

**REPORT OF THE WSCUC EVALUATION TEAM
SEEKING ACCREDITATION VISIT 1**

For Institutions Seeking Initial Accreditation

Saint Katherine College

November 18-20, 2015

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The team evaluated the institution under the WSCUC Standards of Accreditation and prepared this report containing its collective judgment for consideration and action by the institution and by the WASC Senior College and University Commission. The formal action concerning the institution's status is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission action letter will be made available to the public by publication on the WSCUC website once an institution has achieved Candidacy and throughout the process to achieve Initial Accreditation.

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Saint Katherine College

SEEKING ACCREDITATION VISIT 1

TEAM REPORT

SECTION I: OVERVIEW AND CONTEXT

A. Description of Institution and Visit

Institutional Mission, Nature, History

Saint Katherine College (SKC) is a private, independent, nonprofit, undergraduate, liberal arts and sciences college with a primary purpose rooted in the life of Orthodox Christianity. Its curriculum contains an interdisciplinary core and its higher education lineage, related to scholarship, research, and service, is traced back to the 5th century.

The mission is to provide a balanced education in the liberal arts and sciences, founded and rooted in the life of the Orthodox Christian tradition - *Inquiry Seeking Wisdom*. As an Orthodox Christian College of Liberal Arts and Sciences, it is the only one in the western hemisphere not affiliated with a religious institution.

Located originally in Encinitas, California, the SKC campus moved permanently to San Marcos, California, San Diego County, in 2014 and benefits from the availability of geographic, cultural, historic, recreation, transportation, multicultural, and culinary amenities.

Enrollment began with 14 students in 2011, and by 2015 increased to 52 students who currently represent 16 states and 11 different religious denominations. Four full-time and 17 adjunct faculty members are employed, along with seven full-time administrative staff. Additionally, two alumni ambassadors serve as recruiters, as do four athletic coaches.

Degree offerings include two Bachelor of Arts degrees (Arts and Humanities; Business, Management, and Economics) as well as two Bachelor of Science degrees (Natural Sciences and Sport Performance). All degrees with the exception of the Business program offer at least two concentrations.

Accreditation History

SKC was approved to offer degrees by the Bureau of Private Postsecondary Education (BPPE) on February 29, 2012. On February 9, 2015, a panel of the Eligibility Review Committee of the WASC Senior College and University Commission (WSCUC) conducted its evaluation of the application for Eligibility and acted to grant Eligibility to Saint Katherine College. The institution was given five years until February 9, 2020, to achieve Candidacy. As noted in the letter, if it is found to be in at least minimal compliance with the four Standards at the first Seeking Accreditation Visit, Candidacy may be granted for five years. If SKC is found to be in

substantial compliance with WSCUC's four Standards after a first Seeking Accreditation Visit, it may achieve Initial Accreditation without going through Candidacy.

B. Alignment with the Letter of Intent and Quality and Rigor of the Review and Report

Consistency with Letter of Intent and Organization

There was a great deal of consistency between Saint Katherine College's Letter of Intent and the SAV 1 report. No descriptions of departures from the Letter of Intent were reported in the SAV 1 report, which followed the prescribed format and structure closely. The language was clear and easy to follow.

Accurate Portrayal

In most cases, the report accurately portrayed the institution's current conditions. Two examples indicated that the report contained some aspirational information, which had not yet been fully operationalized: the institutional research job description and the library functions and resources. Steps have been taken in both instances to implement those functions, as was noted during the site visit and is further reported below.

Institutional Involvement in Report and Review

As a small college, most of the faculty and staff were intimately involved in committee implementation, steering, and reporting related to accreditation Standards. They either participated in writing or were familiar with the report. SKC's overall commitment to the accreditation process was revealed in its early engagement toward understanding and integrating standard guidelines. It was reported that the institution began accreditation preparations even before instruction commenced, allowing four years to develop and refine policy and quality assurance processes. Many of those policies and procedures have already been implemented and others are prioritized for implementation as enrollment continues to grow.

Self-Reflective Manner

SKC reflected equally upon its current status and future aspirations throughout the narrative. Section 7, the conclusion, extended the self-reflective process to address higher education's contemporary climate. In general, the report expressed a high degree of confidence about achieving compliance with accreditation standards, attributing any weakness to the current unaccredited status as it impacted student enrollment and revenue generation.

Identified Areas of Strength and Needed Improvement

One area of strength endorsed by the institution was the mission, which was reported as widely integrated throughout academic and cultural practices. The addition of an institutional research (IR) office, a part-time IR coordinator, and a new assessment system were referenced by SKC as major institutional improvements, along with an emerging culture of assessment and ongoing plans to expand these efforts. SKC chronicled additional institutional strengths in the areas of commitment to student learning; data gathering and analysis; an overall positive culture of assessment; well-constructed syllabi; and data gathering software. Strong board leadership and

collaboration, talented faculty, and strategic financial management were also endorsed as strengths.

The SAV 1 report indicated that future institutional improvement was anticipated in: faculty, staff, student and board diversity; academic rigor by recruiting well qualified students; consistent use of the student information system; sufficient data collection, assessment, and analysis; sufficient policies and procedures for data utilization; institutional research capacity; the expansion and development of student services and co-curricular assessment practices; PLO assessment into courses beyond the senior thesis; expanded data collection beyond student surveys; expanded enrollment management efforts; diversified revenue sources; balanced faculty workload; an improved online platform; strategic plan implementation, and expanded faculty and staff development. Additional future-oriented self-recommendations included an expanded technical infrastructure, expanded delivery models, the adoption of a multi-product approach, providing online products, and creating learning communities. The visiting team acknowledges each strategy as beneficial to academic quality while also cautioning that each aspiration requires detailed implementation strategies, measurable benchmarks, and accountability trails.

Quality of Standard and CFR Evidence

Representative evidence was included for each CFR, demonstrating the institution's commitment toward a culture of evidence. Available evidence was at times inconclusive or incomplete, missing elements such as aggregate and disaggregate SLO outcomes, faculty and student evaluations, outcome-based actions, associated budgetary resources, and subsequent actions. It was reported by SKC that statistical analysis would be inconclusive in many cases because of the small student population to date.

Rigorous Review Process

The Seeking Accreditation report language demonstrated strong institutional understanding of good data collection, assessment, and improvement processes, with evidence that those understandings were effectively implemented in the program review document. Commitment to rigorous accreditation Standards and practices was consistently endorsed both within the report and during site visit interviews.

Standard Compliance Evidenced by Data

A thorough grasp of each standard was expressed in the narrative report and supporting evidence generally reinforced CFR narratives. While references to data were sometimes not supported by links to evidentiary documents, select evidence was linked in subsequent report sections, and evidence was otherwise provided upon request. In some cases, evidence indicated that institutional processes were in early stages of development, as further discussed below.

Self-Review Outcomes in Institutional Learning

The self-study report acknowledged a growing awareness of the need for improved student and institutional learning data collection and analysis processes. SKC personnel affirmed their intent to learn from the peer review process and to exceed accreditation Standards as enrollment increases; the narratives accordingly pointed toward a series of quality improvement plans based on accurate data.

C. Response to Issues Raised in the Eligibility Review Committee Letter

Eligibility Review Recommendations and Outcomes

Eligibility Criteria 7 – Governing Board. Recommendation: Increase the size of the Board. Board membership increased from seven to eleven outside members plus three principal college officers by March 2015, the time of the Eligibility Letter, and remains steady at that total. The Eligibility Letter further encouraged member recruitment to align with a by-law requirement for 25 Board members as future needs dictate. [3.9]

Eligibility Criteria 8 – Sources of Revenue. Recommendation: Continue to find alternate sources of revenue beyond student tuition revenue and donations. The addition of a soccer field and availability of rentable classroom space were anticipated to produce institutional revenue. The soccer field remains in a pre-developed stage, while a personnel shift moved attention away from the intention to rent classroom space. Other significant philanthropic contributions have recently emerged and are expected to enhance SKC's portfolio. [3.4]

Eligibility Criteria 9 – Implementation of Strategic Plan. Recommendation: Develop more detailed statements for implementation of the strategic plan, including benchmarks, metrics, costs, and regular monitoring. SKC developed a broad implementation timeline and would further benefit from concrete formative benchmarks, metrics, costs, and monitoring assignments as discussed below. [4.6]

Eligibility Criteria 11 – Assessment and Educational Effectiveness. Recommendation: Focus on further maturation of educational effectiveness measures as outlined in the letter. Current progress in educational effectiveness is most evident in the completed Arts and Humanities program review, which established an excellent model for upcoming program reviews and the institutional expansion of data collection, analysis, and subsequent action. [1.2, 2.6]

Eligibility Criteria 11 – Program Review. Recommendation: Complete program review process with evidence of changes made as a result. Program review for Arts and Humanities was anticipated in the Letter of Intent and delivered in the Seeking Accreditation Visit 1 (SAV 1) report, representing SKC's first program review. The qualitative process was well articulated and the external reviewers' comments appear to have been incorporated into the plans for anticipated improvements. Exhibit 13.0 notes that a set of recommendations was recorded in a memorandum of understanding as a result of the Arts and Humanities review, but documented budget changes and action items were not evidenced. [2.7]

Eligibility Criteria 11 – Institutional Research. Recommendation: Continue to strengthen capacity for institutional research (IR) as the college grows. Although SKC invested in a part-time director, the job description had not been operationalized by the time of the site visit due to limited IR staffing hours. However, the IR position expanded to full-time during the evaluation visit. SKC self-described the need for more consistent assessment language, data aggregation, disaggregation, and analysis, and noted data collection problems associated with current software systems. They are currently exploring available remedies. [4.2]

Eligibility Criteria 14 – Retention and Completion Analysis. Recommendation: Begin planning for more robust analysis of retention and persistence as enrollment increases. SKC’s new IR office is charged with developing enrollment data for institutional review. Retention and graduation data are minimal given SKC’s current size and stage of development. Software system remedies are also necessary for functional progress to occur. [2.7, 2.10]

Eligibility Criteria 16 – Library Development. Recommendation: Implement the three-year plan for strengthening library and computer development. The library goals are in an early stage of development and bear additional commitment, attention, and resources. [3.5]

SECTION II: EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC’S STANDARDS

Standard One: Defining Institutional Purposes and Ensuring Educational Objectives

The institution defines its purposes and establishes educational objectives aligned with those purposes. The institution has a clear and explicit sense of its essential values and character, its distinctive elements, its place in both the higher education community and society, and its contribution to the public good. It functions with integrity, transparency, and autonomy.

