Academic Affairs and UWAC on September 15, 2013. The plan does not rely as heavily on TaskStream data, curriculum

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<sup>36</sup> Non-credit prerequisite courses that students place into based on the outcome of either the English Placement Test or the Writing Assessment Test and Math Assessment Test.

<sup>37</sup> Password is ‘password’.

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maps, and learning outcome aggregations as do other programs because the Religious Studies programs lack a set course progression. Instead, each program has a small number of required courses that focus on foundational skills and then allow students to plan their coursework according to their research interests. Rather than following the comprehensive CLO approach used by other programs,<sup>38</sup> Religious Studies limits CLO data collection to the few required courses. Most assessment, therefore, uses a student portfolio model and focuses on ensuring that necessary skills are imparted early, students are properly mentored throughout, and final products (i.e. theses, dissertations, projects) are of high quality. To this end, the Religious Studies Department has carried out the following portions of their assessment plan:

- [REL External Peer Review](#) was conducted on February 27, 2014, and the report received from the reviewers on May 4, 2014, and the [Response](#) to the External Review was completed on June 19, 2014, developed in the form of an action plan
- [REL Annual Program Review Workshop](#) was held on April 9, 2014, with five of the six full-time REL faculty

These assessment activities generated a number of findings and recommendations for improvements to the Religious Studies PhD and MA programs. They are summarized below. Details about improvements that have already been implemented as a result of assessment can be found in the next section (II.3). [CFR 2.7]

Religious Studies held an [External Peer Review](#) on February 27, 2014, with Dr. James Santucci from California State University Fullerton (returning) and Dr. Duncan Williams of the University of Southern California (new). The last peer review was held in 2010. Reviewers were provided with the [2010 External Peer Review Report](#) and [2014 response](#) to it, [2013/14 Academic Catalogue](#), [ThD proposal](#), [department assessment plan](#), [faculty CVs](#), data on [retention](#), [graduation rates](#), and [time-to-degree](#), [enrollment and other data](#), and recent dissertations. While on campus they met with faculty, staff, administrators, and students.

The peer reviewers appreciated and approved of the direction in which the department is heading, the recent revisions to the MA and PhD, and the proposed ThD. They made several recommendations specific to the two current and one proposed program, departmental and institutional policies, and Religious Studies course listings. Religious Studies faculty considered these recommendations during their April workshop (based on an early draft of the report), and the department chair used their feedback to create an action plan for the implementation of program improvements and the discussion of proposed institutional and department policy changes. [CFRs 2.6 and 2.7]

In regard to degree programs, the peer reviewers were favorable of changes made to the MA program since the 2010 review, such as the elimination of undergraduate prerequisites, but advised the faculty to continue monitoring this program to determine the impact. Peer reviewers felt that the PhD dissertations provided showed improvement in quality for the newer dissertations compared to the older ones. They attributed this to “the increased supervision afforded the student and a more precise characterization of the requirements presented to the candidate. In closing, UWest has made considerable strides in defining what it expects from its students and also provides those students with the resources to produce a good dissertation” ([p. 11](#)).

### Comments of the External Peer Reviewers

"The Department of Religious Studies has accomplished much over the past six years to help define it as an entity that consists of excellent faculty, well-prepared and supervised students, and the curriculum to distinguish it as possessing one of the most extensive course listings in the nation. Since the 2010 Review, a new chair has been appointed, the M.A. program has been revised, a new degree track has been initiated (i.e., the Th.D.), and the Buddhist Chaplaincy Department has become an independent program."

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<sup>38</sup> Religious Studies did participate in comprehensive CLO assessment during the first year of the new assessment system (2012/13); in order to maximize the utility of the data set and reduce faculty burden, the department then decided to reduce the number of REL courses designated to collect and evaluate assessment artifacts.

## *Theme II: Academic Effectiveness*

The peer reviewers were intrigued by the proposed ThD program and spent several paragraphs rebutting the frequent claim that “theology” is not an applicable term for Buddhism.<sup>39</sup> They were concerned about how the program would be marketed, especially to ensure students are clear on the differences between the PhD and ThD. Following WSCUC approval of UWest’s substantive change request, expected in Fall 2014, the Religious Studies department will work closely with the new Dean of Enrollment to develop a marketing plan for the program and an FAQ fact sheet. [CFRs 2.4, 2.6, and 2.7]

The remainder of the peer review report concerned the REL course offerings, which the reviewers felt were too numerous and out of date in the current catalog, and institutional and departmental policies. The former has already been corrected in the 2014/15 catalog. The latter involves broader issues concerning teaching load, office hour requirements (which have been [adjusted](#) for 2014/15), fundraising and development, and transparency of faculty salary structures that will take institutional dialog to resolve. Although important to the department as a whole, these issues do not directly relate to learning outcomes. [CFRs 2.6 and 2.7]

In addition to the external peer review, the Religious Studies Department held an all-day workshop for [Annual Program Review](#) on April 9, 2014. Five of the six full-time faculty attended. The workshop’s goal was to review recent PhD dissertations, particularly in relation to the quality of written communication, along with policies for the PhD and MA program. The workshop produced [four main findings](#) and [six actions](#). [CFR 2.7]

The most meaningful findings and actions involve the development and implementation of a new [assessment method for the dissertation](#). The faculty pursued a more standardized assessment of PhD dissertations in order to make program decisions and recommendations that are sound and evidence-based. Towards this end, a PhD Dissertation Rubric was developed by the faculty and tested on two dissertations. While the results were “illuminating,” they are not sufficient to evaluate the program. More data from this rubric will be collected and is scheduled to be reviewed as part of Annual Program Review in Spring 2018. [CFR 2.7]

In addition, the preliminary exam for the PhD degree is no longer a relevant requirement and was therefore removed from the 2014/15 catalog. This exam had been intended for students entering the PhD program with no previous graduate level training in Religious Studies, but the department now requires a master’s degree in Religious Studies (or comparable degree) for admission into the PhD. Time to degree for PhD students is also a concern, so statistics regarding current time to degree were requested from IRAO and will be reviewed at the Fall 2014 faculty meeting. Finally, as noted by the peer reviewers, the number of REL courses was large, and course listings needed to be reviewed and streamlined. This was accomplished and implemented in time for the publication of the 2014/15 catalog. [CFRs 2.4 and 2.7]

In conclusion, Religious Studies faculty focused on a review of their PhD this year and conducted an External Peer Review that provided useful feedback on all three programs (including the proposed ThD) as well as departmental and institutional policies. Peer reviewers were satisfied with the quality of the programs currently offered by UWest and enthusiastic about the new degree. Through these activities, Religious Studies has demonstrated that assessment is embedded in the regular activities of the department and that data is used for decision-making to improve program outcomes. [CFRs 2.4, 2.6, and 2.7]

## **Psychology Department**

The Psychology Department also created a [five-year assessment plan](#) in March 2014. They then began to implement this plan by carrying out an [external peer review](#) in March followed by a [response with action plan](#) in May. Department faculty met with a MIC working group in early [May](#) to consider ILO issues discussed in the section above, and their insights in social science research are being incorporated into faculty training materials.<sup>40</sup> At the end of May they completed a [course review](#) of TaskStream aggregated data and an [Annual Program Review](#) of PLO 9.1 Culture in their MA program. These reviews led to action plans with associated budget requests. [CFR 2.7]

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<sup>39</sup> This is an ongoing debate within the field of Buddhist studies.

<sup>40</sup> Such as the distribution of artifact ratings on a standard distribution curve with the difference between ratings understood in relation to the standard deviation.

## *Theme II: Academic Effectiveness*

[External peer reviewers](#) stated “We are impressed with the psychology program at UWest. The two faculty are well trained, the students we met are more than satisfied overall, and the psychology curriculum is well designed” (p.18). However, they were concerned by how quickly the program has grown and that it may be under-resourced. Their recommendations focused on increasing academic rigor through more selective admissions policies and supporting students with clearer policies and more face-to-face time with faculty. To that end, they recommended hiring more department faculty, increasing faculty salaries, and joining professional organizations to improve the visibility of the school. Psychology faculty implemented some of these recommendations immediately, such as clarification of policies and the addition of admissions interviews. Other areas of concern, such as hiring and salaries, have been communicated to institutional leadership for further discussion. [CFRs 2.6, 2.7, and 2.8]

The [course review](#) conducted on aggregated data from 2012/13 (most recent available at that time) focused on examining courses in which ratings were either consistently too high or too low, and revealed inter-rater reliability issues, particularly among adjunct faculty. In a few cases, syllabi did not match course descriptions. Recommendations for improvement based on this course review include updating the MA and BA curriculum maps, more training and better communication to support faculty in fully understanding CLO assessment, and more direct guidance for faculty in the creation of course CLOs and artifact design and selection in the coming semester. [CFRs 2.6 and 2.7]

In addition to the broad course review, the full-time Psychology Department faculty participated in an in-depth [Annual Program Review](#) focused on PLO 9.1 Culture in the MA program. They used a [multi-criteria rubric](#) for this PLO to assess four comprehensive exams from 2013/14. A student survey was also distributed, but no responses were returned. Faculty found that “students appear to gain some understanding of their own cultural backgrounds and how their upbringing impacts their roles as therapists. Although students’ rating in the [inter-cultural] Knowledge and [inter-cultural] Skills domains are low, we suspect that students may have the capacity but they either do not know how to articulate the concepts and apply the concepts to their clients (a practice issue), or they did not know that they were expected to articulate these things (a prompt issue).”

In response to these results, Psychology faculty took steps to improve both learning outcomes and assessment. Two courses were identified for increased content relating to PLO 9.1, and the department took steps to better communicate expectations around cultural competency training to practicum sites, including sharing rubrics and evaluation forms. To improve assessment of this PLO, faculty included more explicit prompts in the [comprehensive exam directions](#), updated evaluation forms for practicum supervisors to be distributed and collected in Fall 2014, and scheduled the student survey for November and April of the following year, including follow-ups to ensure responses are returned. [CFRs 2.4, 2.6, and 2.7]

In conclusion, the Psychology Department is on track for their five-year assessment plan. They have used assessment results from the 2010 and 2014 external peer reviews to improve the program and are now taking advantage of TaskStream data and also conducting more detailed reviews of select PLOs on a regular cycle. Learning outcomes have benefited from clearer articulation and communication and will continue to improve.

### **Buddhist Chaplaincy Department**

The Buddhist Chaplaincy Department (MDIV) completed their [five-year assessment plan](#) in January 2014. In accordance with that plan, they completed an [External Peer Review](#) in April 2014, met with an MIC working group in [May 2014](#), and held their [Annual Program Review](#)<sup>41</sup> workshop in May 2014, using data and artifacts collected via the TaskStream system. Findings and recommendations from this workshop were presented in a draft [report](#) in June 2014.<sup>42</sup> [CFR 2.7]

The [External Peer Review](#) found that “The Department of Buddhist Chaplaincy has established an excellent curriculum for its degree program, with a realistic number of courses for its faculty and adjuncts” (p.

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<sup>41</sup> Password is ‘password’.

<sup>42</sup> This report is subject to revision by the new department chair, Rev. Dr. Victor Gabriel, who took over the position upon the departure of the previous department chair, Rev. Dr. Danny Fisher, on June 14, 2014.

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4).<sup>43</sup> They made several recommendations for improving the curriculum in relation to ethics, contextual dimensions of chaplaincy, and contemplative practice. They also supported the possibility of a Professional/Scholar-in-Residence program each year and cautioned that the existing faculty are at their limits. If the program continues to grow, more faculty, teaching assistants, and administrative support will be necessary to increase capacity. The department's [response](#)<sup>44</sup> to this report agreed with the findings and endorsed the recommendations. [CFR 2.7]

The [Annual Program Review](#) workshop held in May included both full-time department faculty and three of the regular adjunct faculty. The faculty conducted a general program review and a course review focusing on specific PLOs. The general review revealed rating inflation, and the department decided to rework wording of CLOs and rubrics to align artifact ratings with institutional guidelines.<sup>45</sup> The faculty agreed that a survey course in Buddhist traditions would aid students, many of whom have practiced Buddhism for years or decades, in becoming more familiar with Buddhist traditions other than their own. Faculty agreed with the peer reviewers' recommendation that more could be done to network with local Buddhist communities and determined to develop an action plan for these activities. Related to this, faculty agreed to explore the possibility of setting up a "council of elders" for the department to help guide program design and mentor students. [CFRs 2.6 and 2.7]

The course review portion of the workshop focused on refining how certain PLOs are defined, where they are addressed in the curriculum (reviewed course syllabi), and what artifacts are used to assess them. This was primarily a meta-assessment exercise that focused on collecting the correct evidence of student learning but did not yet review that evidence for learning outcome achievement. [CFRs 2.3 and 2.7]

- PLO 14.1 Interconnectedness: learning outcomes well-articulated and aligned
- PLO 11.1 & 11.2 Liberation from Suffering: CLOs in MDIV 670 and MDIV 655 should be rewritten to be more specific to the course content
- PLO 7.1 Character: determined a need to design a special measure for observational assessments in MDIV 670
- PLO 5.1 & 5.2 Communication: learning outcomes were well articulated and aligned; slight revisions to course assignment descriptions in MDIV 655
- PLO 10.1 & 10.2 Pluralism: CLOs in MDIV 530 and MDIV 540 should be rewritten to be more specific to the course content and the CLO rubric in MDIV 540 reworked to include both Abrahamic and Dharmic religions

Rating inflation was addressed with all MDIV full-time and adjunct faculty during this workshop. The requisite training and education to improve artifact rating will also take place early in Fall 2014, organized by institutional departments. This workshop will also address the proper alignment of PLOs and CLOs; as a result, we expect the assessment data in 2014/15 to be of better quality and present a more accurate picture of learning outcome achievement. The Buddhist Chaplaincy Department is following a hybrid assessment plan, using targeted CLOs in all courses to collect and rate artifacts and also performing summative assessments of student portfolios. Their first student portfolio review is [scheduled for Spring 2015](#) in order to give students the time necessary to collect and submit the portfolio documents. [CFR 2.7]

In conclusion, the Buddhist Chaplaincy Department is on track for their [five-year assessment plan](#). They have used assessment results from the 2014 [external peer review](#) to improve the program and are now taking advantage of TaskStream data and also conducting more detailed reviews of student portfolios on a regular cycle. Learning outcomes have benefited from review and careful alignment between the program and course

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<sup>43</sup> This was the department's first external peer review. The MDIV program was founded in 2008 and was part of the Religious Studies department during the 2010 external peer review. It was, however, omitted from review at that time because the external peer reviewers did not have the necessary expertise (as Religious Studies scholars) to judge the quality of a chaplaincy training program.

<sup>44</sup> Password is 'password'.

<sup>45</sup> For example, the language of many CLOs was found to be too similar to the language of their corresponding PLO. While this made alignment between CLO & PLO simple, the CLO was then not specific enough to the course content to be used as an adequate standard for the artifact it rated.

level. This will improve the quality of data and allow for accurate findings of student achievement on which to base program improvements. [CFRs 2.4, 2.6, and 2.7]

### **English Department**

The English Department was not required to create a comprehensive assessment plan due to the small nature of the English BA program. Since the new English chair was hired in 2011, the department has focused on improving the English curriculum as part of the GE program, including an improved [Writing Assessment Test](#) and enhanced Academic English Bridge program.<sup>46</sup> The department has been collecting CLO and course evaluation data, although it is not yet sufficient in amount to support analysis.

