

REPORT OF THE WSCUC TEAM  
For Reaffirmation of Accreditation

To Biola University

April 13-15, 2016

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The team evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WASC Senior College and University Commission (WSCUC). 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 letter are made available to the public by publication on the WSCUC website.

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## SECTION I – OVERVIEW AND CONTEXT

### **A. Description of the Institution and its Accreditation History, as Relevant**

Biola University is a private, not for profit, faith-based institution of higher education with its main campus located in La Mirada, California. Undergraduate enrollment, for the most recent year reported (July 2015), is 4,225 and the graduate enrollment is 1,997. Two hundred fifty-four faculty members are employed by Biola University.

Biola University offers bachelor's degrees in 45 programs, master's degrees in 17 programs, and doctorates in 8 areas. Most are offered on the main campus, although 2 master's degree programs are offered at off-campus locations. In Chiang Mai, China, at McGilvary College of Divinity at Payap University, Biola University offers courses that can be applied to the completion of four of Biola's graduate programs. In Kiev, Ukraine, at the Kiev Theological Seminary, Biola University offers a Master of Arts degree in Biblical & Theological Studies. Both of these sites utilize intensive courses, meeting for short periods of time twice a year. In Brooklyn, New York, Biola University offers a Master of Divinity degree in Messianic Studies as well as a certificate program to students who also come to the main campus in La Mirada, California, for one-third of their academic program. The team reviewed the Brooklyn-based program in conjunction with its Accreditation Visit (AV) of the La Mirada campus.

Biola University was founded in 1908 as the Bible Institute of Los Angeles. In 1949, the institute became Biola College, earning its Initial Accreditation in February 1961. In June 1981, the college became Biola University and in February 1983, the Commission acted to reaffirm Biola University's accreditation. Accreditation has been affirmed continuously since then.

Commission action letters, sent in 2006 and 2011, commended Biola University for the faculty's progress in developing functioning assessment efforts, for identifying spiritual formation and character development as tangible learning outcomes, and for progress made in fostering ethnic diversity, fiscal effectiveness, and improving the student-faculty ratio.

The Commission also encouraged Biola University to continue to develop and refine their efforts in the area of assessment, especially focusing on the effective use of direct as well as indirect evidence. The university was also encouraged to continue taking steps to increase the diversity of the institution. During this same time, Biola University's enrollment was increasing rapidly and the institution was counseled to manage that growth effectively, both on the primary campus and at off-campus locations, in order to protect its academic integrity and fiscal well-being.

## **B. Description of Team's Review Process**

In September 2012, because of the development of WSCUC's new accreditation process, the previously scheduled Capacity and Preparatory Review (CPR) and Educational Effectiveness Review (EER) visits were replaced by an Offsite Review (OSR), which occurred on October 19 & 20, 2015, and an onsite Accreditation Visit (AV) which occurred on April 13 - 15, 2016.

On October 19 & 20, the team met at the WSCUC offices in Alameda, CA, in order to review, as a group, their findings and questions that resulted from the team members' individual study of the institution's report and supporting materials. Two brief video conferences were also held with representatives of Biola University during this portion of the process.

The team conducting the OSR determined that there were numerous reasons to commend the institution. Among these were Biola University's transparent self-assessment and its clear and honest reporting of its findings, the clarity and pervasiveness of its mission, the clear focus and commendable leadership of the administrative team, fiscal prudence in view of volatile economic times and apparently declining enrollments in private institutions throughout Southern California, continued enhancement of the faculty's pedagogical effectiveness and assessment thereof, and the significant contribution of Biola University's Career Services Center.

Four Lines of Inquiry were also identified during the OSR and these would become the focus of the April 2016 AV. Biola University representatives were advised of the Lines of Inquiry during the OSR's second video conference on October 20, 2015 and this was followed up with written communication. The written notice, sent on November 24, 2015, shared the team's commendations and provided some explanation of the focus of each Line of Inquiry and invited Biola University to utilize the time between the OSR and the AV to address them as deemed practical and appropriate.

The Lines of Inquiry addressed two of the concerns that were identified in one of the two Commission action letters sent on July 7, 2006 and December 15, 2011. Those letters indicated the need for the institution to increase participation in, and refine its use of, assessment of learning and academic programs. The Lines of Inquiry also indicated that Biola University should consider ways to foster and enjoy the educational benefits of a greater level of diversity of thought.

Two other Lines of Inquiry that were identified as a result of the OSR addressed the institution's need for plans for potential declines in enrollment and tuition and for evaluation and further development of the institution's shared governance processes.

During the visit, multiple interviews were conducted with groups of students, faculty, staff, administrators, and alumni. Interviews with individuals also occurred as needed. Additionally, one team member was assigned to conduct a virtual visit with students, faculty, staff, and alumni of the university's program in Brooklyn, NY.

### **C. Institution's Reaccreditation Report and Update: Quality and Rigor of the Report and Supporting Evidence**

As this report will demonstrate, Biola University is a strong institution that has a clear mission which permeates its programs and influences the educational programs and experiences offered to its students. While it is inevitable that the review highlights some areas that will benefit from careful consideration, the institution consistently demonstrates the good stewardship of its board, faculty, staff, and administrators. This stewardship was clearly illustrated and supported by the institution's self-study process and the comprehensiveness of the institutional report and supporting materials that were made available to the team, enabling the team to recognize Biola University's institutional health during the OSR and to subsequently focus on only a few key items during the AV.

## **SECTION II – EVALUATION OF INSTITUTIONAL ESSAYS**

## **A. Component 1: Response to previous Commission actions**

With the submission of its institutional report for reaffirmation, along with its many supporting documents, Biola University has responded openly and thoroughly to the recommendations of the Commission, and has continued to utilize the WSCUC Standards and Criteria for Review (CFRs) to refine its processes. The evidence of these activities will be addressed later in this team report.

Biola University's institutional report affirmatively indicates a general intent to engage in sustained, evidence-based, and participatory self-reflection regarding its purposes and its educational effectiveness.

The institution's response to past WSCUC Commission recommendations (contained in Component 1 of the institutional report, and summarized below, the Review under the Standards and the Inventory of Educational Effectiveness Indicators (IEEI) submitted by Biola, all indicate a desire and capacity to reflect on the purposes of the university and to reflect on the degree to which the university is achieving its educational objectives.

The 2006 WSCUC Commission Action Letter identified three areas for continued development.

These were:

- Assessment of learning results, including the need to extend assessment practices into all graduate programs, providing direct evidence of student achievement in addition to indirect evidence, linking assessment findings to improvement, and defining specific measurable outcomes for general education.

- Managing growth which, in 2006, was occurring rapidly and thus presented a challenge to the institution's capacity, specifically, class sizes, classroom scheduling, an adequate number of full-time faculty, and adequacy of parking for students.
- Pursuing diversity. Although commendable progress had been made by Biola University in this regard, the Commission encouraged the institution to continue its efforts to enhance the university's diversity.