Institutional Purposes

Saint Katherine College (SKC) has declared clear, distinctive statements of values, mission, and vision appropriate for a traditional baccalaureate liberal arts institution. *Inquiry Seeking Wisdom* is a thoughtful summation of SKC’s mission based on an Orthodox Christian tradition—a synergy of its academic and faith-based mission and purpose. Stated values support mission and core purposes and are reflected in curricular design (integrated core and general education curriculum), co-curricular programs (community service), interdisciplinary methodology, and simultaneous commitment to the Orthodox Christian tradition. Moreover, SKC’s commitment to educating the whole person—mind, body, spirit—is evident in its investment in the curriculum and co-curriculum and was affirmed by institutional constituencies and Board of Trustees throughout the site visit. [1.1]

Student learning outcomes have been established at institutional, general education, program, and course levels. These outcomes are aligned appropriately with one another in various documents; however, assessment methods, results, and reports do not consistently reflect this alignment. Institutional learning outcomes reflect WSCUC core competencies for baccalaureate education and Lumina Foundation’s *Degree Qualifications Profile*. Learning outcomes are established at an academic rigor level commensurate with the college’s stated intent for a liberal arts education taught in the context of an Orthodox Christian worldview. Primarily through the senior thesis requirement for all students, faculty members assess students’ academic rigor and learning outcomes achievement at the time of graduation. Through examination of all disciplines’ student work samples, interviews with faculty, and written testimony by a few alumni, early indications suggest that current graduates have been held to high academic standards. Data on student learning outcomes, measures of retention and graduation, assessment

plans, annual reports, rubrics, and program review were recently made public on the website. The institution is urged to ensure it has complied with public disclosure of student learning by frequently updating its website. [1.2]

SKC has an Office of Institutional Research and an Office of Institutional Effectiveness, both in their infancy but with promise of appropriate organizational structures to support the institutional and research assessment efforts of the campus. Areas of responsibility for the institutional research office are expansive, including support for traditional functions of institutional research, strategic planning, accreditation, and compliance reporting for federal and external agencies. A full-time institutional research officer has recently been hired. This hire moves SKC significantly toward the necessary infrastructure required for institutional research functions, essential for reliable and valid data generation, analysis, action, and institutional improvement. Coupled with expansion of academic and co-curricular assessment services provided by a newly formed Office of Institutional Effectiveness, SKC has organized itself well for providing essential and ongoing infrastructure for academic assessment and institutional decision making. [1.2]

Integrity and Transparency

SKC has clear and refined policies and procedures related to academic and political freedom, due process, sexual harassment, student complaints/grievances, disability accommodations, and values associated with quest for truth in research and scholarship. These policies are publically stated and accessible in the *Course Catalogue*, *Student Handbook*, and *Faculty Handbook*.

Clearly articulated is the college's affirmation of the principle of freedom of expression, inquiry, and debate—even those antithetical to SKC values. Several policies demonstrate this freedom exists for faculty, staff, and students. The freedom of expression and respect for divergent beliefs were validated by various institutional constituencies. At the same time, the college makes clear that its faith-based mission is rooted in Orthodox Christianity. Faculty survey responses (2014) indicate a high percentage of agreement that the college encourages and respects freedom of expression. No legal actions have been taken by faculty or students against SKC since its inception. [1.3]

The college states its commitment to fostering a learning and institutional environment that embraces diversity. This sense of inclusion is a fundamental value of Orthodox Christian faith and was articulated passionately by students, in particular. Several learning outcomes at the institutional and program levels demonstrate diversity as a core commitment contributing to “a genuine unity within a diverse world.” Learning outcomes related to diversity are cast from the framework of social responsibility to ensure equitable access for diverse groups, critical examination of cultural artifacts, valuing perspectives and experiences of others, establishing empathic relationship to differences, and interconnectedness of an international world. [1.4]

At the operational level the institution acknowledged via interviews and its strategic plan the need to increase the diversity of faculty, staff, and students as a key element to realize fully its institutional commitment to educational equity. In interpreting percentages, it is important to consider the number of students. The fall 2015 entering class is comprised of 11 first-time students and 5 transfer students. The total student body is 50 students in fall 2015. Currently, student gender diversity is 56.7% male, 70% White/Non-Hispanic, and 80% transfer students. Diversity for administration and full-time faculty and staff is 100% White and Christian. Gender distribution for the 8 full-time administrators is 62% male and 38% female. The four full-time

faculty are male. Limited gender diversity exists for the 17 adjunct faculty members, who are 71% male. The Board is 68% male, 98% White, and 98% Christian. Several constituencies were emphatic in defining diversity in terms of embracing and honoring various cultural and religious perspectives, a diversity definition consistent with its faith-based mission but not reflective of the student body. SKC recognizes that it has not reached a desirable level of diversity in terms of numerical ethnic and gender composition, especially given its regional location in California. The team urges SKC to address this important goal of inclusive excellence with the expectation that as the institution matures and increases in size, its faculty, staff, student body, and Board will become increasingly diverse and discussions of diversity will go beyond group representation.

The team interviewed the Diversity Committee, a self-formed committee passionately devoted to diversity at SKC. The members were focused on numerical ethnic and gender profiles and had not yet explored fully the associated issues of student life, campus climate, curriculum, pedagogy, and service learning from the perspective of diversity. The Diversity Committee is urged to review WSCUC's Statement on Diversity as a means to engage in meaningful discussions and appropriate actions for understanding diversity and for ensuring a nurturing climate of inclusiveness and sensitivity. Moreover, the team recommends the implementation of a comprehensive approach to diversity, addressing student experience, curriculum and pedagogy, policy development, and enrollment and staffing numeric goals. The administration and faculty are more than adequately prepared to provide creative and proactive leadership and may include seeking professional consultation to fully operationalize its genuine commitment to diversity. [1.4]

It is clear that education is the primary purpose of SKC. The president states that from its founding, the college has offered baccalaureate degrees in the liberal arts and sciences taught in the context of an Orthodox Christian worldview and its programs are open to those of all religious tenets and beliefs. Moreover, the institution has emphasized that it is an independent Orthodox Christian college that is not governed by the Orthodox Church. From the perspective of enrollments and student recruitment of Orthodox Christian students, it is important to note that the college receives the blessings of the Orthodox Christian hierarchs. The team encourages the SKC to market its distinction as an Orthodox Christian college with liberal arts and sciences programs, thereby distinguishing itself from the other baccalaureate degree granting Orthodox Christian College on the East Coast that focuses on liberal arts and preparation for a graduate seminary program. [1.5]

The SKC website, catalog, handbooks, policies, and procedures provide evidence of open communication regarding the institution's transparency and public disclosure. Tuition, housing, and fee costs are clearly stated in its publications. Its degree programs are designed for a four-year completion period, and curriculum maps and advising documents substantiate faculty's commitment to a timely completion of degree programs. Policies on student evaluation, grading, and appeal procedures are clearly articulated in the Course Catalog. Policies for student complaints and grievances are clearly articulated and accessible. SKC offers only degree-granting credit, although it offers a private school teaching certificate program in collaboration with the University of San Diego. [1.6] During an open forum, students indicated that they are treated fairly and equitably and receive honest communication regarding institutional offerings and services. An overwhelming number of students cited the extraordinary commitment of

faculty and staff in ensuring student success. Students' major recommendation for improvement centered on SKC to achieve accreditation, which allows student financial aid and, in their view, will contribute to increased student enrollments and retention. [1.7]

The college provides consumer information as required by federal mandate. Policies, catalog, and handbooks are reviewed and revised as needed to ensure integrity of operations. Most of these are refined, especially given the early stages of institutional development. Personnel are to be evaluated annually with high expectations for integrity and responsibilities in the conduct of their work. Faculty are evaluated by the dean of faculty; staff by the president and chief financial officer; president by the Board. Programs are evaluated via academic program reviews; one program review, Arts and Humanities, has been completed and serves as an excellent model for future program reviews. Annual independent audits of finances are conducted to ensure fiscal transparency. [1.7]

Communication with the WSCUC and its accrediting commission is appropriate; abundant evidence exists that the president, provost, faculty, and staff work diligently to abide by WSCUC Standards and policies. SKC is urged to ensure that institutional documents include the date of creation and are updated as necessary to reflect current reality of operations. The visiting team experienced occasional difficulty discriminating between older and newer documents and ascertaining if some documents were a reflection of current organizational structure, human resources, and operations. At the same time and in response to the team's request, administration and faculty were forthcoming and timely in providing additional documents and clarifying information. [1.8]

Conclusions

Overall, SKC demonstrates a high level of self-reflection, although the team noted that it frequently cited lack of accreditation as an explanation for many challenges. Most certainly, this non-accredited status is a reality in terms of recruiting students, faculty, and donors. Despite this, the team was impressed with SKC's steadfast commitment to its future evolution and striving for accreditation, and the team is confident that SKC will remain vigilant to its strategic plans for the maturation of the campus, particularly as related to enrollment management (increase in student enrollments, retention and graduation rates with disaggregation by student subpopulations), diversity, fiscal diversification, faculty sufficiency and development, and program quality. SKC demonstrated sufficiency of policies related to academic freedom and complaints, education as its primary purpose, truthful presentation to students and the external community, and ongoing communication with WSCUC by the president, ALO, and faculty leadership from the time of SKC's founding.

Overall, the team found Saint Katherine College to be in substantial compliance with Standard 1.

Evidence

As a means to verify and assess the institution's analysis and conclusions about Standard 1, the team thoroughly reviewed the SAV 1 report; examined documents provided by SKC; and conducted interviews with faculty, staff, students, administrators, alumni, and Board of Trustees.

Evidence included the following: Academic Honor Code; Annual Assessment Reports and Program Assessment Plans; Assessment Plan for Bachelor of Science in Natural Sciences; Board of Trustees Fiduciary Duties and Responsibilities Policy; Minutes; Clery Report; Commission

Letter (March 16, 2015); Course Catalogue; Credit Hour Policy; Disclosures for Higher Education Opportunity Act/website posting; Enrollment Plan (draft); Faculty Approval and Committee Structure; Faculty Handbook; Faculty Survey on Academic Freedom; Financial Aid Policies; Financial Forecasts and Sustainability; Financial Security by Creating A New Financial Model; Hiring Process; Interviews with students, faculty, staff, administration, and Board of Trustees; Letter of Intent to Apply for Accreditation; Peer Institutions; Policy on Academic and Political Freedom for Faculty, Staff, and Students; Policy Development and Approval Process; Strategic Initiatives and Tactics; Implementation of Strategic Goals and Objectives (September 2015); Student Handbook; Student Learning Outcomes (Institutional, Program, General Education, and Course); Student Survey, Diversity Profile (2015); Student Theses (samples); Syllabi Sample Format; Website (various pages related to CFRs of Standard 1)

Standard Two: Achieving Educational Objectives through Core Functions

The institution achieves its purposes and attains its educational objectives at the institutional and program level through the core functions of teaching and learning, scholarship and creative activity, and support for student learning and success. The institution demonstrates that these core functions are performed effectively by evaluating valid and reliable evidence of learning and by supporting the success of every student.