During 2013/14, the BA in English underwent program revisions to better align its PLOs with the ILOs and mission and to develop the necessary courses for two tracks within the BA, a Literature concentration and a newly created TESOL concentration (replacing the Language concentration). It continued to participate in TaskStream assessment through the collection and rating of artifacts using CLOs.<sup>47</sup> Like GE, English has a relatively high instructional workload,<sup>48</sup> but a low enrollment, with only four students in the BA program in Fall 2013.<sup>49</sup> This is insufficient to allow accurate assessment of program effectiveness using traditional data measures. Instead, each student in the program is monitored through regular academic advising. The English Department is expected to develop and implement a long-term assessment plan within the next two years, as enrollments increase. [CFRs 2.3 and 2.4]

### **Business Administration Department**

The Business Administration Department, in contrast, is one of UWest's largest and most established. However, it has been in transition over the past two years. Dr. Bill Chen stepped down as chair in order to accept the position of CFO in October 2012. The search for a new chair has taken longer than expected, but a candidate, [Dr. Victor Kane](#), has been hired and began work on August 1, 2014. In the interim, the department's two other full-time faculty, [Dr. Chi Sheh](#) and [Professor Meskerem Tadesse](#), served as co-chairs, handling administration and advising for the MBA and BA programs respectively. The MBA is our largest program (70 students in Fall 2014) and the BA our third largest (39 students in Fall 2014). As a result of higher than expected enrollments during this period and the prolonged leadership transition, the Business Administration Department has found it challenging to engage as fully as other departments in comprehensive academic assessment during the 2013/14 year. [CFR 2.7]

Nevertheless, many assessment-related activities took place. The department completed an [external peer review](#) as scheduled. The reviewers were complimentary of the high quality of both the undergraduate and graduate programs. "In a nutshell, the Business Administration programs have been progressing well in consistency with the University's mission and in alignment with the WASC standards. ... With the University's emphasis on 'Quality First' in education, we believe that the Department of Business Administration will be able to leverage its distinctive resources and capabilities to achieve its strategic goals and initiatives and that its dedicated faculty and staff will make meaningful contributions to student learning as well as to the extended communities," the reviewers concluded in their [November 2013 report](#). [CFRs 2.6 and 2.7]

In addition to their teaching and advising loads, the co-chairs participated in ongoing discussions of learning outcome assessment at regular faculty meetings and guided the business faculty (including the many

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<sup>46</sup> The Academic English Bridge ([p. 136](#)) is designed for international ESL students who need help moving from conversational English skills to academic fluency and for domestic students whose writing skills are not yet collegiate-level.

<sup>47</sup> Included in [GE aggregated learning outcome reports](#).

<sup>48</sup> Exchange students majoring in English but not seeking degrees at UWest enroll in these classes as do students of other majors taking ENGL courses to satisfy General Elective or General Education Humanities requirements.

<sup>49</sup> While enrollment of degree-seeking students in BA English has been quite low, the courses in that program tend to have a greater number of students, many of whom are exchange students majoring in English in their home universities and attending UWest for only one or two semesters.

## Theme II: Academic Effectiveness

adjuncts) in continued collection of assessment data that will provide the department a rich pool now that the new department chair has assumed his duties. Thanks to these efforts, the Institutional Research and Assessment Office has been able to produce [learning outcomes reports](#) for these programs, and the co-chairs have met with staff and faculty to discuss ideas for improving the reliability and validity of this data in years to come. Course evaluations during the assessment period continued to report high levels of student satisfaction with both programs. For example, in Spring 2014 students reported [satisfaction rates](#) of 84-94% on all measures for Business Administration Department faculty. Retention rates for both programs improved again in 2012/13 compared to prior years. [Retention](#) of first-time students in the BA program was 79.2% and in the MBA it was 95.5%. We expect retention rates for 2013/14 to be similarly high. The five-year total [graduation](#) rate is 50% for the BA program and 68% for the MBA program. [CFRs 2.6 and 2.7]

Although the Business Administration Department has faced challenges these past two years, the strong emphasis on teaching and learning has ensured that quality of education is maintained and that students are satisfied and making good academic progress towards their degrees. Assessment data collection practices are embedded in ongoing operations and will be utilized for comprehensive program review and “closing the loop.” We expect the department, under the leadership of its new chair, to have taken visible steps in this direction by the time the EER visiting team arrives in October.

### II.3 Improved Academic Programs

This section summarizes how UWest has “closed the loop” or used assessment findings to make concrete improvements in academic programs (co-curricular improvements are addressed in Theme III) and discusses the ongoing challenges we face in fully implementing university-wide comprehensive assessment. UWest implemented changes to academic programs, policies, and curriculum in response to the combined findings of external peer reviews in 2009/10 and 2013/14, ongoing faculty observations of student performance, retention and graduation rates, growing enrollment numbers, student surveys, best practices in higher education, and, most recently, assessment findings. In most cases, two or more of these factors prompted the implementation of improvements. The new assessment system is already reporting on the efficacy of these changes, and the findings to date are largely positive. [CFRs 3.11, 4.4, 4.6, 4.7, and 4.8]

#### Closing the Loop

The [WASC Action Letter dated March 11, 2013](#) made clear that “Although data collection is robust, UWest must ‘close the loop’ by analyzing this rich collection of data to make improvements in the curriculum, impact student support services, and inform the strategic planning and budgeting processes.” This section lists the ways in which we have made concrete program improvements between 2011/12 and 2013/14. It focuses on **implemented changes** with a direct relation to program curriculum and pedagogy, including the hiring of faculty, changes to course offerings, and increased budgets. It does not include actions taken to improve assessment (listed above under ‘Meta-Assessment’ section). It also omits improvements to student services and co-curricular programs that directly impact student success; those are covered in detail under Theme III Co-curricular Integration. [CFRs 3.11, 4.4, 4.6, 4.7, and 4.8]

We expect that by the time the visiting team arrives in October 2014, this list will have grown additionally. In the sections above, we have attempted to outline the assessment activities and findings that prompted these changes, but this report, though detailed, is far too short to fully summarize the ongoing activities and thought processes of our institution. If links between actions and assessment findings are not readily apparent, we encourage the visiting team to inquire before or during their visit to UWest.

#### 2011/12

- Eliminated almost all courses overlapping at the undergraduate and graduate level<sup>50</sup>

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<sup>50</sup> Recommended in the [WASC CPR Visiting Team Report](#) and implemented prior to the WASC Special Visit.

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- Implemented the system of aligned ILOs-PLOs-CLOs; departments and faculty created learning outcomes and [rubrics](#) for all programs and all courses taught by full-time faculty
- General Studies refined concentration options to capitalize on courses already offered by the existing undergraduate majors
- Psychology MA expanded to a 60-unit degree<sup>51</sup> to better comply with California MFT licensing standards
- Expanded the General Education Coordinator position to full-time (now entitled department chair)
- Hired a full-time English Department Coordinator (now entitled department chair)
- Increased [Instructional](#) spending by \$136,000 over the prior year

### 2012/13

- Completely eliminated courses that overlap at the undergraduate and graduate levels
- Academic departments drafted curriculum maps ([example](#)) to directly link PLOs and CLOs and drafted CLOs for all courses, including those taught by adjunct faculty
- Implemented mandatory [math](#) and [writing](#) assessment tests for all incoming undergraduate students
- Religious Studies added REL 659 Buddhism in the US and REL 698 Dissertation Proposal Seminar ([p. 134](#))
- English added ENGL 427 Buddhism in American Literature and ENGL 428 Introducing the Beat Generation: Beatitudes to Buddhism ([p. 114](#)) to incorporate more unique aspects of the UWest mission in the English curriculum
- Introduced a Wellness component (two 1-unit courses, [p. 67](#)) and a Service Learning component (a 1-unit course, [p. 67](#)) requirement to the GE program to enhance and foster whole-person education
- Increased faculty salaries between 2-26% over the prior year<sup>52</sup>
- Hired a second full-time Psychology professor<sup>53</sup>
- Hired Religious Studies department [chair](#)
- Hired a part-time administrative assistant for Academic Affairs to assist the academic department chairs
- Joined the Claremont Lincoln University consortium to allow students to attend classes at CLU consortium schools at no additional cost<sup>54</sup>
- Increased [instructional](#) spending by \$360,000 over the prior year
- Approved policy for [Graduate Assistants](#) (including Teaching Assistants)

### 2013/14

- Academic departments completed curriculum maps ([example](#)), often resulting in the reduction or revision of PLOs to improve the program curriculum and for better course content alignment
- Revised mandatory [math](#) and [writing](#) assessment tests to improve accuracy
- [Added](#) another level of Academic English Bridge (90-series) to the ESL curriculum to improve English-language skills of both new international students and domestic students in need of skill building; added ENGL 400E course for incoming international graduate students to improve academic English skills
- Implemented Bridge to University pilot program in Summer 2013
- Added [Information Literacy](#) course (3-unit) requirement to core competencies in GE curriculum
- Implemented Teaching [Assistant](#) policy for instructors with high course enrollments
- English Department fully developed [Literature](#) concentration
- Promoted all academic department 'coordinators' to the status of 'chair'
- Hired a second full-time Buddhist Chaplaincy (MDIV) faculty member<sup>55</sup>

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<sup>51</sup> The MA Psych now offers both a 48-unit and a 60-unit degree option; see [Academic Catalog](#).

<sup>52</sup> Board of Trustees March 2012 meeting minutes.

<sup>53</sup> Hired [Dr. Hiroshi Sasaki](#), who became Psychology Chair in 2013/14 with the departure of Dr. Amy Demyan; subsequently hired [Dr. George Lee](#) to maintain the level of two full-time faculty.

<sup>54</sup> This agreement has been transferred from CLU to their parent institution, Claremont School of Theology, and remains in place for the upcoming academic year.

<sup>55</sup> Hired [Rev. Dr. Victor Gabriel](#), who subsequently became Buddhist Chaplaincy Department Chair with the departure of Rev. Dr. Danny Fisher; subsequently hired [Rev. Dr. Tina Gauthier](#) to maintain the level of two full-time faculty.

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- Administrative assistant for Academic Affairs (chairs' assistant) was increased to a full-time position
- Increased [instructional](#) spending by \$700,000 over the prior year

2014/15 (budgeted and in early stages of implementation, planned actions omitted)

- English Department replaced its Language concentration with a [TESOL](#) concentration
- GE reduced the number of PLOs from 19 to 9
- GE added course in creative expression elective, PA 210 Theater for One: From Page to Stage ([p. 213](#))
- Religious Studies [eliminated](#) the preliminary exam for incoming PhD students
- Religious Studies revised and clarified program descriptions in the [course catalog](#) and eliminated/consolidated offerings in the course listing that were redundant or no longer taught
- Psychology [implemented](#) an admissions interview for marginal candidates
- Renewed Bridge to University program with enhanced [co-curricular](#) and on-campus residential components in addition to the [academic course](#) for Summer 2014
- Hired Business Administration department [chair](#) to begin August 2, 2014
- Hired a full-time [Academic Advisor](#)
- Expanded the [Career Services Coordinator](#) position from 20 hours per week to full time (search underway at the time of this report)
- Increased [instructional](#) spending by \$624,000 over the prior year

### Ongoing Challenges

As in the prior section, this portion of the report addresses those challenges to improving learning outcome achievement that directly involve program pedagogy, curriculum, faculty, and budgets. One challenge the institution is currently grappling with is faculty workload. As the external peer reviewers for each department noted repeatedly, current faculty are operating at full (and sometimes over) capacity. In order to grow as UWest intends, we must continue to steadily hire new faculty each year. Decisions about which departments receive priority for new full-time and tenure-track positions must be made deliberately, based on standardized policies and evidence of need.<sup>56</sup> This will be an integral component of the forthcoming strategic plan, explored in more detail in Theme IV Planning for Growth. In the meantime, several departments are pursuing faculty workload policies and implementing enrollment caps to ensure programs remain manageable and existing students receive the attention they deserve. Academic and student service support staff, such as the new Academic Advisor and Teaching Assistants, will also help faculty meet the challenge of increasing enrollments while the strategic plan is being deliberated. [CFRs 3.2, 3.11, 4.6, and 4.7]

UWest also relies relatively heavily on adjunct professors. In some programs, such as the MBA, this makes strong pedagogical sense. Often, the most qualified faculty for that program are successful business people who are practicing what they are teaching. In other programs, such as GE, utilizing adjuncts has been a fiscal imperative. However, adjunct faculty are also not always as deeply embedded in the university culture as their full-time counterparts.<sup>57</sup> This is of particular concern in the case of introductory courses, in which students are (presumably) exposed to university culture for the first time. It also means that the administrative load (i.e. committee service, advising, assessment, etc.) for any given department is shared among a small portion of its overall faculty, increasing the relative burden on full-time faculty. This is being addressed in a number of ways, including workshops and events created for adjunct faculty and scheduled at times convenient for them, training and faculty development materials made available online, [incentive pay](#) for participation in assessment activities, and, in the long term, a strategic plan that prioritizes more classes being taught by full-time faculty in certain programs. [CFRs 3.2, 3.11, 4.6, 4.7, and 4.8]

Another challenge that we have taken steps to address in the past two years and will continue to tackle is the often turbulent adjustment many of our students make to college life. This is particularly true for the

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<sup>56</sup> This will be based on annual instructional [Contribution](#) and [Consumption](#) reports prepared by IRAO

<sup>57</sup> This is not universally the case. Some adjunct faculty have been teaching at UWest for years if not decades and regularly participate in institutional events and program design.

## *Theme II: Academic Effectiveness*

recent influx of first-generation college freshmen from the Los Angeles area. As noted in the narrative of Theme I, these freshmen are often underprepared for college by their high schools and require several levels of pre-collegiate math and writing skill-building courses. International students also often struggle similarly to adjust to American college education, although for different reasons. The General Education Department, English Department, and Student Success Center (SSC) are currently collaborating on ideas for helping both sets of students through a more rigorous Academic English Bridge program and plans for a dedicated writing center offering tutoring and workshops. The GE chair is working directly with GE faculty to enhance the written communication component of many undergraduate courses. Co-curricular programs discussed in the next theme are also working to help smooth the student transition to college. [CFRs 2.3, 2.5, and 2.12]

The Integrated Education Taskforce was convened in early 2014 to add interdisciplinary coursework and concepts to the GE curriculum and GS major. Although its focus is not directly on the challenges these student groups face, its meeting [minutes](#) reveal a widespread awareness of them. Interdisciplinary education, particularly focusing on engaged and service-oriented pedagogies, is not viewed as a cure-all, but rather an integral step to empower students to combine theory and praxis, knowledge and skills learned in classes to real-life problems. Long-term studies such as the [NSSE](#) have found that such engagement keeps students in college and motivates them to succeed even in the face of some of the challenges outlined above. [CFRs 2.2 and 2.2a]

While our first-time freshmen face some of the greatest challenges, we do not lose sight of the fact that graduate students are still a majority at UWest, 60% of all students in Fall 2013. First, graduate students would benefit from increased breadth of faculty perspectives that only new hiring, particularly of full-time faculty, can accomplish. The peer reviewers who visited UWest this year universally praised the quality of UWest's current full-time and adjunct faculty but also encouraged the university to add additional full-time faculty, particularly in the Psychology and Buddhist Chaplaincy programs. Increasing enrollments in these programs, which have already seen rapid growth, will support future hiring. [CFRs 2.3, 2.5, and 2.12]

Second, graduate students in all programs would benefit from improved opportunities for practical experience in their fields. This can be accomplished by increased networking and marketing to improve the visibility, reputation, and professional connections of the university. Business students need internships, Psychology students need practica, Chaplaincy students need clinical pastoral education, and Religious Studies students need graduate assistantships and post-doctoral fellowships. The hiring of a full-time [Career Services](#) staff member in 2014/15 will be a step in the right direction. However, the academic programs themselves also need increased opportunities to network with others in their field through professional organizations, memberships, and events such as conferences and seminars. [CFRs 2.3, 2.5, and 2.12]

These are challenges that UWest will continue to address during the 2014/15 academic year and beyond. Theme IV Planning for Growth outlines the process by which UWest is approaching strategic planning with many of these challenges in mind. The WSCUC visiting team will see the early fruits of these labors when they arrive in October 2014.