In addition to its positive response to the Commission's recommendations noted above, Biola University's efforts with regard to institutional research are used to inform institutional planning and are reflected in its various efforts to assess educational effectiveness. The university utilizes the data acquired to establish priorities, to plan, and to improve quality and effectiveness.

Biola University's efforts to discern the changing environment of higher education is especially evident with the submission of a draft document in response to the Offsite Review and the submission of Lines of Inquiry. The University Plan, revised March 22, 2016, identifies: 1) seven core institutional objectives, referred to as aspirations, 2) the "champion" related to each aspiration who has primary responsibility for tracking and promoting efforts in the designated area of focus, and 3) long-term, institutional goals related to each aspiration.

The need for a strengthened program for systematically assessing educational effectiveness was emphasized as a part of Biola's 2006 reaffirmation review, and was reiterated in relation to its 2011 Interim Report and 2013 Progress Report. The summary report regarding Component 6 in the institution's report for reaffirmation and a review of related documents indicates steady

progress. However, material submitted for the current reaffirmation review reveals that continued attention is required for utilization of the institution's assessment system to be considered comprehensive (CFR 4.1, 4.3, 4.4).

The institution's most recently submitted IEEI indicates that 24% of all degree programs lack an assessment plan; and that the general education program lacks a finalized curriculum map or assessment plan.

### **B. Component 2: Compliance with the Standards and federal requirements; Inventory of Educational Effectiveness Indicators**

The team's finding, which is subject to Commission review, is that the institution has demonstrated sufficient evidence of compliance with the Standards.

Biola University has defined its mission and its educational programs appear to be aligned with its purpose and distinctives (CFR 1.2, 1.7). However, the institution has not sufficiently demonstrated achievement of the core functions of teaching and learning due to the absence of educational effectiveness data for more than 24% of its degree programs. These programs lack an assessment plan and the general education program is lacking a finalized curriculum map or assessment plan (CFR 2.2a, 2.6, 2.7, 4.1, 4.3). Biola has also identified the need to better integrate their adjunct faculty into the Biola culture. They also want to better clarify faculty governance on specific committees (CFR 3.3).

The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long-term viability. Biola submitted all financial audits and annual

reports (CFR 3.4). Biola has demonstrated in their year-end reporting, a five-year trend of revenues exceeding expenses.

Biola is in compliance with federal standards for reviewing and awarding academic credit and program length (Appendix A.1. Credit Hour Review), marketing and recruitment (Appendix A.2. Marketing and Recruitment Review), responsiveness to student complaints (Appendix A.3. Student Complaints Review), transfer of credit (Appendix A.4. Transfer Policy Review), and delivery of learning at off-campus locations (Appendix B.1. Off-Campus Locations/Distance Education).

A careful review of Biola University's catalog and academic policies indicates compliance with federal standards regarding credit hour and program length. Examination of sample syllabi indicated that expected contact time and workload expectations are being observed. The institution conducts periodic degree program reviews, thus providing organizational structures for tracking credit hour and program length.

**Student Complaints Review**—Biola has separate complaint processes for undergraduate, graduate, and online students as described in the review checklist. For undergraduates, the relevant complaint information is published on the Student Life website; for graduate students, the handbooks for each academic program are being updated with this information; for online students, there is a consumer complaint process on the Biola University website (see Attachment C2-05.25 of the institutional report). There are appeals procedures starting at the departmental level and moving up the university structure as necessary. There are Title IX coordinators available to deal with sexual harassment, sexual assault or discrimination

complaints. The university has established plans to centralize these processes for better tracking by having all students start at one common web page.

Marketing and Recruitment—Biola meets all federal requirements for marketing and recruiting. Admissions Counselors are compensated by salary. No bonuses are given for enrollment successes, and promotions are not based on enrollment. Biola is very much aware of the changing demographics both locally and nationally. They also have identified severe competition for their students from several universities. To better compete in this newly identified market place, they have engaged a “brand” consultant to help them with their marketing efforts toward adapting and strategizing new target markets (meeting with the Biola marketing team).

Final determination of compliance with the Standards rests with the Commission.

### **C. Component 3: Degree Programs: Meaning, quality and integrity of the degrees**

Biola University's 2016 institutional report clearly addresses the meaning, quality, and integrity of its degrees (CFR 2.2). The institutional mission of “equipping men and women in mind and character to impact the world for the Lord Jesus” is clear and is clearly reflected in its promotional literature, in its catalog and in the structure of its programs. The university’s core values of "truth, transformation, and testimony" are also reflected throughout the institution, its programs, materials, catalog, and on its website.

The institution's undergraduate core requirements and 30-hour religion requirement for all undergraduate degrees represent a clear effort to provide a quality academic program which achieves the stated institutional objectives (CFR 1.2).

In order to make sure that the institutional mission is reflected throughout the Biola University's academic programs, the institution has established University Learning Outcomes (ULOs):

ULO 1 — Patterns of Thought: All students will be equipped with patterns of thought that are rigorous, intellectually coherent and thoroughly biblical.

ULO 2 — Patterns of Heart: All students will be equipped with patterns of heart that reflect the heart of God.

ULO 3 — Patterns of Action: All students will be equipped with patterns of action to lead in the face of unscripted problems for the good of a changing world.

These ULOs are consistent with the school's mission and clearly communicate the unique meaning of a Biola University degree (CFR 2.2). In addition, all academic programs are required to have Program Learning Outcomes (PLOs) that align with at least one of the institution's ULOs. PLOs listed on the institution's website presentation of each degree program also identify which ULO is addressed through specific PLOs. Further, the development of standards of performance for each degree and each set of PLOs is intended to communicate to students the specific manner in which they will demonstrate their achievement of their degree program's

PLOs and ultimately the university's ULOs (CFR 2.1). While many of these structures have been developed over the last few years and are not yet mature, they do demonstrate the institution's understanding of the importance of addressing their meaning, quality and integrity of their degrees. The team recommends that Biola take steps to mature its assessment program to support ongoing enhancement of the educational processes for their students (CFR 4.1, 4.3, 4.4).

**D. Component 4: Educational Quality: Student learning, core competencies, and standards of performance at graduation**

Biola University presented the basic outline of material related to the assessment of learning and the achievement of core competencies in component four of its institutional report (institutional report, pp. 17-25). This report focused on three of the five core competencies, written communication, information literacy and critical thinking. Because Biola University's general education (GE) requirement includes a 30-credit hour Biblical and Theological Studies (BT&S) component, the institution elected to address the assessment of this component of their GE curriculum also. Following the OSR, the review team focused one Line of Inquiry on the matter of assessment. Biola University's response to the team's inquiry regarding the assessment of its GE core was subsequently provided to the team (2015 Fall - Core Update to Provost.pdf, 2015 Fall - Core PLO Map.pdf, and Biola Core Assessment S16.pdf.).