Saint Katherine College provided extensive documentation to facilitate review of educational programs and institutional policies and procedures that support the achievement of established educational objectives. Interviews were conducted with the board, administration, faculty, staff and students to verify and clarify current practices and procedures. Meetings with all constituencies made it clear that the entire institutional community participated in the self-study process as it relates to the educational programs and meeting students' learning needs. Students openly discussed their educational experiences and faculty provided a balanced evaluation of core function support practices.

Teaching and Learning

In presenting a case for their distinctive educational mission, the College's website, *Academic Catalog*, graduation worksheets, and academic maps consistently document that each degree program is built around a mission-specific integrated core that is connected with general education and institutional learning outcomes. Curriculum maps and *Degree Qualifications Profile* mapping indicate strengths in the development of intellectual skills and broad and integrative knowledge. Specialized knowledge within degree programs have been compared to accredited institutions' programs, and the first formal program review demonstrates attention to recognized disciplinary standards.

There are four full-time faculty, each well-qualified to support one of the four degree programs. Adjuncts are utilized to support concentration areas within the degree programs, although the available faculty vitas for adjuncts did not show strong support for the multiple concentrations within the Arts & Humanities degree offerings. The recent Arts & Humanities program review

acknowledges concern with the current range of course offerings and has accordingly built in plans for restructuring the degree. [2.1]

Admission requirements are well detailed in the college catalog, identifying specific entry-level criteria and guidelines for the transfer of credits. Graduation worksheets provide clear articulation for degree requirements. There is a range between 36 and 54 units associated with subject-specific coursework for the different degree/concentrations. The range of course options for some concentrations leaves a more open structure to degrees in the Arts and Humanities. This is likely to change with the revisions planned in response to the program review findings.

All degree programs support the mission focus on “*inquiry seeking wisdom*” through inclusion of mission specific integrated core courses, a senior thesis/project, and some type of applied culminating learning experience such as an internship or practicum. WSCUC core competencies have been embedded in the institutional learning outcomes and mapped with the college’s general education requirements.

The institutional report references AAC&U VALUE rubrics to assist in assessing student learning across degree programs, but the institution is still working through how best to make use of the rubrics. The assessment plan for the natural sciences indicates an intent to use VALUE rubrics to evaluate core competencies within senior thesis projects. On-site review of the completed natural science senior thesis evaluation indicates that a program capstone rubric has been created that incorporates VALUE rubric elements. The assessment plan for the natural sciences also identifies specific benchmark criteria for program learning outcomes, including expectations for student scores on ETS Major Field Tests. Assessment notebooks were furnished on site which provided additional assessment plan documentation in each department as well as for the integrated core and general education coursework. Notebooks included samples of student work products and actual assessment summaries for the senior thesis work of recent graduates. Also included were completed rubrics documenting administrative evaluation of the assessment plans. The institution has been proactive in developing an assessment culture and faculty affirmed the work involved as well as the benefits generated as a result of findings. [2.2, 2.2a]

Institutional learning outcomes are articulated and consistently represented in public documents. Students affirmed awareness of learning outcomes and confirmed that faculty have been proactive in helping students focus on course level learning outcomes. Outcomes have been identified for each degree program and concentration. These have yet to be consistently associated at the program level in the catalog but are outlined in the program assessment plans available on the Office of Institutional Effectiveness webpage. While assessment plans are detailed, the college should further consider how to incorporate program learning outcomes into the catalog and academic program website pages. [2.3]

Sample syllabi and a syllabus template provide evidence of course level student learning outcomes (CSLOs) and indicate the expectation that CSLOs be mapped to institutional (ISLO) and program (PSLO) levels. The syllabus template is new and expectations for PSLO inclusion was implemented this fall and will be rolled out each semester. Performance standards are included in the new syllabi and assessment plans. Policies and procedures for internships and

service learning are detailed and provide evidence of appropriate faculty supervision and evaluation. As the institution grows, strategies for monitoring student engagement in these external learning opportunities may require modification in addition to staffing support. Alignment of learning outcomes with resources beyond the classroom indicate intentional efforts to network with other higher education institutions' libraries and research facilities. [2.3]

Current on-campus library holdings are comprised of what has been donated to the college in its first five years. Faculty have worked with students to access online offerings and encouraged use of local academic libraries to support student research activities. Instruction on information literacy to date has been handled by faculty as opposed to Exhibit 3.5.3 which states that library staff has delivered information literacy instruction customized to faculty requests. The recent hiring of a part-time professional librarian and completion of an institutional online catalog fulfill initial steps in the college's strategic plan for the library. It will be important for the college to move forward with the library strategic plan to ensure that it offers a fuller range of library services to support student learning at the baccalaureate level. Finalization of a collection policy focused on supporting the academic programs will be critical as will actual budgets for acquisition of electronic as well as print resources. Developing campus library services will also provide increased support for faculty research and scholarship activities. [2.3]

The institutional report indicates learning outcomes "have been solely developed by faculty with consultative input from relevant administrative personnel." Recent Academic Affairs minutes confirm faculty engagement in discussions about program learning outcomes, assessment, and how both are represented in syllabi. These minutes also suggest that the development of a faculty committee structure at Saint Katherine is relatively recent and still being refined. This was verified in discussions with the provost and full-time faculty. Faculty are clearly very engaged together in addressing student learning needs and working to improve the quality of learning experiences available to students. Performance standards for the senior thesis projects are included in the *Catalog* and program assessment plans address student learning outcomes at all levels (ILOs, PLOs, and CLOs). They include curriculum maps and detailed assessment guidelines, including signature assignments and related rubrics. Assessment plans have all been reviewed by the dean of faculty and the new provost, using rubrics for the plans and for assessment activities. [2.4]

The *Saint Katherine Academic Catalog* articulates standards and procedures for mathematics and English course placement upon entry. Copies of the placement documents were reviewed. They are diagnostic in design and allow faculty to tailor necessary remedial work to meet student needs. Faculty and the dean of students monitor student progress. As students move through their academic programs, learning is evaluated at the course level but also with an annual reflective essay, which addresses students' learning experiences aligned with the college's distinctive mission and intended to serve as a spiritual formation artifact. The program-specific senior thesis/project and required practicum/internships are structured to push students toward high research and applied learning standards. The institutional report and faculty interviews indicate that senior projects and internships are supervised by faculty, providing quality "faculty-student communication" and active student learning experiences. Academic Affairs minutes for October 1, 2015, note some modifications to the practice with associated professionals providing internship supervision. Student Survey results and on-site dialogs with students confirmed that

students see themselves as actively engaged in learning, receiving adequate feedback on coursework, and frequently engaging in faculty dialog. [2.5]

Saint Katherine College has nine graduates to date. All are either currently employed in their field of study or pursuing additional education. Data on program specific student learning outcomes are reflected in the completed senior capstone rubrics. The college has built its degree programs around a core set of institutional learning outcomes from its inception. The development of specific program learning outcomes has more recently been finalized and mapping those with course learning outcomes has clearly been part of the self-study process. The college has proactively generated the necessary infrastructure for assessment over the past year. Comprehensive assessment plans are now in place for each of the academic degree programs and the college completed its first program review in fall 2015, establishing a foundation for demonstrating that its graduates are achieving established learning outcomes in accordance with performance standards. The challenge for small institutions with a limited number of full-time faculty is sustaining assessment efforts over time. The plan for annual assessment reporting will help maintain momentum with an ongoing internal dialog about student learning. [2.6]

The Arts and Humanities degree program completed the college's first comprehensive program review this fall. The documentation indicates a thoughtful, outcomes based, and evidence driven process. The Academic Program Review Guidelines and institutional self-study program review rubric are built around the WASC Resource Guide for Best Practices in Program Review. The Arts and Humanities self-study, reports from external reviews, alumni survey results, and the resulting memorandum of understanding document a successful first cycle program review. A schedule has been established for program reviews to be completed every five years. The Department of Sports Performance and the Department of Business, Economics and Management are scheduled for spring 2016. The Department of Natural Sciences is scheduled for fall 2016 and program reviews are scheduled for the Integrated Core and General Education in spring 2017. [2.7]

Scholarship and Creative Activity

Saint Katherine's commitment to scholarship and creative activity is evidenced first in the selection of full-time faculty with records of scholarship and the adoption of faculty evaluation policies that focus on teaching, scholarship, and service. The college's investment in a quarterly literary publication, the *Saint Katherine Review* supports scholarship by Christian authors. The academic program commitment to scholarship is supported in the design of the senior thesis projects, which emphasize research and critical analysis. The document on a Center for Teaching and Learning and one on strategy proposals for future innovative research, scholarship, and creativity indicate a thoughtful review of the institutional potential for faculty development and the exploration of research topics that focus on student learning and engage students in research as well. There appears to be thoughtful planning toward campus based research, scholarship, and creativity; but tangible details have yet to be incorporated into the institutional strategic plan. [2.8]

Sponsorship of guest experts in areas of teaching, learning, and assessment indicates institutional recognition of the links between those domains. A review of recent faculty evaluations affirms that all three areas are evaluated and discussed as faculty set goals for professional improvement

and interviews with faculty affirmed institutional support for research activity as well as financial support for conferences and presentation opportunities. [2.9]

Student Learning and Success

Saint Katherine has detailed the course requirements for each degree program, developed curriculum maps and provided students with semester by semester academic maps to help guide them toward completion of their degrees. Mathematics and English diagnostic tests, along with a Readiness Survey, help to identify students who may need academic support. In discussion with the dean of students, there is an intentional advising plan with close monitoring of student progress toward the degree. A review of the data provided on retention and completion suggests related challenges for the college as it grows. Retention rates dropped significantly after the first two years as the college expanded enrollment through athletic recruitment. Interviews with faculty and staff indicate the institution will rethink the enrollment strategy and has already adjusted some admission standards in the process. Disaggregation of the data has been limited to gender and entry status (freshmen/transfer) but a new Enrollment Management Plan has been developed that provides academic and financial attrition data. Further disaggregation of these categories will be important as the college develops a clearer profile of persistence characteristics. [2.10]