## Theme III: Co-Curricular Integration

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Co-curricular programs play a major role in UWest’s mission of whole-person education and, as discussed in Theme I, are vital in bringing East and West together. As illustrated by the increase in CFRs pertaining to co-curricular programs in the 2013 Handbook of Accreditation (compared with the 2008 version, which UWest addresses in this document), WSCUC has also acknowledged the major role of these programs in fostering student engagement, retention, success, and life on campus. This theme addresses UWest’s co-curricular programs in two main sections, the first describing what they are, and the second concerned with how we assess and improve them on an ongoing basis.

### Criteria for Review addressed in this theme:

[2008 Handbook of Accreditation](#): 2.9, 2.11, 2.13, and 4.6

[2013 Handbook of Accreditation](#): 1.4, 2.8, 2.9, 2.10, 2.11, 2.13, 3.1, and 4.3

### III.1 Half the Whole Person

Since the 2010 CPR, UWest has worked consistently to [clarify our mission statement and create institutional learning outcomes \(ILOs\)](#) to guide the educational goals of the university. These ILOs are broad in scope, reflecting UWest’s understanding of whole-person education as education for “not only the thinking person, but the feeling, acting, socializing, and meaning-making person. A whole-person possesses not only knowledge and technical skills in their chosen academic or professional field, but also insight and understanding into their greater selves, relationships with others, society, and the world” ([p. 1](#)) Our outcomes also envelop UWest’s understanding of the remainder of the mission statement, including “Buddhist wisdom and values”—defined as excellence, responsibility, peace, compassion, and harmony—and “understanding and appreciation between East and West,” which we put into practice through an emphasis on pluralism, relationships, culture, and interdependence. [CFRs 2.9 and 2.11]

Co-curricular programs strive to [contribute significantly to all three aspects of the university’s mission](#). UWest understands that a great deal of student learning during college occurs outside the classroom (the metaphorical other “half”). In addition, there are certain ILOs, such as fostering appreciation of and contact with nature, that are difficult to fulfill in the classroom. Other ILOs, such as a willingness to engage in service activities, are difficult to fully assess as mandatory course requirements. Various offices and groups within the division of Student Affairs, such as Student Life and student clubs, enhance the student experience through co-curricular activities, events, workshops, contests, and opportunities. These experiences have become critical in attracting, engaging, and retaining students and encouraging healthy lifestyles and life skills students can learn nowhere else. Therefore, UWest understands the importance, and also the challenges, of developing co-curricular learning outcomes and assessing them. [CFRs 2.9, 2.11, and 4.6]

UWest’s Co-Curricular Taskforce was formed on February 10, 2012 in order to create [program learning outcomes for co-curricular activities](#) that direct UWest’s efforts and measure how well these activities meet UWest’s ILOs. This taskforce included individuals with expertise in the mission and ILOs, education and pedagogy, student affairs and co-curricular activities, extended studies, student government and clubs, institutional research and assessment, and accreditation. The taskforce has continued its work, meeting bi-monthly to direct co-curricular program development and review. [CFRs 2.9, 2.11, and 4.6]

### Stakeholder Departments

UWest’s co-curricular programming is for the most part developed, implemented, and assessed by the core student services offices of Student Life, Residential Life, Wellness Center, Student Success Center, and Career Services. These core student services groups collaborate closely with International Student Services,

### Theme III: Co-Curricular Integration

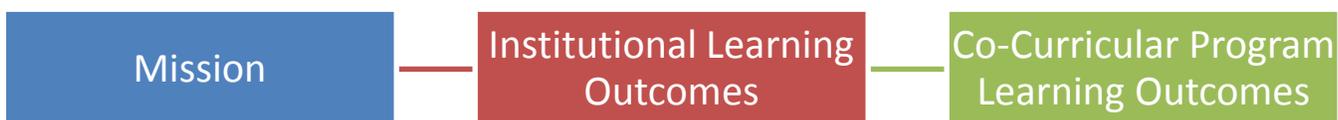
Financial Aid, Enrollment & Admissions, and Academic Affairs (especially General Education) to provide excellent enrollment counseling, academic support, and co-curricular programs to the diverse students of UWest.

Since the 2010 CPR, the division of Student Affairs has augmented our services to UWest’s students through the ongoing creation of new positions and the expansion of existing ones. The division has hired a new full-time [Dean of Student Affairs](#) (2012), a [Wellness Coordinator](#) and licensed psychotherapist (2012), a full-time live-in [Residential Life Coordinator](#) (2013), a [Career Services Coordinator](#) (2012, expanded from a part-time to a full-time position in 2014), an [International Student Advisor](#) (2011, expanded from part-time to full-time in 2014), an International Student Exchange Officer (2013), and, most recently, a full-time [Academic Advisor](#) (August 2014). These new and recent hires, many of whom have extensive backgrounds in student affairs, join a team of seasoned UWest staff members (student success coordinator, financial aid officers, student life coordinator, admissions, enrollment and marketing staff) and, under the leadership of the [Dean of Student Affairs](#), have developed services, policies, procedures, and assessment tools that support the mission and goals of UWest—beginning at the recruitment and intake phase, continuing through the individual student’s academic path, and leading to graduation. [CFR 2.13]

Importantly, in addressing the need for specialization and sustainability in the enrollment area, President Morgan secured Board of Trustees support to expand the executive leadership team by creating the position of [Dean of Enrollment](#). [Dr. Maria Ayon](#) was recently hired to fill this position starting August 25, 2014. This new enrollment division will take on the marketing, recruitment, and enrollment (including admissions and financial aid) functions previously subsumed under Student Affairs. As a result, the division of Student Affairs looks forward to strengthening its focus on a breadth and depth of student services, co-curricular programming, and retention and persistence efforts, with plans to build out first-year experience and service learning opportunities and initiate study-abroad programs in the coming semesters. [CFRs 2.13 and 4.6]

### Co-curricular Program Design & Goals

UWest’s co-curricular programs are designed to support and complement our academic programs and enrich the whole-person educational experience of our students. To ensure that the co-curricular programs we offer are working toward our shared mission and values, the Co-curricular Taskforce set about developing Co-curricular Program Learning Outcomes (CCPLOs) aligned with the university’s ILOs. With one eye on our UWest mission and values, the taskforce also looked outward to make sure that our program objectives integrate best practices in student affairs. We therefore aligned the CCPLOs with the [‘Six Dimensions of Wellness Model’](#) developed by Bill Hettler and commonly used by universities and colleges to measure student wellness. Finally, we developed these outcomes with the aim to make them comprehensive, effective, attainable, and assessable, i.e. measurable. The table on the following page illustrates how CCPLOs connect with ILOs. This particular CCPLO, for Pluralism, was measured during the 2013/14 academic year. [CFRs 2.9 and 2.11]



**ILO 3 Liberation:** Students recognize the diversity and dignity of all beings and understand their own role in the pursuit of social justice. **Sub-Area Pluralism:** Appreciation of cultural diversity that enables them to thrive in a pluralistic world.

**CCPLO 10.1 Pluralism:** Students actively engage with different cultures and religions through participation in song, dance, art, film, literature, travel, ritual, food, work-sharing, and discussion.

1 Unacceptable	2 Below Average	3 Acceptable / Average	4 Above Average	5 Exceptional / Ideal
Little or no engagement with different cultures or religions.	Some understanding of pluralism, but only rarely engages with other cultures or religions through song, dance, art, film, literature, travel, ritual, food, work-sharing, or discussion. Little desire to move beyond his or her cultural comfort-zone.	Understands pluralism and occasionally engages with other cultures through song, dance, art, film, literature, travel, ritual, food, work-sharing, and discussion, but struggles to move beyond his or her cultural comfort-zone.	Understands pluralism and regularly engages with other cultures through song, dance, art, film, literature, travel, ritual, food, work-sharing, and discussion. Ability to move beyond his or her cultural comfort-zone and learn from other cultures.	Values pluralism and frequently engages with other cultures through song, dance, art, film, literature, travel, ritual, food, work-sharing, and discussion. Understands and participates in an ongoing process of enriching his or her own culture through interaction with other cultures.

### III.2 Co-curricular Assessment

UWest’s co-curricular programs are becoming firmly grounded in a culture of meaningful assessment and data-driven decision-making. Each semester, the [Co-curricular Taskforce](#) selects a number of planned activities to address certain outcomes for CCPLO assessment. [CFR 2.11]

Once the CCPLOs had been established, the taskforce began to develop the [Co-curricular Assessment Plan](#). As we thought about measuring co-curricular outcomes, we were interested in emulating the way our academic programs collect data through TaskStream, which enables them to aggregate and disaggregate student-learning data at the course, program, and institutional level. We soon recognized that we were faced with an exciting, albeit daunting, opportunity to develop a system that would allow us not only to measure co-curricular data in relation to a set of CCPLOs but also to integrate this data with the academic PLOs aggregated in TaskStream. As a result, our ILO reports would be able to triangulate curricular and co-curricular data, enabling us to present a more holistic picture of student learning at UWest. Thus was born [the Co-curricular Assessment System](#) (CAS) project. Details of this project can be gleaned from the proposal itself, including why a system separate from TaskStream had to be designed. [CFRs 2.11 and 4.6]

At the time of the writing of this report, the [CAS database](#), which will serve as the central repository of co-curricular assessment data and findings, has been built and is undergoing beta testing. This [final phase](#) has been somewhat hampered by server-related problems that we expect to resolve when our [consultant](#) returns to campus in Fall 2014. In the meantime and until CAS system becomes operational, we have been manually tracking and recording [co-curricular outcomes and discussing the findings](#) and related decisions in the Co-curricular Taskforce. [CFR 2.11]

Once the database is operational, it will be utilized to evaluate the CCPLOs in terms of their suitability for assessment. It is expected that this meta-assessment process will lead, as we have experienced with our academic programs, to a review and refining of the co-curricular outcomes themselves. From there, we will transition to more directly assessing the co-curricular activities themselves. Developing this assessment plan and the system to implement it has taken some time—though not an excessive amount (the CAS project was proposed in Fall 2013 and launched the following semester)—because we are small and our assessment approach is ambitious and comprehensive. It should be noted, however, that the university made the conscious decision to try to go further than conventional, i.e. strictly survey-based, co-curricular assessment. Because we

### *Theme III: Co-Curricular Integration*

take the UWest mission so seriously, we are forging into territory that we believe no other university has.<sup>58</sup> Our smallness favors us in this regard, and we are confident that our carefully planned system will be workable and effective. [CFR 2.11]

UWest has made a number of significant strides in the programs and initiatives we offer to support academics and whole-person education. When we create a new initiative, or program, we also put a plan and structure in place for how we are going to judge its efficacy. As a result, many “co-curricular loops” have been closed. The following paragraphs highlight a series of improvements to student services and co-curricular programs implemented since the 2010 CPR visit that directly impact student success.<sup>59</sup> [CFRs 2.9 and 2.11]

#### **New Student Orientation**

The Office of Student Life has been at the forefront of creating programs that support UWest’s mission and values as well as developing the assessment of these programs in line with our institutional learning outcomes. As such, the Student Life Coordinator has been primarily responsible for overseeing the development of the CAS and the standardization of assessment in student services. [CFR 2.13]

Among the many offerings of the Office of Student Life, new student orientation, redesigned as ‘[U-Days](#),’ has been significantly enhanced and expanded to support enrollment growth and help students transition into living and studying at UWest. During this week-long orientation program, new students are welcomed by the president and executive administrators and introduced to important campus partners who provide orientation to various departments and services (chairs, faculty, IT, Financial Aid, Registrar, Student Success Center, Wellness, Residential Life, International Student Services, etc.). Interactive programming gives them the opportunity to begin building friendships and become familiar with the surrounding community. U-Days also includes assessment testing, advising, registration, and the like so that new students are ready to begin their classes the following week.<sup>60</sup> Detailed [surveys](#) are used to track the efficacy of the U-Days programs. [CFR 2.11]

#### **SEAS**

The Student Early Alert System (SEAS) was developed to identify students who may need assistance, and to match this need to the most appropriate support resource available. SEAS utilizes an electronic reporting system ([SEAS reports](#)) with which faculty can report to the SEAS Team students who may need academic or other forms of support. While SEAS reports are commonly submitted by faculty in response to classroom issues, they may be submitted by any member of the UWest community who observes a need or concern. Once submitted, the SEAS report is sent via email to the Student Success Center Coordinator (SSCC), who reviews the report and brings it to the SEAS Team. The team meets weekly during the semester and, in addition to the SSCC, is made up of the Dean of Student Affairs, Wellness Coordinator, Residential Life Coordinator, Student Life Coordinator, Chair of General Education, Chair of English/ESL, and Registrar. In Fall 2014, the new Academic Advisor will join the team and play a central role in coordinating follow-up (e.g. developing and monitoring [academic plans](#)) with students in need of academic support. The team [reviews](#) SEAS reports and attendance

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<sup>58</sup> From our requests for proposals from various software vendors ([Endertech](#), [Data 180](#), [OrgSync](#) [[example proposal](#)]), and individual freelance vendors) who had developed systems for co-curricular services at other universities, we did not discover any systems that met our needs or any colleges doing co-curricular assessment in this way.

<sup>59</sup> It should be noted that the changes implemented in Student Affairs are not always data-driven in the strictest sense. However, they are consistently and demonstrably based on close collaboration within the Student Affairs teams and on the observations, dialog, and deliberations of these committed professionals. Some of the changes implemented or planned by co-curricular programs are in response to findings from the MCC Research Project (see Theme I) and results from undergraduate program review, especially General Education (see Theme II).

<sup>60</sup> In an effort to ensure that as many new students as possible attend this important preparatory week, we modified our university [calendar](#) beginning in 2013/14 so that the semester now begins with U-Days, with instruction beginning the following week; to increase international student attendance, the Form I-20 issued by UWest also shows the beginning of U-Days as the beginning of the student’s program.