These documents indicate that efforts are in progress to address the assessment of the general education program, including the 30-hour religion component. Biola University reported a Spring 2009 review of its writing competency requirement (WCR) that revealed "several university-wide inconsistencies" limiting the effectiveness of the program. Action to address

these was not taken until a January 2015 initiative in preparation for the current accreditation review. However, since January 2015, Biola has addressed the previously noted inconsistencies, modified the WCR to allow it to address information literacy and critical thinking as well as written communication, created helpful rubrics for all three core competencies, conducted a first review of student materials and produced a "2015 WCR Assessment Report" indicating results and recommendations for improving their process for assessing core competencies. These efforts demonstrate a capacity to close the assessment loop to continue and improve assessment of core competencies (CFR 2.2.a, 2.6, 4.1).

Biola University's general education program includes a 30-credit hour BT&S requirement sometimes referred to as a "Bible minor". The general education and the BT&S requirement together are referred to as the "core." The nature of this core is consistent with Biola University's stated mission and particularly with its ULO 2. This ULO is also expressed by the significant attention Biola University gives to students' spiritual development and is addressed in component 5 of their institutional report. Assessment of this area is an ongoing activity, as is reflected in several documents (see attachment folders C5-09 through C5-12 of Biola's institutional report) and was confirmed during the AV. Utilization of these assessment data illustrates the capacity to close the loop related to ULO 2 (CFR 2.6, 4.1).

Overall, Biola University has demonstrated alignment between its ULOs and its general education core (both the general education competencies and the BT&S and general spiritual development objectives) (CFR 2.3). The institution has clearly stated program learning outcomes and student learning outcomes and standards of performance used to assess educational effectiveness in its general education requirement and related to the majority of its

degree programs (CFR 2.1). However, according to Biola's most recent IEEI, confirmed during the Accreditation Visit and mentioned earlier in this report, approximately 24% of Biola degree programs are currently operating without a comprehensive assessment plan. While interviews conducted during the AV indicate that Biola is training faculty and working to establish comprehensive assessment plans for all of its degrees, the institution has not yet achieved this (CFR 2.4, 4.1, 4.3, 4.4).

#### **E. Component 5: Student Success: Student learning, retention, and graduation**

Biola University is deeply committed to its mission of integrating faith and learning in its students' lives. Consequently, student success is measured by how well the student has integrated faith and learning regardless of the particular academic program in which a student is engaged. The three major methods employed by the university to achieve maximum spiritual development in its students are: 1) the Bible requirement under which each undergraduate student must take 30 credit hours of Biblical Studies; 2) the emphasis on integrative education under which faith and learning is integrated by every faculty member in all courses taught and is emphasized in each faculty member's research and scholarship; and, 3) the focus on chapel attendance, a key co-curricular part of student spiritual development (CFR 1.2, 2.11).

Tremendous emphasis is placed on trying to assess the students' achievement of the connection between their lives, their learning, and their faith. One challenge in determining how successful they have been in this endeavor is that, in spite of recommendations and suggestions made in prior accreditation reports (2006, 2011), most assessment efforts seem to have begun in 2013-14, which means that there are less than three years of experience and

data as of the time of the visit. Nonetheless, the evaluations that have been conducted have led to some changes. For example, the institution modified a longstanding chapel attendance requirement. Formerly, 30 hours of chapel attendance were required per semester, with only certain exceptions for reductions allowed. The new policy requires 20 hours of chapel attendance per semester with no reductions allowed (CFR 2.10, 4.1).

As is identified in the institutional report and supporting documentation, most assessment evidence regarding the spiritual development of Biola University's students is indirect. A pilot program was implemented by a doctoral student, which collected and interpreted direct and indirect evidence of student spirituality and mapped the results to the six spiritual development outcomes identified by the institution. The project involved 60 student leaders and 40 undergraduate Christian Education majors and was conducted from August 2013 to May 2014. Institutional leadership anticipates that the results of the project will move Biola University in the direction of gathering direct evidence of these important outcomes.

Regarding persistence to graduation, data are available going back to 2006, enabling useful analysis of trends on several key lines. Biola has renamed and reinvigorated its Retention Council, which is now the Council for Student Success. The data they have analyzed suggests the following:

- For 2006-2009 cohorts, retention rates ranged from 82.9% (2006) to 85.6% (2007).
- For 2010-2013 cohorts, retention rates ranged from 85% (2012) to 87% (2013).
- For 2010-2013 transfer student first year retention rates have ranged from 76.4% (2012) to 81.5% ((2013).

In their institutional response to the requirements of Component 5, Biola University reports four concerns, related goals, and progress toward those goals, as follows (CFR 2.6, 2.10):

- While their first-year freshmen retention rates are comparable to other institutions of similar size and selectivity, consultants have suggested that they can do better since 77% of students report Biola University is their first choice institution. In line with this, the institution has set a goal of achieving a greater freshman-to-sophomore retention rate of 88% by 2015. The institution reports that it had achieved a rate of 87% with the 2013 cohort.
- With improved retention of freshmen-to-sophomores, Biola University sought to improve retention of sophomores-to-juniors by 1% for the 2009 cohort, and .5% in subsequent years. The institution has not yet achieved this goal and believes that the challenge comes from their sophomore year programming.
- Biola University plans to reduce the gap between the four- and five-year graduation rates from 15% to 12% to arrive at a 56% four-year graduation rate and a 68% five-year graduation rate for the three five-year bachelor's degree programs: nursing, engineering and music. The institution met its goal for the most recent cohorts to graduate (2009 and 2010), but concludes that more attention should be given to further narrow the gap (CFR 2.10).
- 25% of the incoming class each year is comprised of transfer students, but retention and graduation rates of this group have not been closely monitored. The institution began tracking them in 2011 and has found that very few upper level transfer students graduate within two years, but an encouraging 64.7% do graduate within three years. This is attributed to the 30-credit Bible Studies requirement.

There are concerns about the success rates of students of color. African-American students show a freshman retention rate as low as 57% and a four-year graduation rate as low as 30% in some years. Hispanic/Latino students (18% of the student body) also have low retention rates (80-82%) and graduation rates of 35-47% (CFR 1.4, 2.10).

There are concerns about students who live off-campus, as they are 10% less likely to persist through graduation at Biola University. The institution has begun to track the retention rate of first-generation students as of 2011 and found that their persistence was higher than that of students who were not first generation (i.e., whose parents had gone to college), but there are insufficient data to generalize this finding at the present time.