The college has identified peer institutions using IPEDS data as comparison benchmarks, but it is unclear what data points will be used. The table of institutionally identified key strategic indicators included in the Enrollment Management Plan may be a starting point. The offices of institutional research and institutional effectiveness are still in the early stages of development. The recent hiring of an experienced full-time institutional researcher will assist the college as it sets priorities for the future data collection and use. The work done in the last few months is commendable. Moving forward, institutional research and institutional effectiveness will require ongoing support in securing information technology resources to facilitate data collection and analysis. [2.10]

The institution identifies three main co-curricular programs (Big Questions, community learning, and the SKC Forum Lecture Series). All three are reported as integral to institutional learning outcomes but the college is beginning to develop co-curricular learning outcomes. A set of general co-curricular and athletic outcomes was provided to the team during the visit. The self-study indicated an annual student survey is used to evaluate the programs but the 2015 Student Survey results did not directly address co-curricular programs. The survey results are more generic in terms of the students' overall experiences. It will be important for SKC to think through how athletics and other co-curricular programming supports the institutional mission and how each contributes to student learning. For example, all students are involved in community service, but those activities do not appear to be directly connected with courses in a true service learning design. As the college moves ahead, the team recommends that specific co-curricular learning outcomes, assessment plans, and program review cycles be developed and implemented. [2.11]

Review of recruiting materials, the *Course Catalog*, the *Student Handbook*, and institutional website resources indicate the college is providing prospective students and their families with complete and detailed information about the academic programs, degree requirements, policies

and procedures, and expectations for student learning and community behavior. The web-based provision for select materials in Spanish is a positive asset. New student orientation includes a review of mission distinction and student learning. Reference is made to faculty who serve as academic advisors, meeting with students at least twice a semester. Graduation worksheets and academic maps serve students in planning for degree completion. Student Survey results indicate some frustration around limited course offerings but general satisfaction about academic advising and faculty connection opportunities. Student interviews affirmed those results and indicated high levels of appreciation for academic support from both faculty and staff. [2.12]

Student support services are currently shared between staff and faculty. This appears to be a workable approach with current enrollment, which will require expansion as the institution grows. Provisions have been made for academic and other support services but the extent of current services is limited. The *Student Handbook* outlines procedures for students to secure disability and/or counseling support. A study hall is available and tutoring services are provided at scheduled times as well as upon request. Financial aid information is available on the website and in the *Catalog*. Given the high percentage of students who withdraw for financial reasons, this is an area that will need further development. Career services have been identified for improvement based on student survey feedback. A mission statement has been created for such services but they are just beginning to develop. The dean of students reported that they have outsourced some elements but have started to build career awareness in the freshmen orientation and plan for a touch point at the junior level as well. According to the institutional report, 94% of the students are athletes. Significant resources have been invested in developing the sports programs in compliance with National Christian College Athletic Association requirements. An *Athletic Handbook* provides students with information and expectations of student athletes. Coaches work with faculty and staff to monitor student academic success. Academic support services are adequate to meet current student needs; as enrollment grows the college is encouraged to consider adding more professional student affairs staff, especially in financial aid. [2.13]

Saint Katherine College accepts transfer students with established appropriate policies for evaluating transfer credits. The registrar works with the faculty to evaluate upper-division credits when program specific requirements are implicated. The dean of students and college ambassadors work with faculty to orient transfer students. The college anticipates developing formal transfer articulation agreements in the future. However, an affiliation agreement has been developed with the University of San Diego for students seeking a private school teaching credential or wishing to enter USD's graduate program in education. [2.14]

Conclusions

Saint Katherine College has shown itself to be actively engaged in meeting Standard 2 expectations, giving thoughtful and reflective attention to each of the CFRs and their associated guidelines. It is the team's assessment that SKC has established the necessary foundational structures to support its distinctive Orthodox Christian mission. Well qualified and dedicated faculty are actively involved in planning for, implementing, and evaluating current degree programs. Students attest to engaging and personalized learning experiences. Administration, faculty, and staff have sought out wise counsel and mentors from wider higher education

communities while working to develop the campus infrastructure to support teaching, learning, and scholarship at the undergraduate level. The experience and expertise of the new provost has helped faculty embrace student learning assessment as a means to program improvement and quality assurance. The addition of a full-time institutional researcher will further enhance efforts to collect and use data for decision making related to educational programs. This will serve students well and provide for future program development. It will also assist with deepening the role of co-curricular programs and planning for expanded academic support services as the enrollment grows.

Overall, the team found Saint Katherine College to be in substantial compliance with Standard 2.

Standard Three: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability

The institution sustains its operations and supports the achievement of its educational objectives through investments in human, physical, fiscal, technological, and information resources and through an appropriate and effective set of organizational and decision-making structures. These key resources and organizational structures promote the achievement of institutional purposes and educational objectives and create a high-quality environment for learning.

Faculty and Staff

As of fall 2015, St. Katherine College has four full-time equivalent (FTE) professors and seventeen adjuncts. All of the college's core faculty and most of its adjuncts have been employed at SKC for more than two years. Three of its faculty members have PhDs, seven have Masters degrees, and eight have higher education experience. The college president holds a PhD in biological chemistry from the University of Illinois and is an Emeritus Professor in the Department of Radiology at the University of California, San Diego. [3.1]

The faculty's commitment to SKC was evident in meetings with the Visiting Team. Clearly, they are devoted to the college and the well-being of their students. They have a good understanding of the college's academic program, seem very competent in their respective disciplines, and intend to improve the academic program in conjunction with ongoing program review. [3.1]

The evaluation of potential new faculty hires is conducted by the dean of faculty in consultation with existing core faculty. A Candidate Evaluation Rubric Form is used in this process. Going forward, all applicants will be required to offer a public teaching lecture, which is open to the SKC community and allows feedback from the student body and faculty. [3.2]

All full-time and adjunct faculty members are evaluated by the dean of faculty who observes at least one class and then meets with the faculty member to provide feedback. Faculty are also evaluated peer-to-peer and through student feedback from course evaluations. According to SKC, faculty participation in peer-to-peer evaluation is high. A peer-review guide is referenced in the SKC report but is not included in the appendices. In a meeting with members of the

visiting team full-time faculty members referred to the peer-to-peer evaluations as “unofficial” but also said they are very useful for improvement. [3.2]

Student course evaluation forms are distributed at each course conclusion and are anonymous. The forms are analyzed by the dean of faculty who, in turn, provides copies to faculty together with a comprehensive summary of student feedback. According to the college, student feedback plays a role in course improvement. [3.2]

Faculty are reviewed and appointed or reappointed on one to three year fixed term rolling contracts depending on academic performance and institutional requirements. Tenure is not available at SKC at the present time but the college says it will be discussed at some point in the future. When asked, faculty expressed satisfaction with the present appointment and reappointment policies. [3.2]

Judging from the Institutional Report (p.98), faculty development appears to be mostly aspirational at this point. For example, the report indicates that First Year Faculty Experience workshops will be offered to acquaint new faculty with: teaching and learning, serving students with disabilities, assessing student learning, accessing on-campus research support, and other important topics. Faculty members did say, however, that they are encouraged to attend conferences and workshops (especially in the summer) and that financial support is available for those faculty members who seek it. [3.3]

In a meeting with members of the visiting team, the provost mentioned that she is asking faculty to shadow colleagues at other colleges to better inform themselves about pedagogical best practices. [3.3]

The institutional report mentions that SKC has endeavored to provide more opportunities for staff to engage in professional development through on-going in-house seminars and workshops, but no evidence was provided. It would appear that SKC is aware of the importance of faculty and staff development and wants to do more. Budgeting constraints have been a challenge, however. [3.3]

Fiscal, Physical, and Information Resources

Following over a year of preparatory work including more than ten group discussions with many constituent groups, Saint Katherine College prepared a Strategic Plan aimed at growth and development for the following ten years. The plan was formulated in 2013 and 2014. It begins with a statement of Current Reality, outlining strengths of the institution but focused also on operational facets that will be addressed through the plan’s actions. Next come the Core Purpose and Values identified through year-long institutional discussions; the Vision of the Future, looking ahead to 2025; and, finally, the Goals and Strategies the College community has determined will lead it to that future. [4.6.1]

Presently, by his own admission, the Strategic Plan is an expression of the college founder’s vision. Since the college is young, he said, its provisions are matters of judgment and foresight rather than the result of data analysis. The president indicated that more data analysis will be included in future strategic plans. A stronger connection to the budget process should also be evident in future strategic plans.

SKC has had clean audits since 2011, with no debt or deficits reported. Surpluses from 2012 to 2014 ranged from \$5,879 to \$180,671 with a surplus of \$154,000 projected for 2015. The adequacy of the institution's financial resources is a matter of some concern, however. According to the president, as well as documentation provided to the visiting team, his own financial contributions to the college have been substantial and have been principally responsible for the absence of debt and deficits. The president also mentioned that two board members have made substantial contributions (including the donation of land for the expansion of the campus) and that he and another board member have established lines of credit totaling \$8-million, which so far have not been utilized. [3.4]

According to the 2013 and 2014 audited financial statements, contributions in 2013 totaled \$657,031 and in 2014 totaled \$1,697,191. The Board-approved budget indicates that contributions in 2015 were projected to be \$1,153,119 but according to the 5-year projection received on November 6, they will be \$1,188,050.

To reach this amount, according to the "Fundraising Goal" document received on November 6, the Board of Trustees has set a goal of raising \$100,000 by the end of 2015. The major fundraising request will coincide with the feast of St. Katherine (November 25) and SKC anticipates raising \$50,000 from this request based on historical commitments. The college has received \$20,000 (Farrell Foundation) and \$50,000 in-kind (Pfizer) since September 1, 2015 and anticipates that \$10,000 will be awarded this calendar year by the Kulis Foundation. In addition, the college will receive an additional gift of \$50,000 from the Vassiliadis Family Trust.