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patterns and assigns cases to the appropriate resource(s). The SEAS [report](#) and subsequent action are recorded in the CampusVue database. [CFR 2.13]

As one of the purposes of SEAS is to help at-risk students as early as possible, it is a key retention strategy. By its nature and purpose, SEAS is also a kind of assessment tool. We are in the process of evaluating its reach and effectiveness by collecting [report data](#) and correlating it to current student status. This analysis will be used to improve SEAS processes and efficacy in recognizing trends in student success, student needs, and other retention-related concerns. Moving forward, the team will continue to raise awareness of the system among faculty and staff and refine the ways in which we identify students of concern and meet their diverse needs. [CFR 2.11]

### **Academic Advising**

In the past, virtually all aspects of academic advising, including registration advisement and periodic graduation checks, were the responsibility of the department chairs. In 2013 the UWest Retention Committee, which works closely with the SEAS Team by drafting policies, procedures, and strategies, developed [materials](#) and [training](#) for academic chairs to support their role as academic advisors and to ensure consistency of advisement across programs as well as [appropriate record-keeping](#). Trainings were conducted in summer 2013 and at the beginning of the Spring 2014 semester. There are plans to continue to work with the academic departments to provide access to materials and periodic “refresher” training to support this important advisement function. At the same time, however, department chair workload constraints and the need for a manageable and effective advising system led the Retention Committee to propose the hiring of an [Academic Advisor](#) in the 2014/15 academic year. This proposal was reviewed and approved by all stakeholders (academic and administrative), and the position was added to the Student Affairs staff and budget beginning Fall 2014. An extensive search has recently concluded, and [April Afoa](#) has been hired as Academic Advisor as of August 4, 2014. [CFR 2.13]

We see the Academic Advisor as a crucial hire in terms of further improving student satisfaction as well as retention and persistence to graduation. The advisor provides centralized undergraduate and MBA registration advisement and other types of routine advisement, freeing up the academic chairs for the personalized, discipline-specific advisement that only they can provide. The advisor also follows up with SEAS-identified students and students on academic warning and probation to help them develop and follow success plans and direct them to appropriate resources. Assessment of academic advising is under development; our initial plan includes measuring student and faculty satisfaction and tracking academic progress, time to degree, and student retention and persistence, using existing data and tools. [CFR 2.11]

### **Summer Bridge to University Program**

In 2013, Student Affairs piloted the Summer Bridge to University (Bridge2U) program based on the needs observed among our incoming students, and modeled after [research](#) and best practices in the field that show the positive impact of such initiatives on enrollment and retention. UWest’s free 6-week Bridge2U program is designed for incoming freshmen and targets especially those students entering from local communities for whom the transition to university is expected to present academic, social, and psychological challenges. Students who have been admitted to one of UWest’s undergraduate programs are eligible to apply for this program, allowing them to earn 3 units of General Education credit [for ILR 101 College Success: Research & Study Skills](#). [CFR 2.13]

In 2014 offered [Bridge2U](#) again and expanded it with afternoon lab sessions, [Student Life programming](#), and an immersive on-campus living experience during the [final week](#). In an effort to improve our outreach to families, the program concluded with an [on-campus family dinner](#), where students showcased their class projects and shared their reflections on their bridge experience with the family members in attendance. Student Affairs also provided [parent orientation](#) at this event, which was attended by various academic chairs, administrators, and Student Affairs staff. [CFR 2.13]

UWest continues to collect [data](#) on the effectiveness of our Bridge2U program in order to make

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appropriate adjustments. Because we have only just offered the second such summer program, we do not yet have sufficient longitudinal data for meaningful assessment findings. Nevertheless, our observations and student [testimonies](#) have allowed us to recognize areas for improvement. After our first bridge experience in 2013, for example, we saw that students needed support beyond the ILR 101 course and therefore enhanced the 2014 program as described above. The ILR 101 instructor and Student Affairs staff have recently participated in an online [first-year student experience workshop](#), and we plan to build out UWest's first-year experience over the coming semesters. For example, in summer 2015 we will pilot a bridge program for our entering international students to better prepare them for the cultural expectations of the American classroom<sup>61</sup> and for successful interactions inside and outside the university. [CFR 2.11]

### **Mentor Program**

UWest's Mentor Program was created in Fall 2013 as part of an overall student retention initiative.<sup>62</sup> The program pairs incoming first-year students with current UWest students, in a helping relationship through which the mentor provides information, friendship, support, and advice to the mentee while also acting as a positive role model. The stated mission of the Mentor Program is to "enrich the lives of students at UWest by creating an environment that encourages and supports their whole-person development. The goals of the program are to create an inviting and supportive community-like environment for first-year students, assist incoming students with information in areas pertaining to academic success and student life, and to increase interaction among students at the university." ([UWest Mentor Handbook](#)) [CFR 2.13]

A Student Affairs team representing Career Services, Wellness, Residential Life, and Student Life developed training and a host of [activities](#) as well as [communication](#) and [tracking](#) documents to support this new program. In its first year 15 mentors were matched with 17 self-selected mentees, and in Fall 2014 over a hundred contacts took place amongst these students as well as two group events. The program has already proven well worthwhile and will be offered again in Fall 2014. Based on our 2013 experience, we have identified the need to provide more transitional support to first-generation college students. In Fall 2014, the mentor program is therefore adding a component that focuses on first-generation students. Moreover, our Admissions Committee has recently modified the UWest [application for admission](#) so that we can capture information that lets us readily identify this particular student demographic at the admissions stage. Of course, not every change that is implemented is associated with growth or expansion. In the case of the Mentor Program, we observed that contacts and enthusiasm waned during the Spring 2014 semester because mentees had found their place in the community and no longer needed formal mentoring. As a result, the Mentor Program for the new academic year will focus on the Fall 2014 semester only, and the student services team will explore possibilities for alternative second-semester programming. [CFRs 2.11 and 4.6]

### **Residential Life**

In July 2013 the university hired a trained and experienced [Residential Life Coordinator](#), who has assessed our campus's specific needs and is applying best practices to on-campus living as UWest transitions from dormitory dwelling to a living-learning community. Residential Life has implemented a [programming model](#) that supports whole-person education by encompassing community development, academic assistance, and programs for diversity, personal growth, and service learning. The revised [housing and conduct policies](#) emphasize character development and provide opportunities for learning rather than punitive enforcement. We are currently developing linkages between this [programming model](#) and the existing CCPLOs and mission for the purpose of assessment. [CFRs 2.9, 2.11, and 2.13]

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<sup>61</sup> Stand-alone workshop in Fall 2014, with plans to include this content in the 2015 Summer Bridge program in the future.

<sup>62</sup> "Based on an informal survey at California State College, Northridge, EOP director José Luis Vargas found that the single most important factor associated with high retention and graduation rates for low-income, first-generation college students was their ability to find a mentor... Finding a mentor not only helped students to succeed academically but also with career planning and the development of life management skills such as dealing with personal and family problems" ([p. 3](#))

## Student Success Center (SSC) and Career Services

The SSC provides key services for student success and retention, central among them [tutoring](#) and writing workshops. Data is collected each semester to track center usage and student satisfaction. Over the past four years, the average usage was 33% of student enrollment, with a peak in usage in 2012/13, 36%, and a drop in the most recent year, 21% of total enrollment. We believe that this downward trend reflects, among other things, that students are now better placed and receiving necessary remediation, especially in writing and math, through improved screening and placement and expanded course offerings. However, it is too soon to know whether usage will stabilize, grow, or further decrease in semesters to come. Moreover, usage of even 21% of total enrollment is still high, which is not surprising given UWest's high proportion of English learners and underprepared first-year undergraduates. [CFR 2.13]

The SSC also collaborates with General Education to provide the writing and the math assessment tests that are administered to most incoming undergraduate students. This testing was implemented in Fall 2012 and has improved the university's ability to address proper core-competency-course placement and remediation. (See General Education assessment summary in Theme II, section 2 of this report.) As noted above, the SSC is collaborating with the academic departments to develop a more comprehensive writing center, which will require specific budgeting and other resource allocation as part of the planning process. [CFRs 2.13 and 4.6]

In 2014, members of the Retention Committee also began to develop policies and procedures to provide appropriate [accommodations](#) to students with disabilities and ensure compliance with the Americans with Disabilities Act and other relevant legislation. The [SSC Coordinator](#) has prior experience working with student accommodations, and the SSC will be responsible for administering UWest's disabilities services until enrollment growth allows us to establish a separate office. [CFR 2.13]

The SSC also oversees and supports UWest's Career Services Center. Established in 2013, the center was staffed with a part-time assistant in the 2013/14 academic year. During that year, the Career Services Assistant focused on building the center from the ground up, researching various career resources for students, best practices in career services in higher education, first-generation college students' career services needs, assessment tools, technology solutions, etc. The center's major tangible accomplishments include the development of a comprehensive outreach and placement program for [MBA internships](#), one-on-one career counseling, and various resume and interviewing resources and [workshops](#). [CFR 2.13]

By the end of 2013, the university recognized that career services staffing could not accommodate increasing student numbers or the Student Affairs' vision for career advising as part of the whole-person educational experience.<sup>63</sup> As a result, in 2014/15, the position has been augmented to a full-time [Career Services Coordinator](#) position, and hiring for that position is underway at the time of the writing of this report. Expanded services will include developing career center support for psychology practicum placement, providing career assessment instruments, and improving internal and external outreach and communication. [CFR 2.13]

## Other Student Success Support Services and Initiatives

Wellness: UWest supports the "other half" of the whole person (i.e. the student outside the classroom) in myriad ways, only a few of which can be listed in the remainder of this section. Through the [Wellness Center](#), students have access to free psycho-emotional counseling and support as well as a variety of wellness programming. The Wellness Coordinator tracks usage and client satisfaction, results of which show that participation in counseling has doubled from 2012/13 to 2013/14, indicating that students have become more aware of and comfortable with this [valuable resource](#). [CFR 2.13]

Chaplaincy: In 2013 Student Affairs began offering [volunteer chaplain](#) services on campus. Chaplaincy services complement mental wellness services offered by the Wellness Center because of their distinctive approach: chaplaincy, in general, is organized around the concept of [ministry of presence](#), meaning that chaplains make themselves available through their presence around stressful situations rather than waiting for

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<sup>63</sup> This vision creates synergies and allows for collaboration among wellness counseling, academic advising, and career counseling, among others, to better address students' comprehensive needs, which do not usually break down neatly according to compartmentalized functions.

### *Theme III: Co-Curricular Integration*

those in need to seek them out. Chaplains also look to the spiritual side of those they serve, helping individuals access their own personal spiritual as well as community-based resources. Currently, UWest has two campus chaplains, both graduates of the UWest Buddhist Chaplaincy MDiv program, who are undergoing Clinical Pastoral Education internships and supervision. [CFR 2.13]

**Admissions:** In Fall 2013, undergraduate and MBA admissions shifted from an admission by individual department chair model to admission by committee. The four-person Admissions Committee meets weekly to review all undergraduate and MBA applications. This new [process](#), reviewed and approved by the Academic Policy and Curriculum Committee, has significantly streamlined and accelerated the admissions flow. It has enabled us to enforce uniform admission standards and detect marginally prepared students so that we may steer them towards the appropriate resources early on. While the university is geared toward steady enrollment growth, we are also committed to attracting students whose interests, preparation, and aptitude align well with what UWest has to offer them. The admissions process takes this alignment into consideration and works together with our recruiting team to find students who are a 'good fit' for UWest and will, therefore, be most likely to persist and graduate. [CFRs 2.9 and 2.13]

### **Challenges & Opportunities Presented by Rapid Enrollment Growth**

UWest's co-curricular programs and other student support functions work diligently and creatively to keep up with new challenges arising from ambitious enrollment growth and student body diversification. While we encounter budgetary and infrastructural constraints, our small size and whole-person orientation also enable us to respond quickly as we collaborate across departments and divisions to create new initiatives and solutions. In turn, the university has consistently responded to growing needs by increasing the resources for such Student Affairs, including the addition/expansion of the positions mentioned above.<sup>64</sup> The Student Affairs 2014/15 budget has increased \$116,000 over 2013/14 expenditures, 32% growth. [CFR 4.6]

A theme devoted to co-curricular programs should not end without mentioning the role of students as active participants in our planning and assessment, especially through the rich variety of student-funded and -operated clubs. Student Affairs has worked closely with the [UWest Student Government](#) (UWSG), now an incorporated 501(c)(7) in the State of California, to provide support and collaborate on a variety of student issues, educational and club activities,<sup>65</sup> and co-curricular events. Our Residential Life Coordinator works closely with UWSG, serving as an advisor to its officers. UWest has also developed a [scholarship](#) for UWSG officers beginning in Fall 2014. This scholarship recognizes UWSG's vital contribution to student life and whole-person education, and seeks to provide an incentive for greater student participation in UWSG leadership. [CFR 2.13]

Since the 2012 Special Visit, UWest student services has doubled our full-time staff within the division of Student Affairs. Student Affairs [expenditures](#) increased 26% between 2011/12 and 2013/14, and the division is [budgeted](#) to increase another 32% in 2014/15 over 2013/14 funding levels. At the same time, we have developed numerous programs, policies, and procedures that support student success and retention. The efficacy of these efforts is clearly demonstrated in the increased student retention from 58% in 2010 to 81% in 2013. As we have sought to demonstrate in this section, we either already have in place or are developing the outcomes-based assessment plans and tools that allow us to measure how well co-curricular programs are supporting our mission, and to recognize where we need to focus our attention and make improvements. Some areas for growth remain, and new ones are expected to arise as enrollment evolves. We believe that the culture of assessment we are fostering will be vital to our ability to successfully meet these challenges and continue to integrate co-curricular learning into the educational experience of all of our students. [CFRs 2.11 and 4.6]

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<sup>64</sup> New positions: [Dean of Enrollment](#), [Residential Life Coordinator](#), [Career Services Coordinator](#), [Academic Advisor](#).  
Expanded positions: [Dean of Student Affairs](#), [International Student Advisor](#).

<sup>65</sup> For examples, see Facebook pages for the [International Students Club](#), [BudaWest Club](#), [Chaplaincy Club](#), etc.

# Theme IV: Planning for Growth

In June 2012, the UWest Board of Trustees (BOT) approved an Action Report that contained four general strategic priorities for UWest to pursue over the next few years. These were:

1. Increase enrollment
2. Improve communication
3. Grow academically
4. Grow financially

UWest is happy to report progress in all areas, particularly the first. Our highest priority was enrollments as they drive both academic and financial growth. The first section of Theme IV reviews this progress. [CFRs 4.1 and 4.2]

When President Morgan joined UWest in June 2013, he examined the existing direction of the university and quickly initiated a new strategic planning process that began in Fall 2013. At the time of this writing, UWest is working to create a more specific institutional plan by December 2014, followed by subsequent division and department plans no later than August 2015. The strategic planning process has been inclusive throughout, involving faculty, staff, students, donors, and university leadership. It is reviewed in more detail in the second and third sections of this theme. [CFRs 4.1 and 4.2]

## Criteria for Review addressed in this theme:

[2008 Handbook of Accreditation](#): 1.3, 1.6, 1.8, 3.1, 3.2, 3.3, 3.5, 3.8, 3.10, 4.1, 4.2, 4.3, 4.5, & 4.6

[2013 Handbook of Accreditation](#): 1.7, 3.4, 3.6, 3.7, 3.8, 3.9, 3.10, 4.3, 4.6, & 4.7

Phase I: Identity

Phase II: Environmental Scan

Phase III: Strategy

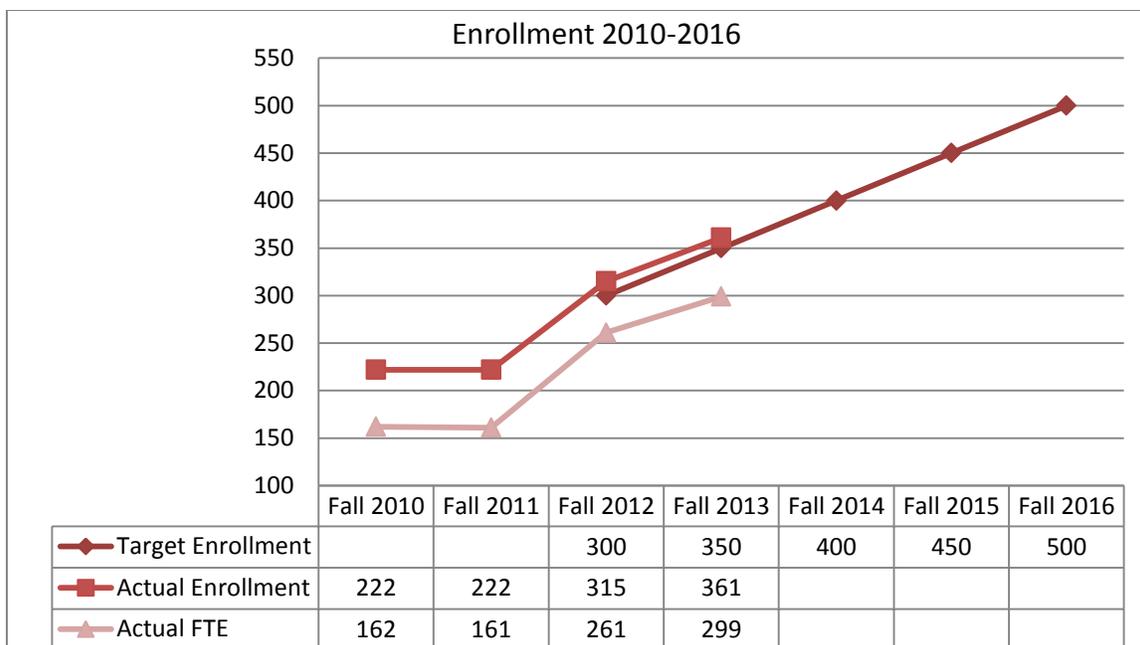
## IV.1 Progress on the Strategic Priorities

UWest has made considerable progress towards its strategic priorities. [Enrollment](#) grew from 222 students in Fall 2011 to 361 students in Fall 2013. We expect enrollment in Fall 2014 to meet our goal of 400 students. Some of this enrollment growth can be attributed to improved communication, both with prospective students (leading to new enrollments) and existing students (improving [retention](#)). Communication also improved among faculty and staff, administration and employees, and various stakeholder groups, through more [regular emails](#), [town meetings](#), and [clarified policies](#). UWest grew academically through better assessment that strengthens our existing academic departments, and by providing better faculty support through new research and tenure policies, adding a new degree in religion (pending WSCUC approval), and revising the GE/GS curriculum. Finally, [financial growth](#) accompanied enrollment growth. Revenue from tuition and fees doubled since 2010/11, from \$1.4 to \$2.8 million in 2013/14. In 2013/14,<sup>66</sup> UWest derived 37% of its revenue from tuition and fees and 45% from private donations. [Donations](#) averaged around \$4 million per year for the past five years and are expected to remain at that level in 2014/15.<sup>67</sup> Revenue has more than met expenditures. We remain debt free and have grown our endowment by over \$2 million in the past two years. [CFRs 4.1 and 4.2]

<sup>66</sup> All financial data from 2013/14 is provisional, pending finalized data for the fiscal year and the annual audit.

