

REPORT OF THE WSCUC VISITING TEAM

SEEKING ACCREDITATION VISIT 1

To: Stockton Christian Life College
9023 West Lane
Stockton, CA 95210

November 8 – 10, 2017

Team Roster

Team Chair: Jonathan Parker, Professor of Education, California Baptist University

Assistant Chair: Cynthia Carter, Associate Provost, Fresno Pacific University

Team Member: Linda Hawk, VP for Finance and Administrative Services, California State University, San Marcos (Retired)

Team Member: Tatiana Nazarenko, Dean, Curriculum and Educational Effectiveness, Westmont College, Santa Barbara, CA

Team Member: Lee Kats, Vice Provost for Research and Strategic Initiatives, Pepperdine University, Malibu, CA

WSCUC Staff Liaison: Maureen Maloney, VP, WSCUC

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 (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. Once an institution achieves either candidacy or initial accreditation, the team report and Commission Action Letter associated with the review that resulted in the granting of either candidacy or initial accreditation and the team reports and Commission Action Letters of any subsequent reviews will be made available to the public by publication on the WSCUC website.

TABLE OF CONTENTS

SECTION I – OVERVIEW AND CONTEXT.....	1
A. Description of Institution and Visit.....	1
1. Background Information.....	1
2. Accreditation History.....	3
3. Off-Campus Sites and Distance Education.....	3
B. The Institution’s Seeking Accreditation Visit 1 Report: Alignment with the Letter of Intent and Quality and Rigor of the Review and Report.....	4
1. SAV 1 Report Alignment with Letter of Intent.....	4
2. Overall SAV 1 Report Quality.....	5
3. SAV 1 Report Accuracy.....	5
4. SAV 1 Report Involvement.....	5
5. SAV 1 Report Self-Reflective Standards Compliance.....	5
6. Areas of Strength and Improvement.....	6
7. Nature of Evidence, Rigorous Inquiry, and Alignment with Standards.....	6
8. Increased Understandings.....	6
C. Response to Issues Raised in the Eligibility Review Committee Letter.....	6
SECTION II – EVALUATION OF INSTITUTIONAL COMPLIANCE WITH WSCUC’S STANDARDS.....	8
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives.....	8
Standard 2: Defining Institutional Purposes and Ensuring Educational Objectives.....	14
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability.....	21
Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement.....	34
SECTION III – PREPARATION FOR ACCREDITATION UNDER THE 2013 HANDBOOK OF ACCREDITATION.....	42
Degrees Programs: Meaning, Quality, and Integrity of Degrees.....	42
Educational Quality: Core Competencies, and Standards of Performance at Graduation.....	42
Sustainability: Preparing for the Changing Higher Education Environment.....	42

SECTION IV – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS.....	43
SECTION V – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS.....	44
Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives	45
Standard 2: Defining Institutional Purposes and Ensuring Educational Objectives	45
Standard 3: Developing and Applying Resources and Organizational Structures to Ensure Quality and Sustainability	46
Standard 4: Creating an Organization Committed to Quality Assurance, Institutional Learning, and Improvement	46
APPENDICES	47
Federal Compliance Forms	47
Credit Hour and Program Length Review Form	47
Student Complaints Review Form	48
Marketing and Recruitment Review Form	49
Transfer Credit Policy Review Form	50

SEEKING ACCREDITATION VISIT (SAV) 1 TEAM REPORT

SECTION I – OVERVIEW AND CONTEXT

A. Description of Institution and Visit

1. Background Information

The Christian Life College (CLC) mission is to equip learners for a life of commitment to Christ, biblical fidelity, educational excellence, and lasting service to the kingdom of God. Beginning in 1949, the late Rev. Clyde J. Haney held short-term Bible institutes in a church basement, envisioned the Western Apostolic Bible College (WABC) in 1951, and founded the college on October 5, 1953.

In the summer of 1954, WABC was officially accepted by the United Pentecostal Church International (UPCI). The same year that endorsement was ratified by the UPCI General Conference and the college was dedicated to God's service at UPCI's official opening on February 14, 1956.