Although the CFO said that fundraising will always be a big part of the school, SKC aspires to reduce its dependency on contributions and diversify its sources of annual revenue roughly as follows: 60-70% from tuition and fees, 12-15% from contracts/grants, 5% from gifts, and 20-30% from auxiliary enterprises. The college's director of advancement/development resigned in May and has not been replaced. The advancement function has been largely taken over by the president although the college does intend to hire a grant writer soon. [3.4]

Allowing a net 25% discount of tuition and tuition and fees of \$19,335, SKC could meet its current operating budget (\$1.4-million) with an enrollment of 100 students. FTE enrollment is projected to be 50 students in 2015-16. Additional sources of annual revenue must be sought until enrollment can be increased. [3.4]

According to the 5-year projections (fall, 2016 through fall, 2020) received on November 6, \$850,000 in revenue must be procured in 2016 to supplement TRB, fees, athletics, and "other income." Some of this revenue (\$60,000 in each of the next five years) is expected to come from contributions and fundraising events.

The substantial decrease in projected contributions is expected to be made up by SKC's "Waypoint Institute"—a series of seminars/workshops offered on a contractual basis by the president and another board member to executives and employees in the life sciences, medical devices, and pharmaceutical industries in the United States, Mexico, and Latin America. The president and board member have pledged their fees from these contracts to SKC. The Institute is projected to provide from \$720,000 to \$900,000 in revenue over each of the next five years.

According to the CFO and a Fundraising Goal document received on November 6, one \$120,000 contract has been funded, two \$100,000 contracts have been signed, and one \$400,000 contract is currently in negotiation. [3.4]

Eligibility for Title IV funding is a high priority for SKC. The five-year budget projections just mentioned, which assume Title IV funding beginning in the fall of 2016, show operating surpluses increasing from \$41,000 in 2016 to \$1.7-million in 2020 with enrollment growing to 175 students. Without Title IV funding, surpluses grow to \$693,000 and enrollment to 75 students in the same time period. The visiting team was impressed by the college's success in diversifying its revenue sources in the current absence of access to Title IV funds. [3.4]

With no access to Title IV programs currently, SKC reports that 50% of its enrollees leave after two years due to financial hardship. Obviously, this presents an obstacle to SKC substantially increasing or even maintaining its enrollment. Presently, loans are available to students through Wells Fargo whose interest rates are typically 3-9% higher than those of equivalent federally subsidized student loans. Despite this, SKC reports a 0% default rate on the Wells Fargo loans, although it also reports student notes receivable (doubtful accounts) of over \$179,000 from college based loans. [3.4]

Regarding SKC's expenses, it appears from college materials that the budget process reflects the Strategic Plan and involves, at least to some extent, all of the relevant institutional constituencies. The following description is excerpted from Exhibit 4.6.2 *Budget Guidelines*. [3.4]

According to this document, there are three phases to the budget development process: Budget Planning Activities, Preliminary Budget Development and Final Budget Preparation. During Budget Planning activities, the administration prepares the overhead budget and plans for expenditures for personnel, regulatory compliance, legal expenses, insurance, academic affairs, advancement and other expenses. [3.4, 3.7]

The next phase of the budget development process helps lay the groundwork for the overall budget framework and discussions of tuition and fees. Department heads review major budget challenges they are facing with the CFO/COO and president. [3.4, 3.7]

The final budget process stage is budget preparation, which begins with the institution preparing a preliminary budget, based upon proposed tuition and fees. The CFO/COO submits these preliminary budgets to the president. The preliminary budget allows the college to project a "pro forma" statement of operations to use as context for a discussion of tuition and fees that occurs at the spring Board meeting. After that meeting, budgets are modified to reflect a variety of changes to comply with the Strategic Plan prior to final approval by the Board. [3.4, 3.7]

At a minimum, the budget submitted must "break even" on a fully costed cash basis. That is, the "Net Cash Basis Budget" line will be not less than zero and the "Excess Revenue over Expense" line will be positive. Both standards have been met in the 2011-2014 budgets and, as mentioned above, the college holds no debt. [3.4, 3.7]

At the present time, budgeting at the college appears to be mostly a “top down” process initiated by the president and the CFO. Going forward, the college should insure that all departments play a significant role in the budget process.

According to the CFO, the Board has become more active and involved in budgeting. The operative principle is “save every dollar you can.” The CFO indicated that benefactors are flexible about approving higher costs than budgeted and referred to what he called an “entrepreneurial environment” which allows the college to seize opportunities as they arise.

In addition to stabilizing its annual revenues, SKC has ambitions to secure \$30-million in endowment funding (per its Strategic Plan). According to the president, a stock gift is in the works for 2020, which he reported could be worth upwards of \$15-million and will, in his words, “seed the endowment.” The college will need to secure another \$15-million to complete the next phase of its campus which the president hopes will be accomplished by “re-purposing” buildings located across the street from the present campus, not new construction. Discussions about acquiring this, and adjacent, property are underway.

The college operated in approximately 6000 square feet of leased space in Encinitas, CA, from 2011 to 2014. In August, 2014, the college relocated to San Marcos, CA. It occupies approximately 18,000 square feet of leased and lease-to-own space in its current location.

Currently, the college has three buildings. The main building is composed of classrooms, library, chapel and administrative offices in approximately 12,000 sq. ft. The second building includes the athletic offices, a study area, and a student commons in approximately 2,000 sq. ft. The third building houses the science lab and kinesiology lab in about 4,600 sq. ft. The college offers student housing in a townhome complex located a half mile from the campus. [3.5]

In addition, the college has holdings of 2.5 acres for development of athletic fields. Once developed, SKC intends to generate additional income from leasing these facilities for use by outside groups when they are not being utilized by the College. All currently leased space is at below-market rates for this location. Classrooms, labs, library, and social and study space exceed SKC’s current enrollment needs and remain underutilized. [3.5]

The library holds approximately 23,000 books and print materials. The library staff referenced the Open-Source Automated Library System (OPALS), which had been recently acquired. The college has yet to establish a formal inter-library loan exchange with local educational institutions, the acquisition of ebooks, and subscriptions to scholarly periodicals. However, students and faculty have access to library services at local public universities including UCSD, CSUSM, and Palomar College. [3.5] The college is encouraged to adopt a collection development policy with a corresponding budget, structured around academic program and research needs.

SKC has drawn up an IT Master Plan, which outlines the strategic goals, objectives, and initiatives of Saint Katherine College’s Information Technology efforts. According to the college, the plan is the culmination of nearly a year’s worth of work with a variety of conversations and inputs from cabinet, faculty, and staff. The president adopted the Master Plan in January 2013, at which time implementation began. IT resources seem adequate for the college’s present purposes. [3.5]

While SKC appears committed to developing a diversified portfolio of revenue generating activities, it recognizes that professional enrollment management must be undertaken if the college is to increase tuition revenue to fund operations. Increasing the enrollment has been identified as a Strategic Plan priority and continues to be a critical initiative. An enrollment management consultant has been retained to assist this effort. As indicated above, the college sees accreditation and access to Title IV funding as key pieces of the enrollment puzzle. [3.4]

The team did not receive an enrollment management plan until November 6. The plan sets as a goal the enrollment of 25 new students in the fall of 2016. With expected attrition, this will take enrollment to about 55 students. The plan seems well constructed but is rather generic in nature. One of the consultant's tasks should be improving the specificity and focus of the plan and helping with its implementation. [3.4]

Presently, 94% of the students are male and female athletes who come to SKC to participate in the college's intercollegiate athletic program. The combination of starting an athletics program and the relatively open admissions policy in 2013 attracted a high number of student athletes to SKC. This resulted in a short-term enrollment spike. A high percentage of these students had trouble maintaining the 2.0 minimum GPA required to be academically eligible to remain at SKC. Since then, according to the CFO, athletic recruitment has been scaled back. While coaches are still involved in recruiting, primary responsibility has been turned over to two alumni ambassadors who visit Orthodox Christian camps, ministries, parishes, college fairs, and homeschooling conferences.

The ambassadors presented as energetic and articulate college representatives. However, because their program is still in its infancy, their efforts so far have yielded only 3 enrolled students. Both ambassadors attributed the recruiting challenge to the college's lack of accreditation. According to the CFO, SKC's target demographic consists of those who identify as Orthodox Christians (targeted at 20% of enrollment) even if they are not practicing and those who live locally and want to commute to college. [3.4]

Organizational Structures and Decision-Making Processes

SKC appears to have adequate organizational structures in place. The president is delegated for leadership and management of SKC by the Board of Trustees, and works closely with the provost and Chief Financial Officer/Chief Operating Officer who oversee academics and finances respectively. The CFO/COO does not have a higher education background. [3.7, 3.8]

The recently-appointed provost is an experienced and respected academic who reports to the president. According to the Institutional Report, the provost is charged with responsibility for college-wide academic integration and program development. In this role, the provost works cooperatively with the president and deans to ensure that all college policies related to academic matters are followed. Going forward, the college should ensure that the provost's efforts are supported. [3.7, 3.8]

Similarly, the CFO/COO is responsible for day-to-day operations of the administrative and financial side of the College. The leadership team is supported by a staff of 8 and a faculty of 14 (4 full time, 9 part time) members, including a dean of faculty, dean of students, dean of

admissions/registrar, facilities manager, and a newly-hired director of institutional research. The CEO, provost, and CFO/COO are all full-time employees of SKC. During the visit, it was evident that administrators and staff are competent and fully engaged in their responsibilities. In a meeting with members of the evaluation team, staff reported a strong sense of unity with the faculty and a unanimous opinion that their input in the decision-making process is welcomed and valued. [3.7]

The Faculty Senate (consisting of full-time and adjunct faculty) reviews and approves courses and curricula that meet college standards. Academic administrative oversight of the college's curricula and degree programs emanates from the provost; the provost works cooperatively with the president and deans to ensure that all college policies related to academic matters are followed. Oversight of the institution's academic enterprise is recognized as the primary province of the faculty as exercised through the Faculty Senate. [3.10]

The Board of Trustees presently consists of 11 outside members plus the 3 principal officers of the college (president, provost, CFO). The outside board members are volunteers who bring diverse professional experiences and expertise to SKC in the fields of education, law, finance, civic engagement, and organizational change, among others. The Board meets as a group three times per year either telephonically or in San Marcos. The Board functions through an executive committee and five committees charged with oversight and review of governance, academic and student affairs, business affairs (audit), alumni and college advancement, and business affairs (buildings and grounds). The Board is further assisted in its work by a group of advisory bodies made up of volunteers from diverse backgrounds. [3.9]

A document outlining Board members' duties and responsibilities was adopted in 2012. These policies have been part of the orientation and training for all new Board members as they begin their service. Board members are encouraged to attend Association of Governing Boards seminars (when available to non-accredited institutions) in person or online. Members have completed AGB studies in audits, accreditation, and governance. A conflict-of-interest policy is included in the College's By-laws. As enrollment grows, the college intends to increase the number of board members. [3.9]

The evaluation team met with a group of ten outside board members. Their commitment to SKC was evident as was their confidence in and support for the president. A recently completed review of the president resulted in a strong endorsement of his continued leadership. Board members seemed very knowledgeable about the college and expressed broad satisfaction with the quality and amount of information provided by the administration to them. [3.9]

Samples of Board minutes were quite brief and did not contain much about the pros and cons of measures adopted—e.g. the 3% tuition increase adopted at the October 2015, meeting. Minutes of the September 2015, meeting mention “internal control related matters” in connection with the audit but provide no details. The team recommends that future minutes provide more detail about the Board's deliberations. [3.9]

Conclusions

Grateful for the education he received and inspired by the success of Catholics and Protestants to establish colleges in their respective faith traditions, the founder of Saint Katherine College dreamed for over forty years of starting an Orthodox Christian college. After selling a successful

business and having acquired the means to do so, he established SKC first in Encinitas, CA, and now on a suitable site with growth potential in San Marcos, CA.