<sup>67</sup> Donations fluctuated due to unprecedented generosity of [donors](#) (\$7.3 M) in 2011/12 followed by a deliberate reduction (\$1.4 M) in the amount requested from our major donors the following year, 2012/13, as UWest operated on the surplus.

**Enrollment Growth**



UWest exceeded its enrollment goals for the past two years. We predict we will reach our goal of 400 students in Fall 2014. Applications are up 11% compared to the previous year and admitted students who have communicated their acceptance are up 57% over the same period last summer.<sup>68</sup> All academic departments grew in the past three years, except Religious Studies, which has actively pursued a strategy to stabilize enrollments in relation to faculty capacity through a more selective admissions process. [CFRs 3.5, 4.2, 4.6]

UWest grew through a few major initiatives and many small, ongoing changes that collectively yield big results. First, resources were increased for marketing, recruitment, and enrollment management activities. The marketing budget increased from \$10,000 in 2006/7 to \$150,000 in 2013/14. The recruiting team has grown from one to three permanent positions (2.5 FTE total), which has improved our responsiveness to a growing applicant pool.<sup>69</sup> Key Student Affairs staff positions<sup>70</sup> added over the past four years helped improve retention from 58% in 2010 to 81% in 2013. Better retention increases the effectiveness of recruiting efforts both by requiring fewer new students to meet enrollment goals and by improving overall student morale and well-being, which makes UWest more attractive to both new and continuing students. [CFRs 3.5 and 4.2]

Increased financial aid, particularly through the institutional [Lotus Scholarship](#), also drove growth. These \$5,000-\$10,000<sup>71</sup> annual scholarships are almost entirely funded through donations and have added approximately \$675,000 to the institutional aid budget in the past two years. In 2013/14, 76 students were awarded Lotus Scholarships. Pell Grant and Cal Grant awards have also increased by approximately \$120,000 each in the past two years, helping 37 students and 19 students respectively in [2013/14](#). Some of this reflects growth in the domestic student population who are eligible for government aid ([Lotus Scholarships](#) are available to both international and domestic students), but a significant portion of the increase in grants can be traced to improved communication about financial aid options from our financial aid staff. [CFR 4.2]

Changes in the [admissions process](#) have improved enrollment through two mechanisms. First, admissions are now streamlined and centralized for all BA and the MBA programs, leading to quicker responses to applications and earlier enrollments. Second, data indicated that high school transcripts were the most

<sup>68</sup> July 12, 2013, Admissions Report compared to July 16, 2014, Admissions Report.

<sup>69</sup> UWest now sends regular communications to around 15,000 potential applicants annually.

<sup>70</sup> Student Life Coordinator, [Wellness Coordinator](#), [Student Success Center Coordinator](#), [International Student Advisor](#), [Resident Life Coordinator](#), and [Career Services Counselor](#) (all full-time position as of Fall 2014).

<sup>71</sup> Undergraduate [tuition and fees](#) at UWest are \$5,009 per semester (2014/15), so a \$10,000-[Lotus Scholarship](#) covers almost all of a full-time student’s annual tuition and fees (for 12 units per semester).

#### Theme IV: Planning for Growth

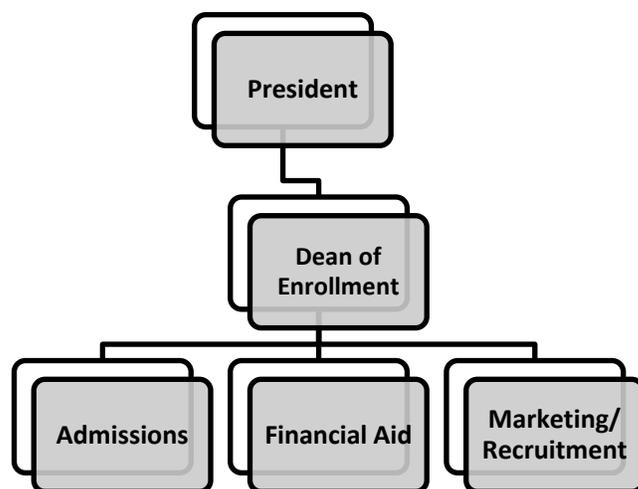
reliable indicator of student success at UWest. For Fall 2014, UWest suspended the requirement for personal essay and letters of recommendation,<sup>72</sup> and students were admitted based on their transcripts. Additionally, admissions requirements have slowly been raised, simultaneously improving academic rigor and making UWest more attractive to prospective students. The [average GPA](#) for an incoming student in 2013 was 3.14. [CFR 4.2]

UWest pursues different enrollment and marketing strategies for its different student populations. At the time of this writing, for example, the English Department Chair is in Taiwan to recruit for the ESL and undergraduate programs. Our CFO and former Business Administration Department Chair appears on [Chinese-language television](#) regularly. However, one of our most successful strategies in recent years has been investing time in face-to-face relationships with counselors at local high schools. In the past two years, this had yielded increases in domestic freshmen enrollment that has created a cascade effect of word-of-mouth recruiting from newly enrolled students to their friends and family still in high school. To sustain this momentum and reach more potential students, in 2013/14, the Admissions Committee also began conducting on-site admissions at several of our local feeder high schools.<sup>73</sup> [CFR 3.5]

Despite our recent success, we must continue to improve in all areas of enrollment management to achieve our ambitious goals. Therefore, [HighTower Higher Education Solutions](#) was engaged to review enrollment efforts in December 2014.<sup>74</sup> Dr. Len Hightower, with 30 years of experience in enrollment management, marketing, strategic planning, and student affairs, visited UWest several times, interviewed faculty and staff, and read numerous documents to produce a 21-page report in February 2014 that included a comprehensive review and recommendations at the strategic, tactical, operational, and personnel levels.

In response, UWest created a new executive position for a [Dean of Enrollment](#). This consolidates the functions of marketing, recruitment, admissions, and financial aid into a new division, as depicted here. The university hired [Dr. Maria Ayon](#) after a careful search. Dr. Ayon has over 20 years of experience in these areas, most recently as the Assistant Director of Teacher Education Programs at the University of La Verne. She will join UWest on August 25, 2014.

Other recommendations from the HighTower report are currently being considered and integrated into both short-term marketing plans and long-term strategic plans. In addition to the new executive position, UWest has also hired an outside contractor to redesign and rebuild our website.<sup>75</sup> UWest also assembled an [Enrollment Taskforce](#) which began regular biweekly meetings in May 2014 and includes key marketing, recruiting, admissions, registrar's office, student affairs, and administration personnel. These efforts will capitalize on the growth we have already achieved and further enhance our ability to meet our enrollment targets while simultaneously improving the quality of the student experience at UWest. [CFR 3.5, 3.8, 4.2, and 4.6]



#### Improved Communication

Better communication both within UWest and between UWest and outside audiences has played a large part in our growth and success over the past few years. Communication improvement was identified by the

<sup>72</sup> This temporary change was implemented during summer 2014 and will be reviewed to see how it impacts enrollments and may be made permanent in the 2015/16 academic catalog if found effective.

<sup>73</sup> Don Bosco Technical Institute, Los Angeles Leadership Academy, Academia Avance.

<sup>74</sup> The HighTower report contains sensitive information, such as personnel reviews, and is available to the WSCUC team upon request during their visit.

<sup>75</sup> If not already launched prior to the EER visit in October, a demo will be available to the visiting team upon request.

#### *Theme IV: Planning for Growth*

[WSCUC CPR team](#) following their 2010 visit as critical to our success, first as it relates to our mission and identity, followed by decision-making and strategic planning, and finally impacting our relationships with students, donors, prospectives, and other stakeholder groups. [CFRs 4.1 and 4.8]

The Mission and Identity Committee (MIC) formed in March 2011 to clarify and better communicate the mission and identity of the university to both internal and external stakeholders. It also examined the issue of communication at UWest and made concrete [recommendations](#) to the Executive Team, many of which were immediately [implemented](#).

The [WSCUC Special Visit](#) team found that the mission, values, ILOs, and identity of the university were now clarified and well communicated. However, UWest agreed with their assessment that “UWest needs to develop and consistently evaluate a better system of communication among its diverse [external] constituents (p. 2).” UWest therefore focused on the following strategies to improve communication:

- Ensuring that our mission, identity, and ILOs continue to be well communicated and understood, for example, by including the mission more prominently in [brochures](#), posters, and [course syllabi](#), and by conducting regular targeted assessments in [surveys](#), [coursework](#), and co-curricular activities
- Developing a [vision](#) for the university through collective dialog [and re-examining our institutional values](#) using an inclusive process to ensure that both widely understood and endorsed
- Increasing internal communication through more [regular emails from the President’s Office](#), an [internal newsletter](#), and more frequent and regular [community events](#)
- Increasing communication with existing students through updates to the academic catalog (including a complete overhaul of the [2014/15 catalog](#)), a new [Student Handbook](#), emails, fliers, bulletin board postings, face-to-face contact with staff, and events.
- Increasing communication with incoming students through U-Days, a more inclusive, [multi-day new student orientation](#) each semester, and a mandatory [information literacy library tutorial](#).
- Increasing communication to prospective students through advertising, a new [Viewbook](#), promotional [videos](#), phone calls, recruiting trips both local and global, a [Student Ambassador program](#), and campus visits and tours
- Supporting faculty to network through conferences and other professional organizations in order to increase the public profile of UWest and develop opportunities for strategic partnerships and collaborations

One of the remaining challenges we are approaching this year is ensuring effective communication with alumni, community groups, and new potential donors. The major limitation we face is lack of personnel to manage these activities. UWest is currently hiring for a Career Service Coordinator whose job description includes outreach to community groups and companies as potential employers and internship placements. The new Dean of Enrollment position, discussed in the previous section, will also play a major role in improving these communications. The forthcoming strategic plan will outline goals for institutional development and fundraising.

A major step in this direction was the March 2013 Board of Trustees trip to Taiwan (during which they made a [promotional video](#) to air in Taiwan), particularly important for the trustees who joined the board in 2011. For many this was their first visit to Taiwan, the headquarters of the Fo Guang Shan (FGS) order, and their first in-person meeting with the founder, Venerable Master Hsing Yun, as well as other senior FGS monastics leading the order’s educational and humanitarian efforts. The trustees visited other FGS university campuses and met many donors. Several faculty, staff, and executives, including President Morgan in 2013, have also visited Taiwan in the past four years to deepen relationships with our sister schools in the FGS consortium and improve communications with our major donors. President Morgan also regularly visits Hsi Lai Temple, the North American headquarters of FGS and BLIA, particularly to better understand the history and identity of UWest and consult on the institutional values we are examining as they relate to the “Buddhist wisdom and values” referenced in the mission statement. While effective communication with FGS, BLIA, and IBPS is important to the ongoing health of UWest’s relationships with these entities, the relationship remains within the guidelines of the WSCUC policy on Independent Governing Boards and our own [Related Entities Agreement](#) with these organizations. [CFRs 1.3, 1.6, 4.1, and 4.8]

## Academic Growth

Academic growth at UWest has been tied to enrollment growth. The [Academic Plan](#) prepared in 2012 called for a strengthening of our existing academic departments before any new majors were considered. As detailed above, all programs except Religious Studies have grown in the past three years. Academic programs have also engaged in assessment to improve their curriculum in ways that foster both enrollment growth and higher academic quality, which go hand in hand. The BA in English has been in the process of redesigning their curriculum and clarifying concentration tracks while its enrollment is small. Two other academic changes worth note are underway. [CFR 3.8]

First, UWest submitted a [proposal](#) to WSCUC in June 2014 for a new Doctorate in Theology (ThD) in Applied Buddhist Studies. The ThD proposal, prepared by Dr. Jane Iwamura, Chair of Religious Studies with faculty participation, outlines the purpose and pedagogy of the program.

### Excerpts from the [ThD Substantive Change Proposal](#)

...For the past several decades, the western world has witnessed a strong interest in Buddhism. The University has responded to this interest by providing advanced education in Buddhist thought and practice through its existing programs in Buddhist Chaplaincy (MDiv) and Religious Studies (PhD and MA). *The ThD, with its aim at developing informed Buddhist educators and leaders, was conceived specifically with this interest and need in mind.*

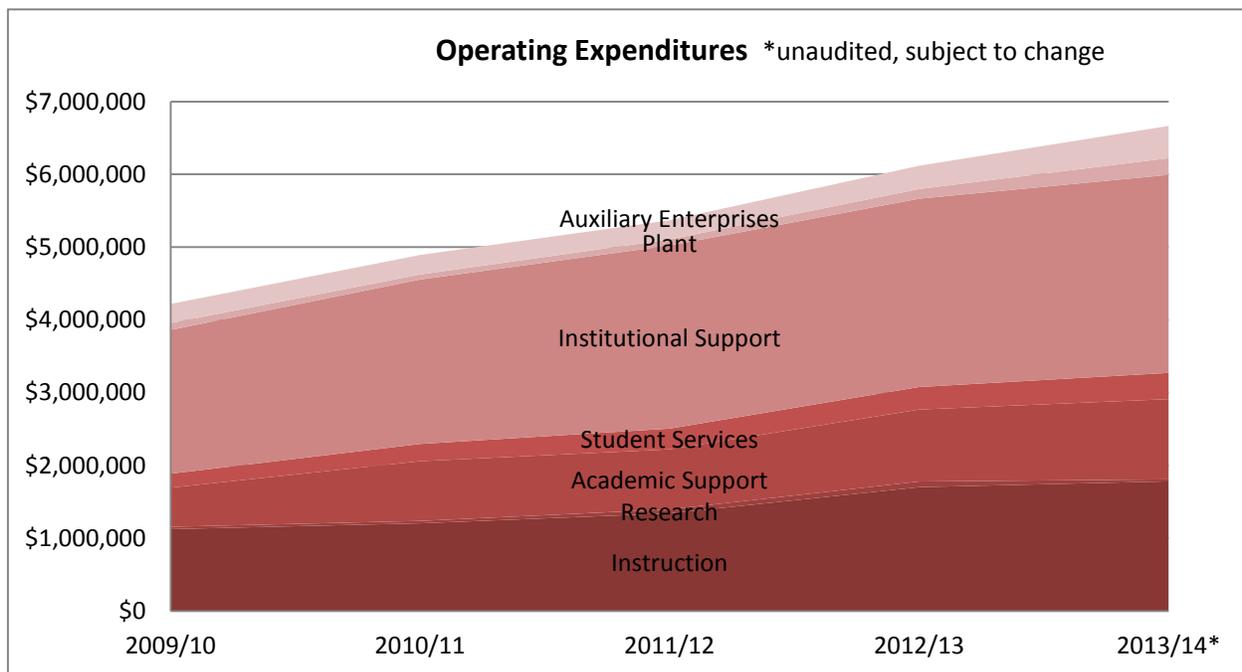
...The need for such a program grew organically from our current student population—many of whom are Buddhist monastics or engaged Buddhist practitioners. While several of these students will seek positions in academia after they receive their doctoral degrees, a large number will return to their religious orders or pursue work in Buddhist or other faith-based institutions. The proposed ThD program, with its focus on the application of Buddhist practice in everyday life (theology, meditation, ritual, ministry, social services), will provide suitable training for these students.