WABC expanded its curriculum in 1964 to begin offering a four-year Bachelor of Arts (BA) degree in Bible and Theology. The college name was changed to Christian Life College in January 1980. In 1983, the curriculum was enlarged to include Associate of Arts (AA) degrees.

Because of California code changes regulating higher education, the college applied in 1994 for state approval to operate as a degree-granting institution. Approval was granted by the State of California's Bureau for Private Postsecondary Education to offer AA and BA degrees in two majors: Bible & Theology and Christian Music.

In 1998, a Christian Education emphasis area was added, and in 2000, institutional approval was granted for a third major, Biblical Studies. The Biblical Studies major was changed to General Ministry in 2006. The college has always endorsed a central focus on evangelistic outreach, spiritual depth, personal holiness, and unreserved commitment to the Word of God.

In the summer of 2004 Pastor Nathaniel K. Haney, grandson of the founder, was elected chair of the board of directors and chancellor of the college. The current president and chief executive officer (CEO) is Eli Lopez, M.A., who is currently enrolled in a doctoral program in Theological Studies.

CLC is located on a 20-acre campus located at 9025 West Lane in Stockton, CA. Of the seven large campus buildings, five are primarily used for the college; two are shared with other ministries. Two identical dormitories each contain 32 rooms, 28 of which can house three students each; the remaining four can house two students each.

Enrollment as of 2015 included 153 full-time enrollment (FTE) undergraduate students with 168 unduplicated head-count. Enrollment was reported at 157 in spring 2017, then rose slightly to 163 in fall 2017 with 91 females and 72 males.

The Reading and Writing Center on CLC's campus guides students in reading comprehension and writing development and is open 4 hours per day, 4 days per week, which is reported by students as satisfying their academic support needs.

The following degrees are approved under the provisions of the California Education Code Section 94310. CLC offers both Associate of Arts and Bachelor of Arts degrees in five academic areas: Bible and Theology; Business Administration and Management; General Ministry; General Ministry with emphasis in Christian Media and Communication, Christian Music, and Missiology (Missions).

Including the CEO and chief operating officer (COO), CLC employs 17 administrative staff members, eight of whom also serve as faculty members, three part-time staff, and nine non-administrative staff. The board of directors is composed of eight members.

2. Accreditation History

CLC is certified by the Division of Education of the United Pentecostal Church, International as an endorsed Bible college; approved by the California Bureau for Private Postsecondary Education as a degree-granting institution pursuant to California Education Code section 94310; approved by the Bureau of Citizenship and Immigration Services, United States Department of Justice for the training of non-immigrant students; and approved by the Social Security Administration for Dependency Benefits.

CLC submitted an application for eligibility to WSCUC in November 2015, with eligibility granted for the period of December 8, 2015 until December 8, 2020. A subsequent application for accreditation was submitted in February 2016, and a Seeking Accreditation Visit (SAV) was tentatively scheduled for spring 2017, pending receipt of the Letter of Intent. WSCUC approved a January 2017 institution request to move the SAV 1 from spring 2017 to fall 2017.

3. Off-Campus Sites and Distance Education

Students may choose to study up to 16 units online. Online courses include the same content, textbooks, supplementary material, and assignments as the on-campus course of the same name, and are authored by CLC faculty members, to reproduce the on-campus classroom atmosphere. Online course delivery may include audio or video recordings of actual classroom lectures, discussions, other student-teacher interaction, and materials developed exclusively for CLC online. Courses are delivered through the online classroom, Canvas, which provides students the opportunity to interact through secure chat rooms and discussion boards. Live

captured video lectures populate weekly assignments along with content specific readings and discussion forums to increase student learning. CLC is currently developing administrative practices which will facilitate accurate instructional and homework hour audits to ensure credit hour compliance.

B. The Institution's Seeking Accreditation Visit 1 Report: Alignment with the Letter of Intent and Quality and Rigor of the Review and Report

The Commission's December 14, 2015 Eligibility letter outlined criteria in need of institutional attention, including: Criterion 7: Governance and Administration (CFR 3.9); Criterion 9: Institutional Planning (CFR 4.1, 4.2, 4.4); Criterion 10: Degree Programs (CFR 2.1); Criterion 11: Educational Objectives and Assessment of Student Learning (CFR 2.7); Criterion 13: Faculty (CFR 3.1, 3.2); and Criterion 14: Student Success (CFR 2.13).