The above findings have led to a number of improvements, including more programming specifically for sophomores; more support for transfer students, including online summer school to meet some of the Biblical and theological studies requirements (CFR 2.14); exit surveys; early alert system research; The Multi-Ethnic Student Success and Inclusion Task Force created to support underrepresented students; and significant academic advising improvements. While these are all promising efforts and results are moving in the right direction, most of the programs are four years or less in duration and may require more time and additional adjustment for full success (CFR 1.4, 2.6, 2.10, 4.4).

Biola University's Affordability Task Force, established in 2011, has worked with other committees to make university education as affordable for its students as possible, and in keeping with this goal, Biola has maintained recent annual increases in tuition to less than 4% and they have raised the discount rate to the current 27.7%.

In the last two years, Biola has become more concerned with career preparedness for its graduates (CFR 2.13). Alumni surveys over the last 18 months present these key findings:

- While very few recent Biola alumni (4-5%) are dissatisfied with their spiritual and intellectual preparation, far more alumni (28% in 2013 and 22% in 2014) expressed dissatisfaction with career preparation. Further to this point, recent alumni, interviewed during the visit, said that students need to be encouraged to take advantage of internships early in their undergraduate careers.
- Compared to other Council for Christian Colleges & Universities institutions, Biola University's net price is near the top, but the average starting salary of recent graduates is near the bottom.
- Employment of recent graduates is directly impacted by the quality and quantity of work experience, yet approximately one-third of Biola University students did not complete any internships or similar experiential learning opportunity.
- Employers value core competencies (problem solving, communication, critical thinking) over discipline-specific knowledge, but Biola University has not focused sufficiently on promoting, assessing and improving core competencies.

These findings have led Biola University to conclude that more internships are needed and more attention should be given to the development and assessment of students' core competencies (CFR 4.7). Biola University is also working on improving alumni relationships, alumni surveying, relationships with employers, and training of faculty to help with career preparation of students. Efforts toward improvement of student career preparation are underway, but have only recently been implemented (CFR 2.3, 2.13, 4.5, 4.7).

Biola University has seventeen graduate programs and eight doctoral programs. Consistent with CFR 2.2b, Biola University's graduate programs establish clearly stated objectives differentiated from, and more advanced than, undergraduate programs in terms of admissions, curricula, standards of performance, and student learning outcomes. Graduate programs foster students' active engagement with the literature of the particular discipline and create a culture that promotes the importance of scholarship and professional practice. A significant number of graduate students from different disciplines met with the team, and thirty-two graduate faculty members (including 8 women and 4 persons of color) met with the team and showed remarkable seriousness of purpose with regard to the creation of a graduate culture and to implementing assessment and program review (CFR 2.8, 2.9).

**F. Component 6: Quality Assurance and Improvement: Program review, assessment, use of data and evidence**

Although it was addressed in the Commission's letters of 2006 and 2011, assessment appears to have started in earnest at Biola in 2012 and has steadily moved ahead since then. The university has created websites relevant to program review and assessment, including: a faculty development website; a learning assessment website; a University Learning Outcomes website, which includes a Program Learning Outcomes page listing every academic program with its available assessment building blocks (mission statement, outcomes, curriculum map, assessment plan and schedule); and annual assessment report (CFR 2.3).

As described in Biola University's institutional report response to Component 6, the institution has set about establishing outcomes, assessments, program reviews, and the intricacies of

institutional research in a very systematic way. Faculty expertise with assessment is recognized as the bedrock, and they have worked to create that expertise by four means: experience, training, ownership of the curriculum by the faculty, and transparency achieved by including all assessment reports and other documents on the relevant website for colleagues to view (CFR 2.3, 2.4, 3.3).

Construction of PLOs began at the 2012 Fall Faculty Conference with plenary training by an outside consultant and breakout sessions with “Student Success Pyramids.” In Spring 2013, course syllabus guidelines were developed and have been refined (Attachments C6-06, 07, and 08 of the institutional report). The original PLOs have been further refined and are published in the 2014-15 University Catalog (CFR 2.1, 2.3).

The most common changes made after assessing academic programs in 2012-13 and 2013-14 were construction and refinement of rubrics, adjustments to assignments designed to develop mastery, and decisions to embed more development opportunities for students in prerequisite courses. With experience has come more acceptance, and even some enthusiasm; more understanding; and an improvement of assessment techniques for outcomes at all levels (CFR 2.4, 4.1, 4.3, 4.4).

The currently utilized program review process began in 2011-2012. The following year, every degree program was put on a recurring five-year cycle. A 15-step process was created for the program review with each step having an online folder into which completed documents are posted. Program chairs receive financial incentives to complete the process on time. The ongoing conversation between the academic program and the assessment office is aimed at

steering faculty away from mere compliance and toward full engagement in assessment. At the end of each cycle, a summary of findings and action plan are presented to the University Academic Council (CFR 2.7, 4.3, 4.4).

Three programs are cited in the institutional report as exemplifying successes with program review: Political Science, Modern Languages and Sociology. Their experiences are summarized in Attachment C6-18 of the Biola University institutional report. Biola University does state (institutional report, page 47) that “the review process is new and we frequently encounter confusion and varying levels of enthusiasm...” Discussions during the visit indicate that assessment plans are currently under development.

The institutional report outlines the efforts undertaken to develop faculty expertise in assessment through the implementation of a number of programs. One such initiative goes by the acronym, ATLAS, which stands for Advancement of Teaching and Learning through Assessment Scholarship. This is a three-part training curriculum for faculty members who receive certificates for each level achieved. The three levels are: 1) course design for significant learning; 2) implementing the assessment cycle at course and program levels; and 3) advanced pedagogy and instructional leadership. Additionally, a two-year program called Faculty Assessment Fellows was started in Fall 2013 with a cohort of 12 faculty members who volunteered to become embedded assessment consultants in their own schools and programs. There are currently 24 Faculty Assessment Fellows who have completed or are completing this program. Additionally, as part of the institution’s new faculty orientation, every new faculty member since Fall 2013 has received 12 hours of assessment training. As a result, the faculty is taking full ownership of academic assessment (CFR 3.2, 3.3).

Considerable progress has been made in the area of student development aided by the acceptance, in 2015, of two of Biola University's senior staff members to the WSCUC Assessment Leadership Academy. One was the Director of University Assessment and the other was the Assistant Dean for Student Development (CFR 2.7, 2.11).

The Assistant Dean for Student Development and the Associate Dean of Students co-presented their emerging assessment infrastructure at the 2015 WSCUC Academic Resource Conference (ARC). This infrastructure pertains to co-curricular operations and also includes student services that do not directly include a student-learning component. The two-page summary of this unique program is documented in attachment C6-24 to the institution report (CFR 2.11).