The second academic change is being explored by the [Integrated Education Taskforce](#) in relation to the General Education curriculum and the General Studies BA program. This work began in February 2014 and includes contributions from the President, Dean of Academic Affairs, Dean of Student Affairs, GE/GS Department Chair, English Department Chair, Registrar, IRAO, IEPO, and various faculty. The mandate of this taskforce includes more deeply embedding service learning into the GE curriculum and offering interdisciplinary perspectives as well as more East-West integration in GE coursework. [CFRs 3.8 and 4.1]

The strategic planning process currently underway will further examine where UWest might go academically in the next five years. During this process we will explore the options and challenges associated with offering new majors or adding additional academic departments. However, the current thinking is to look to our strengths, grow our core programs, and only venture into new programs when we have had sufficient time to examine data, make decisions, and properly resource new ventures. Hence, it is unlikely UWest will add additional academic programs in the next two years. [CFRs 4.1 and 4.2]

## Financial Growth

UWest outlined its recent financial growth on pages 27 to 33 of the [2012 Special Visit Report](#). Since then, we have continued the trend of [financial growth](#) by increasing revenues, expanding net assets, and growing the endowment. UWest began making renewed strategic investments into instruction and academic support, student services, and capital improvements, since 2010/11. These investments were supported mainly by increased tuition and fee revenues. UWest continues to sustain balanced budgets and very low institutional debt by pursuing conservative budget practices. Auditors routinely return [unqualified audits](#). [CFR 3.5]



Early, *unaudited* financial statements for 2013/14 indicate that UWest will end the year with an almost \$1.25 million surplus through a combination of higher than budgeted revenues and lower than budgeted expenditures. Tuition revenue was 118% and fee revenue was 106% of budget. Other revenues, including return on investments, were 252% of budget, a total of slightly over \$1.5 million. This brought UWest’s total revenue for 2013/14 to approximately \$8.7 million, rather than the \$8.0 million projected revenue. [CFR 3.5]

Expenditures were also lower than predicted, particularly in salary and wages, which was 88% of budget due to unfilled positions,<sup>76</sup> outsourcing of custodial and food services to independent contractors,<sup>77</sup> and fewer adjunct faculty hired than were budgeted. As payroll makes up the bulk of operational expenses, this lower expenditure had a significant impact even though other expenses were slightly higher than budgeted. For example, due to the increase in revenue, UWest was able to award approximately \$620,000 in Lotus Scholarships rather than the \$500,000 budgeted. Even with these increases, final expenditures only totaled around \$7.4 million, rather than the \$8.0 million projected. UWest pursues a conservative budgeting policy in order to control costs and reduce the risk of over-spending. This resulted in the [\\$1.25 million surplus](#). These amounts are preliminary, unaudited figures and may change slightly as accounting continues their tabulations. [CFR 3.5]

## IV.2 Strategic Planning in Process

UWest is developing a new strategic plan. This process involves three overlapping phases. The process supports broad involvement by all members of the UWest community through regular town hall meetings, committee input, small interdisciplinary group meetings, department meetings, surveys, and others. [CFR 4.1]

### Phase I: Identity

The first phase of strategic plan development began in September 2013 and concludes in early September 2014. This phase reaffirmed the mission of the university, developed a vision statement, and is currently re-evaluating our institutional values. This process has involved three town hall meetings, many department and committee meetings, a survey, and a series of ‘Values Luncheons.’ As a parallel process, the

<sup>76</sup> Unfilled positions in 2013/14 included the Chair of Business Administration, as well as two other staff positions.

<sup>77</sup> This eliminated a total of six positions at the university; although some of these costs were shifted to amounts paid for contract services, this decision still resulted in savings.

#### *Theme IV: Planning for Growth*

writings of Grand Master Hsing Yun were consulted for relevant guidance, including *Understanding the Buddha's Light Philosophy, Life, The Core Teachings, and Humanistic Buddhism*. The perspectives of the UWest Board of Trustees were also solicited and incorporated during this process. A final town hall meeting will bring this phase to a conclusion on September 10, 2014, and simultaneously launch Phase III. [CFR 1.6s and 4.1]

The draft Vision 2020, at the time of this writing, recommitting UWest to the mission of Whole-Person Education through the use of engaged and interdisciplinary pedagogies. The university arrived at this vision in order to capitalize on its existing strengths and the multicultural aspects of the mission. The emphasis on integrated, engaged, interdisciplinary, and service-based education uses the diversity of the existing student body to its advantage. [CFRs 2.4, 3.2, and 4.1] The new vision also bridges East and West by describing a service ethic that impacts local and global communities. Some of the major discussion themes during the September 2013 Vision Workshop and during later small working groups included the importance of interconnection – “connecting people across east and west, different disciplines, the university to the community, learning to work...” Faculty, staff, and students alike [discussed](#) the importance of “living multiculturally” and “empowering students and learners to engage with community.” [CFRs 1.1, 4.1, and 4.8]

As the strategic planning process progresses, these conversations are coalescing into a set of shared values and concrete goals, strategies, tactics, targets, and action plans. The appropriateness of each of these components is consistently weighed against the mission: How is interdisciplinary learning part of our mission? How does study abroad further our mission? What institutional values are consonant with the “Buddhist wisdom and values” expressed in the mission? The mission is the seed from which the structure of the university grows and this includes its strategic plan. A strong plan will keep this founding purpose in mind. UWest expects to be well on the way towards this type of strategic plan at the time of the EER visit. [CFRs 4.1 and 4.8]

The process has served not only to help UWest focus on what is truly important and determine the criteria by which we wish to judge our future strategic plan and daily decisions, but it has also been an important community building exercise. Faculty and staff who may not interact regularly have a chance to hear one another's perspectives and collaborate on a project important to the future of the university. [Ongoing conversations](#) throughout Summer 2014, have consistently highlighted inclusiveness as one of UWest's key strengths. Faculty and staff are grateful that the university simultaneously values its history and its diversity, encouraging people from all walks of life to participate in community building. [CFRs 4.1 and 4.8]

#### **Phase II: Environmental Scan**

The second phase of strategic plan development began in April 2014 and will conclude in September 2014. These phases are clearly somewhat concurrent, rather than discrete. The purpose of Phase II is to conduct a systematic analysis of the internal and external environment for factors, phenomena, and market trends that affect UWest's ability to meet its goals. The completed external scan includes in-depth analysis of the political, economic, social, technological and educational domains and reports on how these factors could impede or assist us in the future. The nearly complete internal scan involves collection and analysis of data pertaining to students, faculty and staff, capacity review, cost analysis, technology and other indicators deemed invaluable to the university's strategic planning initiative. A short summary of [key findings](#) is available in evidence. [CFR 4.3]

UWest consulted dozens of sources to compile the environment scan, which is over one hundred pages long in its complete form. External information was obtained from the Congressional Budget Office, State of California departments, World Bank, International Monetary Fund, federal Bureau of Labor Statistics, CIA, federal Census Bureau, US Department of Education, National Center for Education Statistics, and various non-profit research institutes. Internal information was compiled mainly from Institutional Research and Assessment, but Admissions, Marketing, and Facilities also contributed. This information will aid not only in the creation of the institutional strategic plan, but also help the various departments and divisions craft plans specific to them. During Phase III, a SWOT analysis will be conducted with a large group of university stakeholders and appended to the environmental scans. [CFRs 4.1, 4.3, and 4.5]

### Phase III: Strategy

The third phase of strategic plan development will begin in September 2014, as Phase I concludes, and continue through May 2015. The WSCUC visiting team will see clear progress on this theme during their visit in late October. A final institutional document is expected by the end of the year. Following the communication of the institutional plan in December, divisions and departments will engage in their own strategic planning processes, including action plans and budgets, to be completed by the end of Summer 2015. The updated strategic plan will be partially reflected in the 2015/16 strategic budget (which begins its planning cycle in September 2014 and will be approved by the BOT at their spring 2015 meeting) and fully reflected in the 2016/15 budget and beyond. Updates to the five-year strategic budget are part of this process. [CFR 4.1]

Phase III involves the following activities:

- September:
  1. Town Hall Meeting to determine values, share environmental scan, and inaugurate goal-setting and strategy selection
  2. Student Assembly to solicit student voices on the strategic direction of UWest
  3. SWOT Workshop open to faculty, staff, and students
  4. Cabinet meeting to brainstorm institutional goals and strategies
- October:
  1. Departmental meetings with faculty, staff, and students to discuss the implications that various possible strategic directions have at the department level (notes to be forwarded and compiled for Executive Team review)
  2. Circulation of an email survey to alumni, donors, and other stakeholders about strategic directions for the university
  3. Meeting with the UWest Student Government to discuss strategic directions
  4. Board of Trustees meeting to include strategic planning workshop
- November:
  1. Town Hall Meeting to formulate key goals and strategies
  2. Student Assembly to formulate key goals and strategies
- December:
  1. Town Hall Meeting to refine key goals and strategies and develop specific tactics and targets at the institutional level
  2. Cabinet meeting to further refine key goals and strategies and develop specific tactics and targets at the institutional level and produce final document

The outcome of these activities will produce a final institutional strategic plan that includes a clear statement of our identity, goals, strategies, tactics, and targets. A [breakdown of this plan and its inputs](#) can be found in the evidence for this section. [CFR 4.1, 4.2, and 4.3]

The Institutional Research & Assessment Officer (IRAO) and [Institutional Effectiveness & Planning Officer](#) (IEPO) will assist the departments in creating strategic plans as internal consultants in the same way they guided departments through the creation and implementation of their five-year assessment plans outlined in Theme II. In fact, the position of IEPO was created partially in response to UWest's commitment to both good planning and follow-through on the implementation and updating of those plans on a regular basis. The IEPO will monitor the strategic plans once complete, provide annual updates, and assist in whatever projects those plans specify. [CFRs 4.3 and 4.5]

Financial concerns will be a major factor throughout the planning process. Financial data and cost analyses will be made available to departments to assist in their planning, and the budgets they create will be integrated into longer-term institutional budgets. This will be an inclusive and transparent process in which the community decides funding priorities together. UWest is moving towards this kind of inclusive and transparent financial decision-making with the 2015/16 fiscal year budgeting process, which begins in August 2014 and will be well underway by the time of the EER visit in late October. This type of process will be repeated for the five-year strategic budget. [CFRs 3.5, 3.8, and 4.1]

# Appendices

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## Appendix D: Evidence List – Education Effectiveness Review

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### I. **Theme I: Mission & Multiculturalism**

#### 1. **Board of Trustees**

##### i. **Board Members**

1. Capera Clement Norinsky
2. Cecil Willis Jr.
3. Darlene Lanham
4. Henry Chen
5. JD Strum
6. Matthew Stitzer
7. Pi Hsia Hsiao
8. Roger Frank
9. Ven Hsin Ting
10. Ven Hsing Yun
11. Ven Hui Chi
12. Ven Hui Chuan
13. Ven Tzu Hui
14. Ven Tzu Jung
15. Ven Yi Kong Man Tsu

##### ii. **BOT Committees**

1. BOT Committee Duties
2. BOT Committee Members List 2013-2015
3. BOT Responsibilities
4. Governance Cmt Meeting Minutes 7-29-2014

##### iii. **BOT Meeting Minutes**

1. 2013-1-25 Meeting Minutes DRAFT
  2. 2013-3-9 Meeting Minutes DRAFT
  3. 2013-3-22 Meeting Minutes DRAFT
  4. 2013-6-14 Meeting Minutes DRAFT
  5. 2013-11-11 Meeting Minutes
- iv. UWest & FGS-IBPS Related Entity Statement
  - v. UWest BOT Bylaws 27July2014
  - vi. UWest BOT Conflict of Interest Policy
  - vii. UWest BOT Religious Order Relationship

#### 2. **MCC Research Project**

- i. Chinese Focus Group Preliminary Results
- ii. Climate Survey Results
- iii. MCC Research Proposal
- iv. MCC Survey Final Report
- v. MCC Survey
- vi. Multicultural Content in MDIV

#### 3. **Mission & Identity Committee**

- i. Agendas & Minutes**
  - 1. MIC Minutes from June 2013 to July 2014 ...
  - 2. MIC Working Groups Mtg 4April2014
- ii. Employee Survey Mission Analysis
- iii. Living the Mission
- iv. MIC Memo on ILOs 7April2014
- v. Mission & Identity Survey Analysis
- vi. Mission and Identity Workshop Outcomes May 2011
- vii. Mission Feedback from Course Evaluations

**4. Mission, Vision, & ILOs**

- i. UWest Academic Catalog 2012-13
- ii. UWest Academic Catalog 2014-2015
- iii. UWest ILOs
- iv. UWest Mission-ILO Relationship June 2011
- v. Vision Feedback Exercises
- vi. Vision Scenarios
- vii. Vision Worksheet Responses
- viii. Vision Workshop Flyer
- ix. Vision Workshop Outcomes Transcript

**II. Theme II: Academic Efficacy**

**1. Assessment by Department**

**i. Buddhist Chaplaincy (MDIV)**

- 1. MDIV Annual Program Review 2014 DRAFT
- 2. MDIV Assessment Plan 2013-2018
- 3. MDIV CLO Aggregate 2012-13
- 4. MDIV CLO Aggregate 2013-14
- 5. MDIV DRAFT Response to External Peer Review 2014
- 6. MDIV External Peer Review Report 2014
- 7. Multicultural Curriculum MDIV 2014

**ii. Business**

- 1. BA Business Assessment Action Matrix 2013-14
- 2. BA Business Assessment Memo Spring 2014
- 3. BA Business CLO Aggregate 2012-13
- 4. BA Business CLO Aggregate 2013-14
- 5. BA Business Curriculum Map DRAFT 2014
- 6. BA Business LO Alignment Spring 2014
- 7. BA Business Response to Peer Review 2014 DRAFT
- 8. Business External Peer Review Report 2013
- 9. Business ILO Aggregate 2012-13
- 10. MBA CLO Aggregate 2013-14
- 11. MBA ILO Aggregate 2012-13
- 12. MBA PLO Aggregate 2012-13

**iii. English**

- 1. BA English Curriculum Map July 2014
- 2. English ILO Aggregate 2012-13
- 3. Writing Assessment Test Proctoring Instructions
- 4. Writing Assessment Test Prompt
- 5. Writing Test Sample 1405