Having attracted a qualified and committed faculty and administration, as well as a dedicated and involved Board of Trustees, SKC, though small, is well positioned for future success. Recognizing the inherent weakness of relying on a single benefactor or source of revenue, SKC has begun to broaden its sources of support in sustainable ways. Moreover, it has established an educational program and academic atmosphere, which, if it continues to implement its recruitment plan, is likely to attract students, Orthodox and non-Orthodox alike, in the 21st century.

Overall, the team found Saint Katherine College to be in substantial compliance with Standard 3.

Evidence

SKC Seeking Accreditation Institutional Report and Related Exhibits (including Faculty Roster, New Faculty Hiring Policies and Procedures, New Faculty Orientation Program, Faculty Development Plan, SKC Strategic Plan, Audited Financial Statements, Budget Guidelines, Board-approved Annual Budgets, SKC Organization Chart, Board of Trustees Roster, Board of Trustees Committee Roster, Board Meeting Minutes, SKC 5-year Financial Projections 2016-20 with and without Title IV Funding)

Appropriateness, Quality, and Effectiveness of the Evidence

On the whole, the evidence presented by SKC was appropriate, of good quality, and effective because it was clearly linked to each Standard and CFR. SKC promptly complied with additional evidence requests. While the additional evidence was helpful, some of it appeared to have been recently assembled and was sometimes hard to correlate with evidence presented earlier. Prior submission of the 5-year Financial Projections would have been helpful. The “Fundraising Goal” data could also have been more clearly presented. More detail about Waypoint Institute staffing, expenses, and revenue should also have been provided.

Level of Self-Reflection

SKC’s Institutional Report concluded the discussion of each Standard with a section called Synthesis/Reflections. On the whole, SKC presents as quite self-reflective. The Institutional Report, however, contains a level of optimism and confidence, which is admirable but perhaps not always realistic.

Standard Four: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement

The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

Standard 4 addresses the use of evidence-based data to improve students' acquisition of the institution's specified student learning outcomes. While collecting reliable, valid institutional indicators of educational effectiveness is an important first step, the subsequent analysis, including comparative data, of this evidence is central to quality assurance. Further, actions resulting from the analysis separate mere data collection from the use of these indicators to inform planning, budgeting, and other decision making at all levels of the institution. Subsequent evaluation of the process closes the loop, contributing to efforts to assess and improve student learning.

A key piece of institutional evidence is the formal program review process, which integrates student learning assessment and use of its findings to improve and enhance educational effectiveness. In summary, Standard 4 posits a culture of inquiry supported by consistency, knowledge, and a deep commitment to creating and sustaining a culture of evidence-based decision making.

However, the existence of such a culture alone is not sufficient to maintain effectiveness. It also considers the future landscape of higher education, and those external factors and events that can impact institutional learning. Such data and analysis are the primary materials to evaluate and improve the effectiveness of the institution's efforts to assess and improve student learning.

Quality Assurance Processes

The policies and planning documents reviewed by the team provided evidence of the institution's mission, spirit, and aspirations. Detailed implementation guidelines, including benchmarks, metrics, costs, and regular monitoring, as noted by the Eligibility Review Committee, are emerging along with links to evidence-based planning, budgeting, and institutional research. The institution affirmed and operationalized its need to strengthen institutional research capacity by increasing the institutional research officer's contract from part-time to full-time at the time of the site visit. In addition, students verbalized their understandings of student learning outcomes' relation to course content during an open meeting. [4.1, 4.2]

Institutional Learning and Improvement

The team reviewed assessment plans, peer faculty evaluations, and the Arts and Humanities program review. Student learning outcome (SLO) statements were noted as effective, with evidence indicating a move toward standardized, formalized, and consistent terminology. [4.3]

Interpretation of the assessment data was evident, especially in the senior thesis evaluations. Clear, concise, and insightful comments were made by thesis reviewers. The application of those evaluations to improve program quality was less clear. Faculty verbalized their efforts to build upon assessment progress and to close the assessment loop. [4.4]

Curriculum maps portrayed the alignment of program student learning outcomes within institutional student learning outcomes. Additional evidence revealed the alignment of SKC courses with DQP proficiencies, including a SKC "spider-map." While the alignment was clear, its usefulness to the institution was less clear. [4.4]

The survey data was impressive and portends well for progress under the IR analyst's new full-time status. It was noted that data and analyses, such as for student success and retention, were limited by small sample sizes. Even so, the dean of students and the director of athletics brought

valuable insights to the use of the student survey data by their understanding of the critically important role of the co-curriculum in support of SKC's educational mission of educating the whole person. [4.5, 4.6]

Additionally, the institution acted on the Eligibility Letter request to "begin planning for a more robust analysis of retention and persistence," by presenting an updated Student Success and Retention Plan during the visit. The plan outlines 11 goals with corresponding timelines, expected outcomes, resources required, and responsible personnel. SKC is encouraged to operationalize those specific goals. [4.6, 4.7]

Effectiveness of Evidence

The evidence presented in policies, guidelines, and the strategic plan indicates appropriate guiding principles to support data collection, analysis, and dissemination. Likewise, the reports appear to capture useful data to inform institutional planning. The abundance of descriptive evidence paints a qualitative culture of inquiry picture. Survey and student success data are hampered by the institution's relative youth and small sample sizes. Even so, SKC's IR officer is appropriately processing the limited data sets.

Commitment to quality assurance at top levels is clear and emerging. Assessment plans and measures were readily available and provided a glimpse into SKC's quality assurance. More importantly, there is evidence that data use in decision making is improving and will continue to do so with additional experience, modeling, and leadership, thus increasing its uniform application.

Institutional Analysis of Standard 4

The institution's self-assessment of Standard 4 reveals its earnest efforts to advance in maturity, as summarized in Exhibit 4.6.4: Strategic Plan Dashboard. The legend includes three timeline indicators: 'meets or exceeds timeline' (green), 'on target to meet timeline' (yellow), and 'far behind timeline' (red). Only the green and yellow timeline indicators were used. Additionally, there were three performance indicators: performance up from the previous year, no change in performance, and performance down from the previous year. SKU consistently self-reported at either the 'up' or 'no change' indicators. Contingency planning for under-performance was not addressed.

Conclusions

The team found ongoing inquiry into teaching and learning to improve curricula, pedagogy, and assessment to be effective. The core concepts are understood and clearly articulated, confirmed in site visit meetings with faculty and the dean of students, who is charged with student service oversight. SKC demonstrates early quality assurance process development and recognizes the need to further integrate evidence-based planning, budgeting, and institutional research.

While data reflection and subsequent planning appear to be well understood by the provost, they appear to be less understood across organizational levels as evidenced in site visit meetings. While SKC is to be commended for its data collection to date, resulting institutional reflection and planning processes are currently in the initial stages. SKC's report included an essay on trends in higher education and is further encouraged to develop related plans as informed by Standard 4: "these activities inform both institutional planning and systematic evaluations of

educational effectiveness.” It was not clear how their current considerations inform planning and educational effectiveness.

Saint Katherine College is committed to quality assurance and establishing a culture of evidence. It has clearly articulated multiple formative and summative student learning assessment methods. The use of institutional inquiry, research, and data collection is emerging at all organizational levels. Current policies, guidelines, reports, descriptive evidence, survey, and student success data all indicate that SKC is headed in the right direction.

Overall, the team found Saint Katherine College to be in substantial compliance with Standard 4.

Evidence

Policies and Guidelines: General Policy on Assessment (2011), student internship guidelines, a listing of advisor and student responsibilities titled “Academic Resources,” the 2015-25 Strategic Plan, Key Performance Indicators. Reports: Annual Assessment Plan, various faculty evaluation forms, program review, capstone evaluations. Survey and Student Success Data: Student questionnaire, a grade distribution analysis, alumni questionnaire, summative employee satisfaction survey. Descriptive evidence: Graphic representations of processes, a description of the Office of Institutional Effectiveness, curriculum vitas, Alcohol Advisory Council brochure, Strategic Plan Dashboard, higher education threats and responses, analysis of student perceptions of technology (conducted by an external source), employer feedback, presidential analysis of future challenges, curriculum mapped to the Degree Qualifications Profile (DQP).

SECTION III: PREPARATION FOR ACCREDITATION UNDER THE 2013 HANDBOOK OF ACCREDITATION

Degree Programs: Meaning, Quality, and Integrity of Degrees

The college articulated its dedication to employing processes for creating and sustaining a culture of evidence in which data are collected for student achievement and institutional decision making. It listed a process that include collection of summative baseline data on assessment activities, improvement of program director skills related to specific assessment activities, creation of assessment action plans for at the program and institutional levels, and formative strategies to implement assessment plans with an emphasis on using accreditation principles and criteria.

As a result of its review for initial accreditation, Saint Katherine College brought forward its own recommendations for its continuing development: assessment processes, institutional research capacity, diversity, recruiting well-qualified students, student services, financial sustainability through diversified sources, enrollment management, and strategic plan implementation. The team concurs that these are important areas for this new institution and found significant achievement on many elements of these broad categories as well as a plan for addressing other elements as the institution moves forward. This level of self-reflection and accomplishment for a

young institution is admirable and gives confidence that SKC's vision is achievable even more so as the institution grows and matures.