Biola University indicates that the Institutional Research (IR) function at the institution is not yet what it should be, stating, "The university's current IR structure is what the Association for Institutional Research call a 'craft structure,' an office that is 'highly burdened by mandated routine reporting and a modest amount of number-crunching for the institution.'" (institutional report, page 54). Some departments have hired their own IR people over the last decade but the resulting decentralization has resulted in inconsistency in the institution's analytical capability. This presents an agenda for continued action in accordance with CFR 4.2.

#### **G. Component 7: Sustainability: Financial viability, preparing for the changing higher education environment**

Sustainability—Biola University data indicate they have been operating, and continue to operate, from a position of financial strength. This is evidenced by their six-year trend of

positive net operating results beginning in fiscal year (FY) 2010 through FY 2015. The line graph indicating this trend is located on page 12 of the Biola University Financial Highlights for 2014/2015 FY report (CFR 3.4).

To further examine the financial strength of the university, the team reviewed the Council of Independent Colleges (CIC) 2014 Financial Indicators Tool (FIT) data for Biola University compared to peer institutions both regionally and nationally. The university is well above the median in nearly all metrics that address their financial sustainability (CFR 3.4).

Resource Alignment—Biola University’s budget management is well-disciplined. The institution balanced its budget with net revenue exceeding expenses from FY 2010 thru FY 2015 (FY 2015 University Financial Highlights report). To be sure that Biola is properly aligning their resources for the future viability of the institution, the university has begun to use the “Prioritizing Academic Program and Services” model developed by Robert Dickeson. The fundamental idea is to properly align resources with institutional priorities through a yearlong systematic and transparent process (CFR 1.7, 3.5).

Enrollment over the next 5-10 years—The President’s Administrative Council (PAC) is an expanded cabinet that allows Biola University to enjoy a broader and deeper range of leadership input regarding key decisions and when allocating additional resources toward their goals and objectives (CFR 3.6). Some Biola University staff members expressed the need to monitor and plan for the future enrollment growth of the traditional undergraduate (TUG) program. Their peak enrollment occurred in FY 2014 (CFR 3.4, 4.7).

Due to a shrinking number of high school graduates nationally, and increased competition for those students both regionally and nationally, the university is giving attention to traditional undergraduate (TUG) enrollment. Their growth strategy includes the plans to expand the university's enrollment cap to 6,800, increase scholarships, take additional steps regarding enrollment management, especially focusing on transfer students, and the aforementioned Program Prioritization process (CFR 3.4, 4.7).

#### **H. Component 8: Optional essay on institution-specific themes**

N/A

#### **I. Component 9: Reflection and plans for improvement**

"WSCUC reaccreditation review is a grueling, sometimes painful, and always beneficial experience." With this sentence (institutional report, page 61), Biola has described the universal reaction to the self-analysis involved in compiling a self-study and hosting a site visit by academic peers for reaccreditation. Throughout their institutional report, and in all the interactions with the team, the Biola administrators, faculty and staff were thoughtful and honest in looking at the institution's past and pondering the future.

Biola identified six core institutional strengths: 1) missional clarity and fidelity; 2) the integration of Bible, faith and spiritual development into the educational process; 3) their Office of Student Success (focusing on student persistence and career outcomes; 4) assessment infrastructure; 5) financial stability; and, 6) preparation for the changing higher educational environment. Biola identified four "big areas for development" they are:

- 1) Standards of performance;

- 2) Core Competencies;
- 3) Core Curriculum;
- 4) Institutional Research.

As noted throughout the report, in many areas, Biola has not had a lot of experience with assessment, but is now definitely on the path and building the necessary data sets. The expertise and stability of the current administration, as well as the willingness of the faculty to work on adoption and implementation of all facets of assessment, give promise of an exciting future for this institution.

### SECTION III – OTHER TOPICS, AS APPROPRIATE

N/A

## SECTION IV – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

Upon conclusion of its review of the available information, Offsite Review, and Accreditation Visit, the team finds that Biola University is an institution comprised of committed administrators, educators, and support staff that clearly care deeply about the education of their students, the historic mission of the institution, and outreach to society. It is an institution that exercises careful stewardship of its financial and physical resources and which looks forward to a long and productive future.

The team thanks Biola University for its openness, transparency, helpfulness to the team throughout the entire review process, and for its friendly hospitality during the AV. The self-reflection, openness, and honesty demonstrated by the trustees, administration, faculty, and staff makes it evident that there is a shared belief in the mission of Biola University and broad commitment to it.

The team offers the following findings, commendations, and recommendations:

### Findings:

1. Biola University is clear about its identity, mission, and purpose, and communicates these things honestly, attracting the type of student that will further the aims of the institution as they graduate and contribute to society (CFR 1.1, 1.6).

2. Trustees, administrators, faculty, staff, and students are fully committed to the mission and outreach ministry of Biola University. Although the various groups and individuals exhibit the normal differences of opinion regarding how the institution might best fulfill its mission in a complex and rapidly changing environment, they share conviction about the aspirations and goals of the institution (CFR 1.1, 1.5, 1.6, 3.1, 3.6).
  
3. Biola University is undergoing an important institutional cultural change, not in terms of its fundamental mission, but in terms of its structures and business practices. These are exemplified by the campus-wide Academic & Administrative Prioritization Process (AAP), the Authority, Responsibility, and Communication Project (ARC), formation of the President's Administrative Council (PAC), and also the Board's Task Force on the Statement of Theological Distinctives (CFR 3.7, 3.10, 4.3, 4.5, 4.6, 4.7).
  
4. Some discrepancy appears to exist, between various levels of the organization, in the clarity of understanding of the nature and functions of, and in the belief that the institution is making appropriate progress in, the maturing of a robust shared governance structure (CFR 2.4, 3.10, 4.4, 4.6).
  
5. A culture of assessment and subsequent improvement of the learning environment is becoming established, and the current academic leadership is making sustained efforts to support faculty members and academic departments in their skillful application of assessment and improvement practices in order to support and enrich student learning (CFR 2.7, 2.6, 4.3, 4.4).

The Team Commends:

1. The trustees and the president for their focused commitment to Biola University's missional integrity and for taking affirmative steps to think proactively about future challenges and trends in higher education, in general, and for Biola University specifically.
2. Biola University for enthusiastically, and in a transparent manner, engaging in institutional review and comparison of the institution's policies, procedures, and practices with preferred practices agreed upon by WSCUC institutions and described in the Criteria for Review.
3. The provost for her leadership in creating an institutional culture leading toward data-informed planning and decision-making, supported by a robust institutional research and information technology team.
4. Biola University for efforts at fostering and supporting ethnic and cultural diversity across the institution and at the board level. The Mosaic Cultural Center serves as a fitting exemplar of the institution's commitment to this value.
5. The administration and faculty for development of ARC as it relates to the various committees and offices throughout the institution.