1. SAV 1 Report Alignment with Letter of Intent

CLC's SAV 1 report was structurally aligned with the Letter of Intent, facilitating review of major intentions and interventions. The report did not vary from the approved design or content. Overall, the report was well written and emphasized the institution's progress toward accreditation Standards. It revealed a clear understanding of accreditation's scope with well-organized content. Necessary data and other evidence were, however, inconsistently provided or referenced, generating an incomplete understanding of the college's grasp of assessment practices and procedures, which appear to be growing edges for CLC.

2. Overall SAV 1 Report Quality

The SAV 1 report was well written, organized, and evidenced when data was available. A list of additional evidence documents requested by the team were uploaded by CLC to the evidence file or provided onsite.

3. SAV 1 Report Accuracy

In general, the report accurately portrayed Christian Life College's accreditation status, albeit somewhat more favorably than what was encountered onsite. However, certain details such as disaggregated retention rates were unclear and therefore uninterpretable.

4. SAV 1 Report Involvement

An Accreditation Committee, composed of faculty and administrators, convened to shepherd the SAV 1 report development, with sub-topics delegated to individual members for research and reporting. Process and content were both guided by the Accreditation Committee chair, while consultants provided additional guidance. Final approval was granted by the president and CEO, chief financial officer (CFO)/COO, chief academic officer (CAO), faculty senate, and board of directors. Administrators' dual roles as faculty ensured faculty representation at every level of consideration.

5. SAV 1 Report Self-Reflective Standards Compliance

The institution's narrative revealed self-reflective processes for evaluating Standards compliance to the extent of their emerging understandings. The breadth of self-prescriptive, constructive interventions is anticipated to grow as CLC becomes more familiar with accreditation guidelines, values, and practices.

6. Areas of Strength and Improvement

Areas of strength were emphasized throughout the SAV 1 report along with some attention to areas for needed improvement. As CLC becomes more familiar with accreditation values and best practices, additional insights will emerge regarding needed improvements.

7. Nature of Evidence, Rigorous Inquiry, and Alignment with Standards

In many cases, appropriate and conclusive evidence was submitted in evidence of Standards compliance. In other cases, evidence was incomplete or difficult to interpret. The review was rigorous to the extent of the institution's emerging accreditation understandings. Data and evidence were aligned with Standards and criteria for review (CFR)s.

8. Increased Understandings

The institution acknowledged multiple benefits from self-reflection and self-discovery after exploring the intersection between evidence and accreditation Standards. An example of a resulting improvement is the development of an Academic Early Warning System, which was implemented in fall 2017 and has reportedly led to effective student interventions, including encouragement through personal contact and support service referrals.

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

The Commission's December 14, 2015, Eligibility letter identified six specific recommendations for institutional improvement to achieve compliance with Standards for Candidacy and Initial Accreditation.

The first recommendation, Eligibility criterion #7 (Governance and Administration), was to increase board membership and assure that independent board members are appropriately

represented. (CFR 3.9) In response, board members were engaged in development programs, created a board calendar, participated in strategic planning activities, and attended a retreat.

The second recommendation, Eligibility criterion #9 (Institutional Planning), was to develop institutional research (IR) capacity at the institution to provide data-driven decision making in the planning process. (CFRs 4.1, 4.2, 4.4) In response, CLC affirmed the development and integration of IR data at every level of decision-making, including the board, faculty, and administration.

The third recommendation, criterion #10 (Degree Programs), indicated the importance of ensuring that courses in the distance education modality meet WSCUC expectations despite the description that online delivery did not yet meet the online modality definition. (CFR 2.1) In response, CLC indicated that their familiarity with substantive change processes was increasing but that their online offerings did not meet the threshold for fully online programs.

The fourth recommendation, Eligibility criterion #11 (Educational Objectives and Assessment of Student Learning), focused on the need for developing clear and rigorous program review processes. (CFR 2.7) In response, the institution affirmed engagement with a 6-year program review process.