These recommendations also embrace key processes required for SKC in its preparation for reaffirmation following the granting of initial accreditation. Of importance is the refinement of processes related to (1) the meaning, quality, and integrity of its degrees; (2) educational quality as reflected in core competencies and standards of performance at graduation; and (3) sustainability in preparing for a changing higher education environment.

The meaning of degree programs as described by SKC centers on its academic commitment to *Inquiry Seeking Wisdom*, a culture of inquiry, rigorous interdisciplinary study, collaborative learning, and application of Christian ideals through community service. The quality and integrity of degrees addresses the delivery of programs by highly qualified faculty dedicated to intellectual rigor as evidenced by the College's continuing commitment to employ quality assurance processes. Such processes include continuing multi-layered academic program review processes (including external reviewers), increasing sophistication of data on student achievement (including disaggregating data by student demographics), and refining other assessment methods such as alumni and employer surveys. Also cited is a commitment to continuing its emphasis on student standards for achievement, primarily through the senior thesis, revised signature assignments in courses throughout the program in preparation for the senior theses, and addition of other summative assessment methods.

Assessment of meaning, quality, and integrity appears to draw primarily upon survey responses, and would also benefit from direct evidence derived through program review, annual review, and other empirical data collection processes. Courses have been mapped to DQP categories, showing comprehensive coverage with minimal representation in three categories (specialized knowledge, allied and collaborative learning, civic and global learning) and dominant representation in two categories (intellectual skill, broad, and integrative knowledge). The team recommends the faculty consider whether this distribution accurately reflects institutional intentions and what subsequent actions might be indicated.

The college provided a thoughtful expression of the distinction of the SKC degree programs and its planned approach toward reaffirmation. The college describes its baccalaureate degree programs' alignment with the three components of meaning, quality, and integrity of degrees. The meaning of the degree at SKC centers on its academic commitment to *Inquiry Seeking Wisdom*, a culture of inquiry, rigorous interdisciplinary study, collaborative learning, and application of Christian ideals through community service. The quality and integrity of degrees center on the delivery of programs by highly qualified faculty dedicated to intellectual rigor as evidenced by the College's continuing commitment to employ quality assurance processes. Also cited is a commitment to continuing its emphasis on student standards for achievement, primarily through the senior thesis, while also exploring other methods for assessing student learning. Although the assessment processes currently in place reflect accepted practices, the team recommends that SKC continue its strong beginning by diligently refining its assessment processes to collect longitudinal and disaggregated data. Likewise, SKC is encouraged to build upon its initial efforts to benchmark key indicators of student achievement against peer institutions, as described in its planned methodology for comparative data with 17 institutions. At

the time of reaffirmation, the team will expect that the college has analyzed and acted upon data for program improvement and student success based on its identified internal and external methodology.

Additional attention to ‘meets and exceeds’ levels across programs and co-curricular outcomes would further contribute to meaning, quality, and integrity assessment. [2.2.a]

Educational Quality: Core Competencies, and Standards of Performance at Graduation

Student learning outcomes are well developed and articulated at the institutional, program, concentration, and course levels. Relationships between ILOs, PLOs, and SLOs are well mapped, documented, and accessible. It is difficult to track SLO assessment trails from classroom to institutional levels, or from outcomes to subsequent recommendations and resources. It is recommended that the Office of Institutional Effectiveness provide leadership to address these important student learning linkages. Expected ‘meets and exceeds’ standards (75% of the students will meet or exceed 80% mastery) were included in Arts and Humanities Annual Assessment reports posted on SKC’s website. A condensed chart version of this data would help target and track specific areas needing attention. Sports Performance and Natural Science Annual Reports evidence did not include ‘meets and exceeds’ standards or data. The School of Business reported on SLO outcomes but did not measure against expected standards. The anecdotal General Education Annual Assessment Report would benefit from data evidence, analysis, and subsequent action based on the GE PLOs. GE’s learning outcomes were mapped to institutional PLOs 1 through 6. Performance data are useful to the extent that it is assessed against standards and subsequently tied to subsequent action or affirmation. [2.2]

A Co-Curricular Assessment Committee is in place with three co-curricular programs (Big Questions, Service Learning, SKC Forum Lecture Series) clearly tied to mission and institutional learning outcomes, which are assessed annually. Institutional co-curricular assessment addresses the activities’ intrinsic value and development over time and would benefit from the addition of direct and indirect data collection, review, analysis, subsequent action plans, and plan implementation. [2.11]

SKC developed a set of helpful self-recommendations, which arose out of the recent program review process. The next step to ensure educational quality is to implement accountability processes and clear linkages to the budget for each of the self-recommendations, including: curriculum restructuring, strategic partnerships, implementation of the assessment infrastructure, institutional research more actively integrated into process of assessment, and evaluation of current enrollment trends.

Quality assurances processes are built on the model of continuous improvement and a feedback loop. It is impressive that presidential leadership established a clear expectation that decisions were to be grounded in relevant evidence, mission alignment, benefits for students, and to do so in consultation with stakeholders. The *Policy on Assessment* (2011) is comprehensive and

inclusive of student learning, academic program review, co-curricular program assessment, grading, and other factors essential for building robust assessment processes that result in meaningful information for institutional quality. SKC focused primarily on its senior thesis as the culminating academic method for assessing student achievement of five core competencies. Other planned program-level processes for assessing core competencies include formative and summative writing proficiency, cooperative work experiences, grade analysis, employer surveys, and faculty evaluations.

The Strategic Plan (2015-2025) includes an implementation plan, with specific tasks/objectives, actions to demonstrate progress/achievement, costs, timeline, and administrator/governance body accountable for oversight. Key Performance Indicators have been established, although metrics are still under development, to be monitored by the Office of Institutional Research. The Office of Institutional Research was created in fall 2014 and was staffed by a part-time institutional researcher. Recently, a full-time director has been hired. Prior to this hire, data were generated using a decentralized model with accountability placed on administrators and faculty. In preparing for reaffirmation, it is essential that a centralized institutional research infrastructure and processes be maintained and structured to ensure validity, reliability, and consistency of data collection, analysis, and dissemination over time.

Sustainability: Preparing for the Changing Higher Education Environment

The college calculates break-even enrollment at 100 students with space capacity for 200 students and a strategic enrollment target of 300 over the next seven years. While SKC students currently benefit from low student to faculty ratios, the institution is encouraged to consider how personal relationships can be sustained with the anticipated enrollment growth. SKC has published a set of staffing ratios, software development, and data analysis processes to keep pace with the anticipated growth. That projection bears review and revision as the college implements new student information, learning management, and enrollment management systems.

The SAV 1 report presents SKC's well-informed and articulated overview of higher education's evolving climate, including the benefits and complexities associated with a variety of responsive strategies. SKC's aspiration toward a multi-product approach bears particular affirmation in today's climate. Of the changes occurring globally, the college identified those important to its future over the next seven to ten years. The areas cited tend toward internal factors such as: increasing student diversity, funding innovative programs, faculty and staff development and hiring, enrollment management, retention/graduation rates, and assessment. At the same time, the college explored the future of higher education and made some predictions regarding factors likely to affect colleges and universities in general. SKC explored the cost of education, central mission (liberal education/career preparation, citizenship, personal formation, and transformation), technology, and resource sharing among sister institutions. Other factors to be considered include: globalization, demographics, employer needs, accountability demands, and the economy.

SKC emphasized how small faith-based institutions must remain true to mission and offer distinctive education that prepares students for an uncertain and changing future. The college is encouraged to give consideration to these and other emerging external factors as it continues strategic planning, to identify responsive strategies that best support its unique mission, to address concrete enrollment management forecasts and strategies, and to chart and concretely monitor attainable developmental paths.

The college described preparing for its future through the lens of fiscal sustainability. It noted that despite an economic recession during the time of its founding, SKC has operated debt free and met its financial obligations. The college explores issues associated with the traditional business model for higher education, especially the model of the independent, liberal arts, residential campus. Enrollment projections indicate a break-even enrollment of 100 students with fiscal and infrastructure capacity to accommodate 200 students. The college identified the lack of accreditation as the major obstacle for realizing its enrollment goals, given that students do not have access to state and federal aid (especially first-generation students); students are handicapped for admission to competitive graduate programs; and inability for the college to apply for federal grant funding for enhancing academic programming and student support services.

The team thoroughly examined SKC's financial documents, including a more detailed description of SKC's financial model to align institutional priorities with available resources. The resulting document, while continuing to be refined, illustrates a reasonable approach for establishing priorities and for monitoring over time the comparative allocation of resources to institutional divisions (faculty/instruction, student services, and administration). In the future, categories will expand to reflect growth in facilities and university advancement/development as well as the use of historical data to ensure the preeminence of its educational purposes (instruction/faculty) supported appropriately by the other key areas for investment in quality. This document does not articulate the participatory element essential for making the best financial decisions, although this collaborative element is contained in the document that explains planned fiscal processes.

For future accreditation success, SKC indicated that it will continue to seek diversified funding sources, improved fundraising efforts, branding, and marketing. Further, the team recommends increased attention to the execution of a sophisticated and formal enrollment management plan, including explicit strategies for recruiting and retaining students. It is strongly recommended that the institution give this top priority.

Of the changes occurring globally, the college identified those important to its future over the next seven to ten years. These identified internal factors included increasing the diversity of the students, funding innovative programs, faculty and staff development and hiring, enrollment management, retention/graduation rates, and assessment. At the same time, the college explored the future of higher education and makes some predictions regarding factors likely to affect colleges/universities. It also explores how small faith-based institutions must remain true to mission and offer distinctive education that prepares students for an uncertain and changing future. The college is encouraged to give consideration to these and other emerging external factors as it continues its strategic planning.

In conclusion, the institution has identified an appropriate course for the future (six years after achieving initial accreditation). SKC shows evidence of being a learning organization through thoughtful policy and processes, self-reflection regarding its strengths, explicit plans for addressing its challenges, and thorough planning for the future.

SECTION IV: INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

The *Inventory of Educational Effectiveness Indicators* prepared by Saint Katherine College provides an overview of the various assessment strategies the college has identified to evaluate student learning at the institutional and program level. The major focus is on senior thesis/projects that are expected to demonstrate student learning of ILOs, PLOs, and core competencies in general education. Many of the plans for formative assessment have only recently been implemented and the college has yet to work through the flow of information in some areas. The recent completion of the first formal program review has effectively followed the plan and yielded specific recommendations for moving forward.