6. Biola University's administrative team for careful stewardship of the institution's fiscal and physical resources.
7. The institution's leadership team for development of the Academic and Administrative Prioritization Process (AAP) to preserve its relevance and institutional health in view of the rapidly changing needs of its students and society.
8. The faculty and academic administration for sustained progress in implementing assessment processes in order to improve students' learning, personal development, and success.

The Team Recommends that:

1. Working together, the Board of Trustees, administrators, and faculty, give continued attention to strengthening the effectiveness of the institution in operationalizing its mission by fully utilizing the collective talents and Christian commitment of trustees, administrators, and faculty members through a published and implemented shared governance model based on best practices in higher education and in harmony with the Criteria for Review (CFR 3.1, 3.7, 3.10).
2. Faculty members monitor the state of the developing assessment and academic improvement program, ensuring the creation and full implementation of assessment processes for all of Biola University's academic programs (CFR 2.4, 2.10, 3.10, 4.4).

3. Administration and faculty members seek multiple ways to utilize ethnic, cultural, and socio-economic diversity to enhance the depth and breadth of ideas considered in classroom interactions in order to better prepare students to skillfully engage a diverse and complex society with their Gospel-centered education (CFR 1.4, 2.2a, 2.5, 3.10).
  
4. Faculty and staff collaborate to address the concerns expressed by the significant number of students who do not feel adequately prepared for employment in their chosen vocations (CFR 2.2a, 2.7, 2.13).
  
5. University leaders sustain its support of the vital university projects identified as the Academic & Administrative Prioritization Process (AAP) and the Authority, Responsibility, and Communication Project (ARC) in order to strengthen the institution's reliance on transparent and inclusive approaches to decision-making and policy-development. (CFR 3.7, 4.1, 4.5, 4.6, 4.7)

APPENDICES

**A.1. CREDIT HOUR AND PROGRAM LENGTH REVIEW FORM**

| <b>Material Reviewed</b>   | <b>Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)</b>  |
|--|---|
| Policy on credit hour  | Is this policy easily accessible? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO   |
|  | Where is the policy located? <a href="http://catalog.biola.edu/general-information/admission-enrollment-graduation-requirements/">http://catalog.biola.edu/general-information/admission-enrollment-graduation-requirements/</a>  |
| 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)? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO |
|  | Does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |
|  | Comments: Provost interview – learning activities have been assigned presumptive time requirements and these are used to estimate time on task for students as it relates to credit hours designated for each class.  |
| Schedule of on-ground courses showing when they meet   | Does this schedule show that on-ground courses meet for the prescribed number of hours? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO   |
|  | Comments: see <a href="https://banner.biola.edu:9010/PROD8/bwckschd.p_disp_dyn_sched">https://banner.biola.edu:9010/PROD8/bwckschd.p_disp_dyn_sched</a>   |
| Sample syllabi or equivalent for online and hybrid courses<br><i>Please review at least 1 - 2 from each degree level.</i>  | How many syllabi were reviewed? 4   |
|  | What kind of courses (online or hybrid or both)? both   |
|  | What degree level(s)? 1 lower (100) and three upper (300 and 400)   |
|  | What discipline(s)? Religion, Psychology, Communications, Special Education   |
|  | 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: online and hybrid courses comprise a very small percentage of the Biola curriculum  |
| 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)<br><i>Please review at least 1 - 2 from each degree level.</i> | How many syllabi were reviewed? 4   |
|  | What kinds of courses? Online, Hybrid, Independent Study, Clinical Internship   |
|  | What degree level(s)? Undergraduate   |
|  | What discipline(s)? Education, Psychology, Religion, Communications   |
|  | 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:   |
| Sample program information (catalog, website, or other program materials)  | How many programs were reviewed? 4  |
|  | What kinds of programs were reviewed? BA, BA, MDIV, PHD.  |
|  | What degree level(s)? Undergraduate (religion and computer science) and graduate (religion and psychology)  |
|  | What discipline(s)? Religion, Computer Science, Psychology  |
|  | Does this material show that the programs offered at the institution are of a generally acceptable length? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO  |
|  | Comments:   |

## A.2. – MARKETING AND RECRUITMENT REVIEW

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?<br>X YES <input type="checkbox"/> NO   |
|                            | Comments:<br>Admissions Counselors are compensated by salary. No bonuses are given for enrollment, and promotions are not based on enrollment.   |
| Degree completion and cost | Does the institution provide information about the typical length of time to degree?<br>X YES <input type="checkbox"/> NO  |
|                            | Does the institution provide information about the overall cost of the degree?<br>X YES <input type="checkbox"/> NO  |
|                            | Comments:<br>Degree requirements sheets are available through the Admissions website and the Registrar’s website. Degree requirements are also described in the University Catalog. <ul style="list-style-type: none"> <li>● <a href="#">Admissions website [C205.11 webpage]</a>. To view a Degree Requirements sheet, select a degree program, and then select an emphasis under “Degree Requirements.”</li> <li>● Here is an example from <a href="#">Mathematics [C205.12 webpage]</a>. <a href="#">Registrar’s website [C205.13 webpage]</a>. <a href="#">University catalog [C205.8 webpage]</a>.</li> </ul> The Admissions website and the Accounting website list the costs for tuition, room, and board. <ul style="list-style-type: none"> <li>● <a href="#">Admissions website [C205.14 webpage]</a>.</li> <li>● <a href="#">Accounting website [C205.15 webpage]</a>.</li> </ul> |
| Careers and employment     | Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? X YES <input type="checkbox"/> NO   |
|                            | Does the institution provide information about the employment of its graduates, as applicable?<br>X YES <input type="checkbox"/> NO  |
|                            | Comments:<br>See “ <a href="#">Jobs by Major</a> ” [C205.16 webpage] on the <a href="#">Career Development website [ C205.17 webpage ]</a> .<br><br>Suggestive career options are also provided on academic program pages on the Admissions website. Here is an example from <a href="#">Mathematics [C205.18 webpage]</a> .   |

\*§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.