6. Writing Assessment Test\_A
7. Writing Assessment Test\_B
- iv. General Education & General Studies**
  - 1. GE Course Review**
    - a. Information Literacy Results**
      - i. ENGL 101 Paper 4 Performance by Rubric Criteria Report
      - ii. HIST 318 Performance by Rubric Criteria Report
      - iii. ILR 101 Paper Performance by Rubric Criteria Report
      - iv. ILR 101 Performance by Rubric Criteria Report
      - v. ILR101 Syllabus Fall 2013
      - vi. ILR101 Syllabus Summer 2014
      - vii. SPCH 101 Performance by Rubric Criteria Report
    - b. Written Communication Results**
      - i. ENGL 101 Paper 4 Performance by Rubric Criteria Report
      - ii. FILM 101 Performance by Rubric Criteria Report
      - iii. FILM 301T Performance by Rubric Criteria Report
      - iv. ILR 101 Paper Performance by Rubric Criteria Report
      - v. LIT 101 Essay Performance by Rubric Criteria Report
      - vi. LIT 302 Performance by Rubric Criteria Report
      - vii. PHIL 103 Performance by Rubric Criteria Report
      - viii. PSC 100 Performance by Rubric Criteria Report
  2. GE Annual Program Review 2013-14
  3. GE Assessment Plan 2013-2018
  4. GE CLO Aggregate 2012-13
  5. GE CLO Aggregate 2013-14
  6. GE Curriculum Map 2013
  7. GE Curriculum Map 2014-2015
  8. GE External Peer Review Report 2010
  9. GE External Peer Review Report 2013
  10. GE ILO Aggregate 2012-13
  11. GE PLO Aggregate 2012-13
  12. GE PLO Aggregate 2013-14
  13. GE Response to External Peer Review Report 2010
  14. GE-GS Exit Survey Spring 2014
  15. GS Assessment Map 2013-2014
  16. Math Assessment Test Proctoring Instructions
  17. Math Assessment Test
- v. Psychology**
  1. BA Psych CLO Aggregate 2013-14
  2. BA Psych Curriculum Map 4Feb2014
  3. BA Psych ILO Aggregate 2012-13
  4. BA Psych PLO Aggregate 2012-13
  5. MA Psych CLO Aggregate 2013-14
  6. MA Psych Curriculum Maps 6May2014
  7. MA Psych ILO Aggregate 2012-13
  8. MA Psych PLO Aggregate 2012-13
  9. MA Psych Program Review 2014 Findings
  10. MFT Comp Exam May2014

11. MFT Comp Exam Nov2013
12. Psych AMS Report Annual Program Review 27May2014
13. Psych AMS Course Level Assessment 25May2014
14. Psych AMS Report External Peer Review 2014
15. Psych Assessment Plan 2013-2018
16. Psych Program Review Criteria for PLO 9.1 Culture
17. Psych Student Self Evaluation Form PLO 9.1 Culture
18. Psychology Dept ILO Aggregate 2012-13
19. Psych External Peer Review Report 4April2014

**vi. Religious Studies**

1. REL 2014 Response to 2010 Peer Review Report
2. REL Action Plan Rubric Sp2014
3. REL Annual Program Review Action Plan
4. REL Annual Program Review Findings Sp2014
5. REL Annual Program Review Minutes 4\_9\_2014
6. REL Assessment Plan 2013-2018 15Sept2013
7. REL Dissertation Assessment Rubric Sp2014
8. REL External Peer Review 2014 Schedule
9. REL External Peer Review 2014
10. REL External Review 2010
11. REL ILO Aggregate 2012-13
12. REL Peer Review 2014 Action Plan
13. REL Peer Review 2014 Findings
14. REL PhD Dissertation Assessment Data 2014
15. REL PLO Aggregate 2012-13

**2. Assessment Policies**

- i. Assessment System Diagram
- ii. Curricular Assessment Policy
- iii. Learning Outcome Assessment Workflow
- iv. Per Diem Pay for Assessment
- v. Program Review Policy and Procedure
- vi. Survey Results Access Protocol
- vii. Taskstream Implementation
- viii. Taskstream Summary

**3. Institutional Learning Outcomes**

- i. Graduate Degree Programs ILO Aggregate 2012-13
- ii. Institutional Aggregate 2012-13
- iii. Institutional Aggregate 2013-14
- iv. Undergraduate Degree Programs ILO Aggregate 2013-14
- v. UWest ILO Rubric

**4. Institutional Research**

**i. Assessment Workshops**

1. CLO Workshop Invitation 2013

**ii. Course Evaluations**

1. 2012 Fall Course Evaluations Summary
2. 2012 Spring Course Evaluations Summary
3. 2013 Fall Course Evaluations Summary
4. 2014 Spring Course Evaluations Summary

- iii. **Course Syllabi**
  - 1. **Fall 2013**
    - a. See syllabi provided by degree program...
  - 2. **Fall 2012**
  - 3. **Spring 2013**
  - 4. **Spring 2014**
- iv. **Elapsed Time-to-Degree**
  - 1. All Undergraduates
  - 2. BA Business
  - 3. MA Psychology
  - 4. MA Religious Studies
  - 5. MBA
  - 6. MDIV
  - 7. PhD Religious Studies
- v. **Faculty Data**
  - 1. Comparison of Employee Satisfaction Survey results
  - 2. Employee Satisfaction Survey-Spring 2012
  - 3. Employee Satisfaction Survey-Spring 2013
  - 4. Employee Satisfaction Survey-Spring 2014
  - 5. Faculty Demographics
- vi. **Instructional Productivity**
  - 1. 2011-2012\_ConsumptionRate
  - 2. 2011-2012\_ContributionRate
  - 3. 2012-2013\_ConsumptionRate
  - 4. 2012-2013\_ContributionRate
  - 5. 2013-2014\_ConsumptionRate
  - 6. 2013-2014\_ContributionRate
  - 7. FTR
  - 8. Instructional Productivity
  - 9. Instruction Workload Report
  - 10. Instructional\_Workload-Sp2014
- vii. **Student Data**
  - 1. **Graduation-Retention**
    - a. First-year Retention rates Annual Cohort 2013 Report
    - b. First-year Retention rates FA2010-2011
    - c. Graduation Rates Annual Cohort 2013 Report
    - d. Retention rates 2009-10
    - e. RetentionRatesFall2011Fall2012
    - f. RetentionRatesFall2012Fall2013
  - 2. **ILO AggregateReports\_2012-2013**
  - 3. **PLO AggregateReports\_2012-2013**
  - 4. 12 Month Enrollment 2010-2014
  - 5. Absolute Graduation Rate
  - 6. Average GPAs 2012-13 & 2013-14
  - 7. Enrollment by Department
  - 8. Enrollment Trends
  - 9. Fall 2013 Data Summary
  - 10. Financial Aid 2007-2014

11. Nationality by Geographical Region
12. Ratio of Domestic to International Students
13. Spring 2014 Data Summary
14. Student Ethnicity
15. Student Satisfaction Survey Sp2014
- viii. WSCUC Summary Data Form
5. **Program Learning Outcome Rubrics (2011)**
  - i. **Graduate Programs Learning Outcomes**
  - ii. **Undergraduate Programs Learning Outcomes**
6. Chair Compensation and Course Release Policy Update 2014
7. Faculty Policies Updates 2013
- III. **Theme III: Co-Curricular Integration**
  1. **Co-Curricular Assessment**
    - a. **Co-Curricular Assessment System Screenshots**
    - b. **Student Testimonial Videos**
    - c. Alcohol Use Workshop Survey 2012
    - d. CC Assessment Plan 2014-2016
    - e. CC Assessment System Proposal
    - f. CC Database Estimate
    - g. CC Taskforce Minutes 2014
    - h. OrgSync Co-Curricular Transcripts RFP
    - i. Orientation Surveys Summary Results Fall 2013
    - j. Relationship Workshop 2014 Assessment Data
    - k. Stress Workshop Assessment 2013
    - l. Student Success Center Data 2013-14
    - m. Summer Bridge2U 2013 Assessment
    - n. Wellness Center Client Satisfaction SP2014
  2. **Co-Curricular Programs**
    - iii. **Bridge2U**
      16. Bridge2U Co-Curricular Agenda
      17. Bridge2U Dinner Presentation
      18. Bridge2U On-Campus Schedule Aug2014
      19. Bridge2U Sign Up 2014
      20. Family Dinner Invitation 1
      21. Family Dinner Invitation 2
      22. Summer Bridge Programs Research
    - iv. **Career Services**
      23. MBA Internship Opportunities 2014
      24. Resume Flyer
      25. Resume Workshop
    - v. **Mentor Program**
      26. Mentee Contact Log template
      27. Mentor Handbook
      28. Mentor Program Fall 2013 Summary
      29. Mentor Training Agenda
    - vi. **Residential Life**
      30. RA Community Development
      31. RA Programming Model

- 32. UWest Housing Policies
- vii. Student Life**
  - 33. New Student Orientation**
    - g. General Info**
    - h. Online Orientation**
    - i. Orientation 2010**
    - j. Orientation 2012-2013**
    - k. Orientation 2013-2014**
    - l. Orientation 2014-2015**
  - 34. Programs**
    - m. 2013 Fall**
    - n. 2013 Spring**
    - o. 2013 Summer**
    - p. 2014 Spring**
    - q. 2014 Summer**
  - 35. Flyer Log
- viii. Wellness Center**
  - 36. Client Satisfaction Survey Results SP2014
  - 37. Client Satisfaction Survey
  - 38. Counseling Usage Data
  - 39. Healthy Relationships Workshop Flyer
  - 40. Sexual Violence Month Article
  - 41. Stress Management
  - 42. UWest helpguide
  - 43. Wellness brochure
- ix. CCPLO Rubric
- x. Tea at Three flyer
- 3. SEAS & SSC**
  - a. Academic Plan\_Graduate
  - b. Academic Plan\_Undergraduate
  - c. Advisement Contract
  - d. SEAS Flowchart
  - e. SEAS Summary Report 2013-14
  - f. SSC Handbook 2014
- 4. Student Affairs Policies**
  - a. Disabilities**
    - i. Form – Disability Verification LD\_ADHD\_2014
    - ii. Form – Disability Verification Medical\_Mobility
    - iii. Form – Disability Verification Psychiatric\_2014
    - iv. Memo – Recommendation for Accommodation
    - v. Report – Approved Accommodations
  - xi. Academic Advising Handout
  - xii. Intro to CampusVue for Advisors
  - xiii. UG Admissions Proposal\_Sept\_2013
  - xiv. UWest Academic Advising 2014
  - xv. Volunteer Chaplains at UWest Policy
- 5. Student Affairs Staff**
  - a. Academic Advisor Job Description

- b. Afoa Advisor Resume
- c. Career Services Coordinator Job Description
- d. International Exchange Officer Job Description
- e. International Student Advisor Job Description
- f. RA Job Description
- g. Residential Life Coordinator Job Description
- h. Special Project Database Dev Job Description
- i. Student Success Center Coordinator Job Description
- j. Wellness Center Coordinator Job Description

**6. UWest Student Government**

- a. UWSG Executive Council Leadership Scholarship
  - b. UWSG MOU
- 7. First Year Student Webinar Materials
  - 8. First Year Student Webinar Resources
  - 9. Half a Whole-Person Presentation

**IV. Theme IV: Planning for Growth**

**1. Communication**

- a. 2014 Spring Town Meeting, April 30
- b. 2014-3-24 to UWest – Board Report
- c. Campus Update 15Nov2013 from President
- d. Campus Update 16May2014 from President
- e. Communications Report Implementation Update June 2012
- f. Invitation to Town Hall Meeting Sept2013
- g. Letter of Appreciation 26Sept2013 from President
- h. MIC Communication Report April 2012
- i. U-News April-May 2014
- j. U-News Feb-Mar 2014
- k. Values Luncheons Announcement 9June2014
- l. Yogacara Chanting Service 19Mar2014 Announcement

**2. Financial Data**

- a. 5-Year Strategic and Pro-Forma Budget
- b. Audited Financial Statements 2012 & 2013
- c. Donors Report 2014
- d. Financial Position May 2014
- e. Financial Resources Summary 2009-2014
- f. Financial Summary FY2013-14

**3. Human Resources**

**i. Administration**

- 1. Bill Chen CV
- 2. CFO Job Description
- 3. Dean of Academic Affairs Job Description
- 4. Dean of Enrollment Ad
- 5. Dean of Student Affairs Job Description
- 6. IEPO Job Description
- 7. Maria Ayon CV
- 8. President Job Description
- 9. Stephen Morgan CV
- 10. Vanessa Karam CV

- ii. **Full-time Faculty**
    - 1. Bruce Long CV
    - 2. Chi Sheh CV
    - 3. Darui Long CV
    - 4. Edward Chong CV
    - 5. George Lee CV
    - 6. Hiroshi Sasaki CV
    - 7. Jane Iwamura CV
    - 8. Janice Gore CV
    - 9. Joshua Capitanio CV
    - 10. Jue Ji CV
    - 11. Meskerem Tadesse CV
    - 12. Michael Grosso CV
    - 13. Miroj Shakya CV
    - 14. Tina Gauthier CV
    - 15. Victor Gabriel CV
    - 16. Victor Kane CV
    - 17. William Chu CV
  - iii. 2013 Administrative Staff Handbook
  - iv. Employee Annual Performance Evaluation Form 2013
  - v. Performance Review Form Faculty 2009
  - vi. Policy on Assistantships Nov 2013
- 4. Marketing & Recruiting**
- 5. Strategic Planning**
- a. **Existing Documents**
    - i. 5-Year Strategic and Pro-Forma Budget
    - ii. UWest Academic Plan 2012
    - iii. UWest Action Report to the BOT June 2012
    - iv. UWEST EMP Appendix – General Ed Retention
    - v. UWEST EMP Recruitment Execution Plan
    - vi. UWEST EMP Retention Execution Plan
    - vii. UWest Enrollment Management Plan
    - viii. UWest Enrollment Report 2008-2012
    - ix. UWest in Comparison to Similar Institutions
    - x. UWest Strategic Plan Draft
  - b. **Phase I**
    - i. Final Vision Draft April 2014
    - ii. Values Discussion Results Notes
    - iii. Vision Feedback Exercises
    - iv. Vision Scenarios
    - v. Vision Worksheet Responses
    - vi. Vision Workshop Flyer
    - vii. Vision Workshop Outcomes Transcript
  - c. **Phase II**
    - i. EnvironmentalScan\_External
    - ii. EnvironmentalScan\_Internal
    - iii. Key Findings of External Scan
  - d. Integrated Education Taskforce

## *Appendices*

- e. Memo on Enrollment Taskforce
- f. Strategic Plan Breakdown Mar2014
- g. UWest ThD Proposal to WASC 2014

### **V. Past Accreditation Reports**

- 1. UWest Special Report 2012
- 2. UWest CPR Report 2010

### **VI. WSCUS Documents**

- 1. 2008 Handbook of Accreditation
- 2. 2013 Handbook of Accreditation
- 3. CPR Team Report 2010
- 4. WASC March 2011 Action Letter
- 3. WASC March 2013 Action Letter

# WASC/ACSCU SUMMARY DATA FORM for ACCREDITED INSTITUTIONS

**Institution:** \_\_\_University of the West\_\_\_\_\_

**Finances:**

1. **Total Annual Operating Budget:** \_\_\_\_\_
2. **Percentage from tuition and fees:** \_\_\_\_\_%
3. **Endowment:** \_\_\_\_\_

**Governing Board:** A. Size: \_\_\_\_\_ B. Meetings a year: \_\_\_\_\_

## FOR UNDERGRADUATE PROGRAMS:

**Data for Most Recent Fall Enrollment by Ethnicity and Gender.**

Use IPEDS definitions for students. IPEDS data reported as of (date) \_\_\_Fall 2013 (not collected from IPEDS report)\_\_\_\_\_.