SECTION V: FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

Commendations

The WSCUC site evaluation team commends the institution for:

1. A strong sense of mission, grounded in faith-based traditions, integrated throughout the curriculum, policies, and practices and deeply understood and valued by faculty, staff, administration, board, and students. [1.1]
2. Faculty and staff relationships with students that enrich and motivate students' academic experiences and contribute to their spiritual growth. [2.5, 2.13]
3. Its academic commitment to "inquiry seeking wisdom," the integrated core curriculum, interdisciplinary study, and the application of Christian ideals through community service. [1.1]
4. The development of policies and procedures related to academic assessment addressing both indirect and direct evidence of student learning, and a comprehensive program review process that has been successfully implemented based on a model of continuous improvement. [2.7]
5. An entrepreneurial spirit to diversify revenue sources, led by the founder's vision and generosity, involving board members, foundations, and other major donors. [3.4]
6. Appointing an experienced provost to lead the effort to achieve increased rigor and professionalism in the community as it begins to "live into" established policies and procedures. [3.6]

7. Taking initial steps in establishing an office of institutional research with a focus on improved data management to increase institutional capacity for evidence-based decision making. [4.1, 4.2]

Recommendations

The institution is encouraged to address each of the following recommendations prior to the next review:

1. Engage in comprehensive and participatory strategic planning, which is clearly connected to the budget process and includes regularly monitored, specific, and measurable indicators, relying upon appropriate data analysis. [4.6]
2. Fully implement the budget processes outlined in the budget guidelines document. [3.4]
3. Mobilize efforts to recruit qualified students and implement effective enrollment management procedures to attain fiscal and academic sustainability. [3.4]
4. Continue efforts toward the development of sustainable revenue sources and the cultivation of a larger number of major donors and business alliances. [3.4]
5. Support the Provost's efforts to develop co-curricular assessment, strengthen faculty development, and enhance the office of the institutional effectiveness office. [2.11, 3.3, 4.1, 4.2, 3.5]
6. Adopt and implement institutional technology resources including a functional student information system, learning management system, and an enrollment management system. [4.1]
7. Implement a comprehensive approach to diversity, addressing student experience, curriculum and pedagogy, policy development, and quantifiable enrollment and staffing goals. This may include seeking professional consultation. [1.4, 3.1]
8. Review information literacy standards in line with the Association of College and Research Libraries and implement the library strategic plan, finalize collection policies structured around academic program and research needs, and provide sufficient resources for electronic and print media. [3.5]

Conclusion

The Visiting Team found St. Katherine College to be clear and forthright about its educational purposes and mission and to be succeeding in achieving its objectives. SKC has made significant progress in ensuring quality and sustainability and is committed to quality assurance, institutional learning, and improvement.

Overall, the Team judged SKC to be in substantial compliance with all four Standards, sufficient for the team to recommend Initial Accreditation, and also acknowledges that the WSCUC Commission may determine a different outcome.

FEDERAL COMPLIANCE FORMS

St. Katherine College
Nov 18-20, 2015

OVERVIEW

There are four forms that WSCUC uses to address institutional compliance with some of the federal regulations affecting institutions and accrediting agencies:

- 1 – Credit Hour and Program Length Review Form
- 2 – Marketing and Recruitment Review Form
- 3 – Student Complaints Form
- 4 – Transfer Credit Policy Form

During the visit, teams complete these four forms and add them as an appendix to the Team Report. Teams are not required to include a narrative about any of these matters in the team report but may include recommendations, as appropriate, in the Findings, Commendations, and Recommendations section of the team report.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

Under federal regulations, WSCUC is required to demonstrate that it monitors the institution's credit hour policy and processes as well as the lengths of its programs.

Credit Hour - §602.24(f)

The accrediting agency, as part of its review of an institution for renewal of accreditation, must conduct an effective review and evaluation of the reliability and accuracy of the institution's assignment of credit hours.

(1) The accrediting agency meets this requirement if-

(i) It reviews the institution's-

(A) Policies and procedures for determining the credit hours, as defined in 34 CFR 600.2, that the institution awards for courses and programs; and

(B) The application of the institution's policies and procedures to its programs and coursework; and

(ii) Makes a reasonable determination of whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education.

(2) In reviewing and evaluating an institution's policies and procedures for determining credit hour assignments, an accrediting agency may use sampling or other methods in the evaluation.

Credit hour is defined by the Department of Education as follows:

A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than—

(1) One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or

(2) At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

See also WASC Senior College and University Commission's Credit Hour Policy.

Program Length - §602.16(a)(1)(viii)

Program length may be seen as one of several measures of quality and as a proxy measure for scope of the objectives of degrees or credentials offered. Traditionally offered degree programs are generally approximately 120 semester credit hours for a bachelor's degree, and 30 semester credit hours for a master's degree; there is greater variation at the doctoral level depending on the type of program. For programs offered in non-traditional formats, for which program length is not a relevant and/or reliable quality measure, reviewers should ensure that available information clearly defines desired program outcomes and graduation requirements, that institutions are ensuring that program outcomes are achieved, and that there is a reasonable correlation between the scope of these outcomes and requirements and those typically found in traditionally offered degrees or programs tied to program length.

1 - CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM

St. Katherine College

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? YES
	If so, where is the policy located? Policy is located in the <u>Academic Course Catalog page 31</u> on the website.
	Comments:
Process(es)/ periodic review of credit hour	Does the institution have a procedure for periodic review of credit hour assignments to ensure that they are accurate and reliable (for example, through program review, new course approval process, periodic audits)? YES
	If so, does the institution adhere to this procedure? YES
	Comments: <i>The SKC Academic Affairs Committee evaluates these processes through program review and the new course approval process.</i>
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? YES
	Comments: <i>Attendance is also taken</i>
Sample syllabi or equivalent for online and hybrid courses <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? NA Multiple
	What kind of courses (online or hybrid or both)?
	What degree level(s)? <input type="checkbox"/> AA/AS <input checked="" type="checkbox"/> BA/BS <input type="checkbox"/> MA <input type="checkbox"/> Doctoral
	What discipline(s)? <i>Business, Liberal Arts</i>
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: <i>Rigor has been calibrated using DRP, AAC&U Rubrics</i>
Sample syllabi or equivalent for other kinds of courses that do not meet for the prescribed hours (e.g., internships, labs, clinical, independent study, accelerated) <i>Please review at least 1 - 2 from each degree level.</i>	How many syllabi were reviewed? 1
	What kinds of courses? <i>Internship - Internship Guidelines/Forms</i>
	What degree level(s)? BA/BS
	What discipline(s)? <i>Business</i>
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? YES
	Comments: <i>Community engagement/service also included</i>
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? 4
	What kinds of programs were reviewed? <i>Liberal Arts and Sciences</i>
	What degree level(s)? BA/BS
	What discipline(s)? <i>Arts & Humanities; Business, Management & Economics; Natural Science; Sport Performance.</i>
	Does this material show that the programs offered at the institution are of a generally acceptable length? YES
	Comments:

Review Completed By: *RW* 11/19/15

Date:

2 - MARKETING AND RECRUITMENT REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's recruiting and admissions practices.

Material Reviewed	Questions and Comments: Please enter findings and recommendations in the comment section of this table as appropriate.
**Federal regulations	Does the institution follow federal regulations on recruiting students? YES
	Comments: <i>SKC does not provide any incentive compensation to employees or 3rd party entities for their success in securing student enrollments.</i>
Degree completion and cost	Does the institution provide information about the typical length of time to degree? YES
	Does the institution provide information about the overall cost of the degree? YES
	Comments: <i>120 units to complete the degree. Typical length of time is 4-4 ½ years to complete the degree. Tuition and Fees are located on the website and in the <u>Academic Course Catalog</u> page 47.</i>
Careers and employment	Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? YES
	Does the institution provide information about the employment of its graduates, as applicable? <i>In process.</i>
	Comments: <i>Dean of Students has the info for the kinds of jobs graduates are qualified. All 9 graduates are employed in their area of study.</i>

*§602.16(a)(1)(vii)

**Section 487 (a)(20) of the Higher Education Act (HEA) prohibits Title IV eligible institutions from providing incentive compensation to employees or third party entities for their success in securing student enrollments. Incentive compensation includes commissions, bonus payments, merit salary adjustments, and promotion decisions based solely on success in enrolling students. These regulations do not apply to the recruitment of international students residing in foreign countries who are not eligible to receive Federal financial aid.

Review Completed By: RW
Date: 11/19/15

3 - STUDENT COMPLAINTS REVIEW FORM

Under federal regulation*, WSCUC is required to demonstrate that it monitors the institution's student complaints policies, procedures, and records.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Policy on student complaints	Does the institution have a policy or formal procedure for student complaints? YES
	If so, is the policy or procedure easily accessible? Is so, where? <i>Registrar's Office and the Dean of Students Office as well as on the website – <u>Student Complaints</u>.</i>
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? YES
	If so, please describe briefly: <i>Form is filled out by the student and given to the Dean of Students. Procedures are then followed and addressed accordingly.</i>
	If so, does the institution adhere to this procedure? YES
Records	Does the institution maintain records of student complaints? YES
	If so, where? <i>Dean of Students Office</i>
	Does the institution have an effective way of tracking and monitoring student complaints over time? YES If so, please describe briefly: <i>The complaints are monitored through the Dean of Students and reported to the CA BPPE.</i>
	Comments:

*§602-16(1)(1)(ix)

See also WASC Senior College and University Commission's Complaints and Third Party Comment Policy.

Review Completed By: *RW*

Date: *11 / 19 / 15*

4 – TRANSFER CREDIT POLICY REVIEW FORM

Under federal regulations*, WSCUC is required to demonstrate that it monitors the institution’s recruiting and admissions practices accordingly.

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)
Transfer Credit Policy(s)	Does the institution have a policy or formal procedure for receiving transfer credit? YES
	If so, is the policy publicly available? YES
	If so, where? <i>The Academic Course Catalog page 32 and on the website</i>
	Does the policy(s) include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education? YES
	Comments: <i>Registrar, Dean of Faculty and Faculty Senate make final decision as to which credits will transfer.</i>

*§602.24(e): Transfer of credit policies. The accrediting agency must confirm, as part of its review for renewal of accreditation, that the institution has transfer of credit policies that--

- (1) Are publicly disclosed in accordance with 668.43(a)(11); and
- (2) Include a statement of the criteria established by the institution regarding the transfer of credit earned at another institution of higher education.

See also WASC Senior College and University Commission’s Transfer of Credit Policy.

Review Completed By: *RW*
 Date: *11/19/15*