### A.3. – STUDENTS COMPLAINTS REVIEW

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 | <p>Does the institution have a policy or formal procedure for student complaints?<br/>X YES <input type="checkbox"/> NO</p> <p>If so, is the policy or procedure easily accessible? Is so, where?<br/>X YES <input type="checkbox"/> NO</p> <p>Comments:<br/> <b>Undergraduate Students:</b> Information for undergraduate students is published on the Student Life website: <ul style="list-style-type: none"> <li>• <a href="#">Academic Appeals</a> [C205.21 <a href="#">webpage</a>]</li> <li>• <a href="#">Discrimination, Sexual Harassment or Sexual Assault</a> [C205.22 <a href="#">webpage</a>]</li> <li>• <a href="#">Student Discipline Appeals</a> [C205.23 <a href="#">webpage</a>]</li> </ul> Graduate Students: Biola recently developed a common approach to complaints and appeals across all graduate programs. The common approach is now being implemented in all graduate handbooks. Updated handbooks for all graduate schools/programs will be available for Fall 2015. The updated handbook has a sample of the new language. <ul style="list-style-type: none"> <li>• <a href="#">Crowell School of Business</a> [C205.24 <a href="#">webpage</a>]. See pages 63, 64.</li> </ul> <b>Online Students:</b> In addition to their respective undergraduate or graduate handbooks, a <a href="#">Consumer Complaint Process</a> [C205.25 <a href="#">webpage</a>] is online, specifically for online students.</p> |
| Process(es)/ procedure       | <p>Does the institution have a procedure for addressing student complaints?<br/>X YES <input type="checkbox"/> NO</p> <p>If so, please describe briefly:</p> <p>If so, does the institution adhere to this procedure? X YES <input type="checkbox"/> NO</p> <p>Comments:<br/> <b>Undergraduate Students:</b> For undergraduate students, complaints are handled through the Dean of Students’ office or the Vice Provost for Academic Administration. Depending upon the nature of the complaint, complaints often begin in the department of concern and move upward in the organization if the results are unsatisfactory. Discrimination, sexual harassment or sexual assault complaints are filed with the Title IX Coordinator.</p> <b>Graduate Students:</b> The academic dean for the graduate program is the first point of contact for most graduate student complaints with the exception of discrimination, sexual harassment or sexual assault complaints, which are filed with the Title IX Coordinator, who is a faculty member in the Rosemead School of Psychology.  |
| Records                      | <p>Does the institution maintain records of student complaints? X YES <input type="checkbox"/> NO</p> <p>If so, where?</p> <p><b>Undergraduate Students:</b> The Division of Student Development maintains undergraduate records for complaints in a Student Conduct Coordinator system.</p> <p><b>Graduate Students:</b> The Title IX deputy coordinator for graduate students maintains records of complaints in her office. Other graduate student complaints are tracked by the academic deans and their administrators.</p>   |

|  |   |
|--|---|
|  | <p>Does the institution have an effective way of tracking and monitoring student complaints over time?    <input checked="" type="checkbox"/> YES   <input type="checkbox"/> NO<br/> If so, please describe briefly:</p>  |
|  | <p>Comments:<br/> The Dean of Students regularly monitors undergraduate student complaints over time. The academic deans review complaints from graduate students. See also below:<br/> “Concise Notes from Self Review.”<br/> ** Concise Notes from “Student Complaints” Self Review</p> <p>The student complaint process operates on a decentralized model. Undergraduate student complaints are primarily supported and monitored by the Office of the Dean of Students, with the exception of academic appeals, which begin at the academic program and, if an appeal process is necessarily, escalate to the Office of the Provost (Vice Provost for Academic Administration). Graduate student complaints are supported and monitored by the academic dean of the graduate program. For discrimination, harassment and sexual assault, the respective Title IX coordinators process complaints for undergraduate and graduate programs. Biola notes that the decentralized approach has some benefits, but it also limits the clarity and ease of accessibility of complaint procedures to students, as well as the ability to reliably track and monitor student complaints over time. Given this fact, we are working on developing this fall a web-landing page that clearly describes the complaint procedures for undergraduate, graduate, and online students and may include an online form with a drop down menu for the type of complaint. This form would provide centralized tracking and monitoring of complaints while also allowing complaints to be addressed by the relevant program or department.</p> |

\*§602-16(1)(1)(ix)

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

**A.4. – TRANSFER POLICY REVIEW**  
**TRANSFER CREDIT POLICY REVIEW FORM**

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

| <b>Material Reviewed</b>  | <b>Questions/Comments (Please enter findings and recommendations in the comment section of this column as appropriate.)</b>   |
|---------------------------|---|
| Transfer Credit Policy(s) | Does the institution have a policy or formal procedure for receiving transfer credit?<br>X YES <input type="checkbox"/> NO  |
|                           | Is the policy publically available? X YES <input type="checkbox"/> NO<br>If so, where?  |
|                           | 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?<br>X YES <input type="checkbox"/> NO  |
|                           | Comments:<br>The following information is published on the Registrar’s website:<br><ul style="list-style-type: none"> <li>● <a href="#">General information [C205.26 webpage]</a></li> <li>● <a href="#">Undergraduate transfer policy [C205.27 webpage]</a></li> <li>● <a href="#">Graduate transfer policy [C205.28 webpage]</a></li> <li>● <a href="#">Undergraduate preapproved courses [C205.29 webpage]</a></li> <li>● <a href="#">Substitution Request Form and Substitution Policy [C205.30 webpage]</a></li> </ul><br>Additional information and help is published on the Admissions website.<br><ul style="list-style-type: none"> <li>● <a href="#">Transfer Students [ C205.31 webpage ]</a></li> </ul> |

\*§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.

## **B. – OFF-CAMPUS LOCATIONS**

**Institution:** Biola University, Talbot School of Theology Extension Site at The Charles L. Feinberg Center

**Type of Visit:** Accreditation Visit

**Date/s of review:** April 6 and April 12, 2016

A completed copy of this form should be appended to the team report for all visits in which off-campus sites were reviewed<sup>1</sup>. One form should be used for each site visited. Teams are not required to include a narrative about this matter in the team report but may include recommendations, as appropriate, in the Findings and Recommendations section of the team report.

1. Site Name and Address:

Chosen People Ministries  
The Charles L. Feinberg Center  
Brooklyn, New York

2. Background Information (number of programs offered at this site; degree levels; FTE of faculty and enrollment; brief history at this site; designation as a branch campus standalone location, or satellite location by WSCUC)

Biola University, Incorporated/Talbot School of Theology (TST) established an agreement on July 10<sup>th</sup>, 2008 with Chosen People Ministries, located in New York (CPM) to establish an extension program of TST in cooperation with CPM. TST bears full responsibility for content and quality of the education program offered in the Talbot New York Extension. The purpose of the program is to “provide education and training for leaders in the Messianic Jewish Christian community for whom no other comparable program exists.” The extension offers a curriculum leading to the award of a master’s level degree, the Master of Divinity (MDiv) degree with emphasis in Messianic Jewish Studies. The degree program is an ongoing course offering site where two thirds of the degree is completed in Brooklyn, New York and one third is completed via summer intensive courses at the main Talbot campus in La Mirada, California.

The extension site is under the academic and administrative control of the Dean of Talbot and the Dean reports to the university Provost. The academic program director, Gregory Hagg, PhD, provides academic program oversight to the program. This includes: scheduling faculty, ensuring program and course learning outcomes are assessed, and reviewing the curriculum as necessary. The Director of Extensions and Online Education at Biola provides day-to-day administrative oversight of the extension site on behalf of the Dean. He liaises with the Dean, the academic program directors, and the administrative staff at the extension, to ensure continuity between the extension and Talbot’s main campus.