**Table 1: Total Enrollments**

Enrollment by Category	Use total headcount for these categories												
	Total FTE of Students	Total Students	Non-Resident Alien	Race and Ethnicity Unknown	Hispanic of any race	For Non-Hispanics Only						Total Male	Total Female
						American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races		
Undergraduate	79.25	79	27	1	38	1	9	1		1	1	37	42
Non-degree	35.25	48	42	1			2			2	1	17	31
<b>Total</b>	<b>115</b>	<b>127</b>	<b>69</b>	<b>2</b>	<b>38</b>	<b>1</b>	<b>11</b>	<b>1</b>		<b>3</b>	<b>2</b>	<b>54</b>	<b>73</b>
Enter percentage of total student headcount for each category		100%	54%	1.5%	30%	1.5%	8.7%	1.5%	%	2.4%	1.6%	43%	57%



# WASC/ACSCU SUMMARY DATA FORM for ACCREDITED INSTITUTIONS

## FOR GRADUATE PROGRAMS:

### Last Reported IPEDS Data for Enrollment in each program level by Ethnicity and Gender.

Use IPEDS definitions for students. IPEDS data reported as of (date) \_\_\_\_\_.

**Table 4: IPEDS by Program Level**

Enrollment by Category	Total FTE of Students*	Use total headcount for these categories										Total Male	Total Female	
		Total Students	Non-Resident Alien	Race and Ethnicity Unknown	Hispanic of any race	For Non-Hispanics Only								
						American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races			
Masters	159	162	77		10	1	41	1		29	3	79	83	
Research Doctorate	24	47	20			1	15	3		8		29	18	
Professional Doctorate	183													
<b>Total</b>	<b>183</b>	<b>209</b>	<b>97</b>		<b>10</b>	<b>2</b>	<b>56</b>	<b>4</b>		<b>37</b>	<b>3</b>	<b>108</b>	<b>101</b>	
Enter percentage of total headcount for each category		100%	46%	%	4.7%	1%	27%	2%	%	18%	1%	52%	48%	

**Table 5: Current Faculty**

Faculty by Categories	Race and Ethnicity Unknown	Hispanic of any race	For Non-Hispanics Only							Male	Female
			American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Two or More Races			
Full-time		1		9	1		4		12	3	
Part-time as FTE*		0.33		4			6		6	4	
<b>Total Faculty FTE</b>		<b>1.33</b>		<b>13</b>	<b>1</b>		<b>10</b>		<b>18</b>	<b>7</b>	

\*NOTE: The IPEDS formula for Full-Time Equivalent is, "The full-time-equivalent (FTE) of staff is calculated by summing the total number of full-time staff from the Employees by Assigned Position (EAP) component and adding one-third of the total number of part-time staff." If institution calculates FTE using a different formula, please describe briefly here:

## WASC/ACSCU SUMMARY DATA FORM for ACCREDITED INSTITUTIONS

### Notes:

**FTE undergraduate = sum of credit hours/ 12**

**FTE graduate = sum of credit hours/ 9**

### **RE: Graduation Rate cohorts-**

**In the past, we did not do a good job of reporting students in the CampusVue database. For example, we included exchange students and ESL students in the departmental count of the major they were perusing. However, in actuality, they were exchange students and ESL students. For this report, we worked prudently to exclude those students that we believed were not degree-seeking students. Of course, we are not absolutely certain whether or not they were degree-seeking students. That is why the graduate rates are much higher in this report than in other reports. Either way, this data is irrelevant because n is too small to be significant.**

**University of the West**  
**Sources of Revenue**

Private Institutions	2009-10		2010-11		2011-12		2012-13*		7/2013-5/2014***	
	Amount	%**	Amount	%**	Amount	%**	Amount	%**	Amount	%**
<b>Tuition and Fees***</b>	1,460,356	22.40	1,452,736	15.43	1,610,957	14.94	2,424,570	45.98	2,840,527	36.749594
Less:	-	-	-	-	-	-	-	0.00	-	0.00
Sponsored Scholarships & Fellowships	9,250	0.14	11,001	0.12	23,500	0.22	484,046	9.18	-	0.00
Un-sponsored Scholarships & Fellowships	128,217	1.97	137,939	1.47	160,953	1.49	322,609	6.12	875,795	11.33
Net Tuition and Fees	1,322,889	20.29	1,303,796	13.85	1,426,504	13.23	1,617,915	30.68	1,964,731	25.42
<b>Government Appropriations</b>	-	-	-	-	-	-	-	0.00	-	0.00
Federal	-	-	-	-	-	-	-	0.00	-	0.00
State	-	-	-	-	-	-	-	0.00	-	0.00
Local	-	-	-	-	-	-	-	0.00	-	0.00
<b>Government Grants and Contracts</b>	-	-	-	-	-	-	-	0.00	-	0.00
Unrestricted	-	-	-	-	-	-	-	0.00	-	0.00
Temporarily Restricted	-	-	-	-	-	-	-	0.00	-	0.00
Permanently Restricted	-	-	-	-	-	-	-	0.00	-	0.00
<b>Private Grants and Contracts</b>	-	-	-	-	-	-	-	0.00	-	0.00
Unrestricted	3,376,069	51.79	5,004,872	53.18	7,289,828	67.59	1,362,772	25.85	3,502,918	45.32
Temporarily Restricted	175,046	2.69	1,577,764	16.76	1,322,337	12.26	313,144	5.94	111,999	1.45
Permanently Restricted	-	-	-	-	-	-	-	0.00	-	0.00
<b>Investment &amp; Endowment Income</b>	-	-	-	-	-	-	-	0.00	-	0.00
Unrestricted	-	-	-	-	113,217	1.05	108,632	2.06	96,276	1.25
Temporarily Restricted	295,074	4.53	263,101	2.80	282,631	2.62	290,855	5.52	356,824	4.62
Permanently Restricted	-	-	-	-	-	-	-	0.00	-	0.00
<b>Sales and Service</b>	-	-	-	-	-	-	-	0.00	-	0.00
Educational Activities	64,061	0.98	214,912	2.28	62,372	0.58	131,190	2.49	154,942	2.00
Auxiliary Enterprises	460,683	7.07	518,261	5.51	463,655	4.30	606,617	11.50	682,319	8.83
Hospitals	-	-	-	-	-	-	-	0.00	-	0.00
Others	172,434	2.65	(121,435)	(1.29)	172,487	1.60	192,315	3.65	173,008	2.24
<b>Gains (losses) on Investments</b>	652,321	10.01	650,737	6.91	(347,604)	(3.22)	649,260	12.31	686,392	8.88
<b>TOTAL REVENUES</b>	6,518,578	100	9,412,008	100	10,785,426	100	5,272,700	100	7,729,409	100

Date: 6/30/2014

\*Most recent fiscal year for which audited financial statements are available

\*\*Percentage of Total Revenues

\*\*\*2013-2014 fiscal data covers from July 1, thru May 31 and the data will not be audited and finalized until January 2015 and may undergo changes.

**University of the West  
Operating Expenditures**

Private Institutions	2009-10		2010-11		2011-12		2012-13*		7/2013-5/2014***	
	Amount	%**	Amount	%**	Amount	%**	Amount	%**	Amount	%**
<b>Education and General</b>										
Instruction	1,126,831	26.70	1,206,495	24.66	1,342,688	25.00	1,703,257	27.84	1,647,599	28.733385
Research	32,081	0.76	32,867	0.67	55,221	1.03	77,822	1.27	18,083	0.32
Public Service		-		-		-		0.00		0.00
Academic Support	537,616	12.74	820,815	16.78	824,796	15.36	988,392	16.15	995,545	17.36
Student Services	191,727	4.54	236,309	4.83	284,828	5.30	309,624	5.06	323,017	5.63
Institutional Support	1,974,937	46.80	2,258,874	46.17	2,515,336	46.84	2,586,708	42.28	2,136,634	37.26
Operation & Maintenance of Plant	95,042	2.25	69,744	1.43	83,186	1.55	133,177	2.18	197,989	3.45
Auxiliary Enterprises	261,731	6.20	267,699	5.47	263,644	4.91	319,252	5.22	415,226	7.24
Other (specify)		-		-		-		0.00		0.00
<b>TOTAL EXPENSES</b>	4,219,965	100	4,892,802	100	5,369,699	100	6,118,232	100	5,734,092	100
<b>Change in Net Assets</b>										
Unrestricted	1,826,017		2,393,948		4,543,559		(1,190,966)		1,526,777	
Temporarily Restricted	472,597		2,200,257		872,168		345,433		468,540	
Permanently Restricted			(75,000)							

Date: 6/30/2014

\* Most recent fiscal year for which audited financial statements are available

\*\*Percentage of Total Fund Expenditures and Mandatory Transfers

\*\*\*2013-2014 fiscal data covers from July 1, thru May 31 and the data will not be audited and finalized until January 2015 and may undergo changes.

Expenditures exclude scholarship expenses

**University of the West**  
**Assets and Liabilities**

Private Institutions	2009-10		2010-11		2011-12		2012-13*		7/2013-5/2014***	
	Amount	%**	Amount	% **						
<b>Assets</b>										
Cash	1,891,537	9.86	2,835,869	12.01	7,826,800	26.85	6,108,803	21.48	6,664,203	22.09
Accounts Receivable	174,039	0.91	1,476,276	6.25	1,768,051	6.06	1,411,847	4.97	1,492,447	4.95
Inventories	3,112	0.02	2,756	0.01	8,556	0.03	7,229	0.03	6,384	0.02
Prepaid Expenses	72,797	0.38	85,264	0.36	218,087	0.75	208,834	0.73	353,056	1.17
Notes Receivable		-		-		-		-		-
Investments	6,919,302	36.06	9,349,633	39.60	9,383,363	32.19	10,433,688	36.70	11,556,779	38.31
Plant and Land	10,117,402	52.72	9,810,923	41.56	9,907,730	33.98	10,202,241	35.88	10,052,244	33.32
Advance Payment	11,272	0.06	48,732	0.21	41,299	0.14	60,531	0.21	44,928	0.15
<b>TOTAL ASSETS</b>	<b>19,189,461</b>	<b>100</b>	<b>23,609,453</b>	<b>100</b>	<b>29,153,886</b>	<b>100</b>	<b>28,433,173</b>	<b>100</b>	<b>30,170,041</b>	<b>100</b>
<b>Liabilities</b>										
Accounts Payable & Accrued Liabilities	224,291	14.13	230,766	15.50	396,343	24.51	452,974	26.00	202,532	13.84
Notes Payable		-		-		-		-		-
Deferred Revenue	98,877	6.23	65,662	4.41	61,457	3.80	102,437	5.88	167,699	11.46
Government Advances for Student Loans		-		-		-		-		-
Refundable Advance	61,284	3.86	68,896	4.63	67,951	4.20	66,635	3.83	69,900	4.78
Long-Term		-		-		-		-		-
Bonds Payable		-		-		-		-		-
Notes Payable	1,053,723	66.37	1,071,966	72.02	1,045,540	64.65	1,018,046	58.44	989,442	67.61
Pensions Payable		-		-		-		-		-
Other (specify)		-		-		-		-		-
Deposits Held for Others-		-		-		-		-		-
Student Organizations	13,094	0.82	8,787	0.59	6,201	0.38	5,895	0.34		-
Other	136,453	8.59	42,430	2.85	39,724	2.46	96,045	5.51	33,934	2.32
<b>TOTAL LIABILITIES</b>	<b>1,587,722</b>	<b>100</b>	<b>1,488,508</b>	<b>100</b>	<b>1,617,214</b>	<b>100</b>	<b>1,742,033</b>	<b>100</b>	<b>1,463,507</b>	<b>100</b>
<b>Net Assets</b>										
Unrestricted	10,045,828	57.07	12,439,779	56.24	16,983,337	61.68	15,792,372	59.17	17,319,149	60.37
Temporarily Restricted	830,911	4.72	3,031,166	13.70	3,903,335	14.18	4,248,768	15.92	4,717,308	16.44
Permanently Restricted	6,725,000	38.21	6,650,000	30.06	6,650,000	24.15	6,650,000	24.91	6,650,000	23.18
<b>TOTAL NET ASSETS</b>	<b>17,601,739</b>	<b>100</b>	<b>22,120,946</b>	<b>100</b>	<b>27,536,672</b>	<b>100</b>	<b>26,691,140</b>	<b>100</b>	<b>28,686,457</b>	<b>100</b>

Date: 6/30/2014

\* Most recent fiscal year for which audited financial statements are available

\*\*Percentage of Total Assets/Liabilities as appropriate

\*\*\*2013-2014 fiscal data covers from July 1, thru May 31 and the data will not be audited and finalized until January 2015 and may undergo changes.

**University of the West  
Capital Valuations**

	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13*</b>	<b>7/2013-5/2014**</b>
	Amount	Amount	Amount	Amount	Amount	Amount
<b>Land</b>						
Beginning Book Value	5,197,717	5,197,717	5,197,717	5,197,717	5,197,717	5,197,717
Additions						
Deductions						
Ending Book Value	5,197,717	5,197,717	5,197,717	5,197,717	5,197,717	5,197,717
<b>Buildings &amp; Improvements</b>						
Beginning Book Value	6,344,053	6,402,988	6,651,523	6,440,753	6,529,985	6,705,846
Additions	58,934	248,536	70,500	89,232	175,862	83,900
Deductions			281,271			
Ending Book Value	6,402,988	6,651,523	6,440,753	6,529,985	6,705,846	6,789,746
<b>Furniture and Equipment</b>						
Beginning Book Value	1,445,658	1,489,158	1,510,675	962,694	1,190,613	1,677,812
Additions	43,500	21,517	141,745	229,394	487,199	140,771
Deductions			689,725	1,475		
Ending Book Value	1,489,158	1,510,675	962,694	1,190,613	1,677,812	1,818,582
<b>Automobiles</b>						
Beginning Book Value	72,996	72,996	72,996	52,706	52,706	15,886
Additions						
Deductions			20,290		36,820	
Ending Book Value	72,996	72,996	52,706	52,706	15,886	15,886
<b>Leasehold Improvement</b>						
Beginning Book Value				-	152,695	173,645
Additions				152,695	20,950	
Deductions						
Ending Book Value	-	-	-	152,695	173,645	173,645
<b>Construction in Progress</b>						
Beginning Book Value						
Additions						
Deductions						
Ending Book Value	-	-	-	-	-	-

Date: 6/30/2014

\* Most recent fiscal year for which audited financial statements are available

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**University of the West**  
**Endowment Values and Performance**

	Market Value of Endowment	Percent of Market Value as Quasi- Endowment	Yield	Current Fund Income from Endowment	Net Transfers In/Out of Endowment	Total Annual Return on Investments
2009-2010	7,119,525	0%	5.87%	300,103	448,008	958,913
2010-2011	9,434,235	15.21%	15.76%	298,416	2,365,946	947,688
2011-2012	9,466,396	15.81%	16.15%	396,346	36,856	39,588
2012-2013*	10,553,617	15.97%	29.49%	399,973	1,048,433	1,049,408
7/2013-5/2014**	11,666,339	15.45%	43.15%	452,488	451,488	1,129,124

Date: 6/30/2014

\* Most recent fiscal year for which audited financial statements are available

\*\*2013-2014 fiscal data covers from July 1, thru May 31 and the data will not be audited and finalized until January 2015 and may undergo changes.

Notes:

1. Endowment includes donor restricted Plant/Renewal Endowment and Scholarship Endowment and Board Designated Endowment Fund which is included in unrestricted net assets.
2. There is a Quasi endowment in the University endowment fund has determined to be retained and managed like an endowment. It has been named a Board Designated Fund.
3. The Plant/Renewal Endowment Investment policy is established by the Board of Trustee and the management of the endowment is also designated by the donors to the Board. This includes the Endowment Spending.
4. The University relies on a total return strategy in which investment returns are achieved through both capital appreciation (realized and unrealized) and current yield(interst and dividends)