There are eleven students in the program and CPM faculty consists of two full-time and two part-time teaching faculty, as described in Table 1, below.

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<sup>1</sup> See Protocol for Review of Off-Campus Sites to determine whether and how many sites will be visited.

Table 1 Faculty Members at the Feinberg Center

| Name             | Role   | Qualification                  | Status    |
|------------------|--|--------------------------------|-----------|
| Gregg Hagg       | Program Director, faculty, and Board member of CPM | PhD in Jewish Studies          | Full time |
| Richard Flashman | Faculty  | DMin, Spiritual Formation      | Full time |
| Zhava Glaser     | Faculty  | PhD, Jewish History            | Adjunct   |
| Mitch Glaser     | Faculty and CEO of CPM                             | PhD, Intercultural Studies     | Adjunct   |
| Robert Walter    | Instructor, Greek                                  | MDiv, Messianic Jewish Studies | Adjunct   |

3. Nature of the Review (material examined and persons/committees interviewed)

The off-campus review consisted of virtual visits to the center, video-conference interview with the program director, video conference interview with a group of two alumni of the program, and five current students.

In addition to reading Biola’s institutional report, the following documents were reviewed:

- Agreement to Establish and Operate a Graduate Extension Program at The Charles L. Feinberg Center for Messianic Jewish Studies in New York, NY.
- Site Visit Report of the Board of Commissioners of the Commission on Accrediting of the Association of Theological Schools (ATS) on the February 22-26, 2016 visit to Talbot School of Theology.

| Lines of Inquiry   | Observations and Findings   | Follow-up Required (identify the issues)  |
|--|---|---|
| <i>For a recently approved site.</i> Has the institution followed up on the recommendations from the substantive change committee that approved this new site?   | n/a   |   |
| <i>Fit with Mission.</i> How does the institution conceive of this and other off-campus sites relative to its mission, operations, and administrative structure? How is the site planned and operationalized? (CFRs 1.2, 3.1, 3.5, 4.1)              | Talbot opened the extension sites to further specific missional objectives by “co-laboring with existing ministry partners.” At the Feinberg Center, Talbot provides the Messianic Jewish Christian community with leaders in theological education and who have ministry training. |   |
| <i>Connection to the Institution.</i> How visible and deep is the presence of the institution at the off-campus site? In what ways does the institution integrate off-campus students into the life and culture of the institution? (CFRs 1.2, 2.10) | The Feinberg Center is an ongoing course-offering site where two thirds of the degree is completed and one-third is completed via summer intensive courses at the main Talbot campus in La Mirada, California.  | The students who were interviewed offered that while at the Biola campus, they would appreciate more integration with the MDiv students at Biola—they desire more interaction with Talbot students because they feel isolated while at the Biola campus at La Mirada. |
| <i>Quality of the Learning Site.</i> How does the physical environment foster learning and faculty-student contact? What kind of oversight ensures that the off-campus site is well managed? (CFRs 1.8, 2.1, 2.5, 3.1, 3.5)                          | The program provides an effective learning community, benefitting from a variety of voices and experiences, both Jewish and non-Jewish. The director serves as the on-site academic leader and his assistant provides the leadership for student services support.                  | None observed   |

| Lines of Inquiry  | Observations and Findings   | Follow-up Required (identify the issues)   |
|---|---|--|
| <p><i>Student Support Services.</i> What is the site's capacity for providing advising, counseling, library, computing services and other appropriate student services? Or how are these otherwise provided? What do data show about the effectiveness of these services? (CFRs 2.11-2.13, 3.6, 3.7)</p>  | <p>The center is administered by an academic leader and supported by an administrative assistant with responsibilities for managing student services.</p> <p>The extension site has access to Biola's library's vast collection of electronic resources and a modest physical library with 12,000 print volumes. The Center also has a reading room with non-circulating reference works to aid student research while on site at the center.</p> <p>Currently there is not a dedicated librarian on-site in New York to aid students in their research. However, students have access by email, phone, and internet to the Biola campus librarians.</p> <p>No data was available on the effectiveness of library services to students at the extension site.</p> | <p>Effectiveness data on the student support services to students at the Feinberg Center.</p>  |
| <p><i>Faculty.</i> Who teaches the courses, e.g., full-time, part-time, adjunct? In what ways does the institution ensure that off-campus faculty is involved in the academic oversight of the programs at this site? How do these faculty members participate in curriculum development and assessment of student learning? (CFRs 2.4, 3.1-3.4, 4.6)</p> | <p>See Table 1, above. Extension faculty members meet monthly with the academic director of the program, who in turn submits requests to the liaison and to the dean of the Talbot, thus participating in curriculum development.</p> <p>While program learning outcomes have been drafted, evidence of assessment of student learning is still emerging.</p>   | <p>While training has been supported to build a culture of assessment, explicit structures and processes will aid in the assessment of student learning.</p> |
| <p><i>Curriculum and Delivery.</i> Who designs the programs and courses at this site? How are they approved and evaluated? Are the programs and courses comparable in content, outcomes and quality to those on the main campus? (CFR 2.1-2.3, 4.6)</p>   | <p>The Talbot school designs and directs the curriculum and faculty at the Center participate in curriculum and course implementation and assessment. The MDiv emphasis in Messianic Jewish Studies is offered only at the New York City extension.</p>   | <p>As assessment becomes better developed, findings should speak to the quality of the program.</p>  |
| <p><i>Retention and Graduation.</i> What data on retention and graduation are collected on students enrolled at this off-campus site? What do these data show? What disparities are evident? Are rates comparable to programs at the main campus? If any concerns exist, how are these being addressed? (CFRs 2.6, 2.10)</p>                              | <p>The extension program has graduate 12 students and currently enrolls 11 students. While the program is small, it is achieving its mission by enrolling students who are engaged in ministry to Messianic Jewish Christians.</p>  |  |
| <p><i>Student Learning.</i> How does the institution assess student learning at off-campus sites? Is this process comparable to that used on the main campus? What are the results of student learning assessment? How do these compare with learning results from the main campus? (CFRs 2.6, 4.6, 4.7)</p>  | <p>Assessment is in the emerging stages of development.</p>   | <p>The program is in the process of strengthening its efforts in assessing the extension--specific program learning outcomes.</p>                            |
| <p><i>Quality Assurance Processes:</i> How are the institution's quality assurance processes designed or modified to cover off-campus sites? What evidence is provided that off-campus programs and courses are educationally effective? (CFRs 4.4-4.8)</p>   | <p>Quality assurance is in the emerging stages of development.</p>  | <p>The program is in the process of strengthening its efforts to determine educational effectiveness both on-campus and at the extension sites.</p>          |