The fifth recommendation, Eligibility criterion #13 (Faculty), cited the need to continue and strengthen efforts to hire new faculty with graduate degrees and support current faculty in obtaining graduate degrees prior to Initial Accreditation. (CFRs 3.1, 3.3) In response, CLC was directed by their board to implement a plan for all faculty to hold graduate degrees. At the time of their report submission, four faculty completed graduate programs and eleven were in varying stages of completion.

The final recommendation, Eligibility criterion #14 (Student Success), focused on the need for improvement of graduation and retention rates through a variety of student support services including the assessment of those services and continued attention to specific student needs for academic success. (CFR 2.13) In response, a new student information system was implemented and an institutional research office was instituted. Additionally, CLC initiated a process to disaggregate non-degree seeking students from enrollment data which would negatively affect the graduation and retention rates.

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

Standard 1: 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.

CFR 1.1: The institution’s formally approved statements of purpose are appropriate for an institution of higher education and clearly define its essential values and character and ways in which it contributes to the public good.

The institution provided a clear and concise public statement of its purpose in its mission statement, which is published on the institution’s website and is appropriate for an institution of higher education that is affiliated with a Christian faith tradition. The various curricular and co-curricular offerings of the college, which emphasize both professional and lay ministerial preparation, fall within recognized academic areas.

CFR 1.2: Educational objectives are widely recognized throughout the institution, are consistent with stated purposes, and are demonstrably achieved. The institution regularly generates, evaluates, and makes public data about student achievement, including measures of retention and graduation, and evidence of student learning outcomes.

The college has written and posted on its website Institutional Learning Outcomes (ILOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs) for all students. These outcomes are consistent with the mission statement. Evidence of demonstrable achievement of ILOs and PLOs is lacking. Although a review of the Bible and Theology Program that took place in 2017 is available on the website, data from this review do not reveal a great deal about PLO achievement. As is stated in the review, “no direct evidence of student success was collected for the PLOs on an annual basis.” In addition, when inquiries were made during the campus visit regarding the annual assessment process, it became clear that this process has not yet become adequately conceptualized so that meaningful data regarding student achievement can be generated and made public.

The institution has limited data on measures of retention and graduation rates. These data are not disaggregated and do not appear to be available to public scrutiny on the institution’s website. Discussions with faculty and staff revealed a general lack of understanding regarding how to generate retention and graduation data that accurately describe how well the institution is retaining and graduating students across different populations of students, particularly those who enroll as AA students versus those who enroll as BA students.

CFR 1.3: The institution publicly states its commitment to academic freedom for faculty, staff, and students, and acts accordingly. This commitment affirms that those in the academy are free to share their convictions and responsible conclusions with their colleagues and students in their teaching and writing.

Christian Life College’s academic freedom statement is published on its website, in the 2017-18 academic catalog, and in the faculty handbook. It was affirmed by the board of directors and is referenced in the institution’s bylaws. The policy is clearly stated and is consistent with

academic freedom policies found at other faith-based institutions of higher learning. Employees are expected to affirm the institution's doctrinal statement, and policies in the employee handbook, faculty handbook, and student handbook clearly articulate how that affirmation is implemented in the community life of the college. A grievance procedure for faculty is also articulated in the faculty handbook.

CFR 1.4: Consistent with its purposes and character, the institution demonstrates an appropriate response to the increasing diversity in society through its policies, its educational and co-curricular programs, its hiring and admissions criteria, and its administrative and organizational practices.

CLC has a highly diverse student body that roughly approximates the ethnic diversity of the state of California. A statement on diversity can be found on its website that is consistent with the WSCUC Diversity Policy.

Although there is some gender and ethnic diversity among the faculty and staff, it is not reflective of the student body demographics. There is no formal plan with specific goals and timelines for increasing faculty and staff diversity. Faculty and staff recruiting primarily utilizes informal networks within the United Pentecostal Church International denomination. Several teaching assistants, who are graduates of the college and also have part-time staff responsibilities, are being supported by the institution as they pursue master's degrees. Upon completion of advanced degrees, they will be eligible for hire as faculty members.

CFR 1.5: Even when supported by or affiliated with governmental, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy.

Christian Life College's bylaws clearly define the relationship between the institution and Christian Life Center and the United Pentecostal Church International denomination. The institution's articles of incorporation state that it is an institution of learning governed by a board

of directors and there is no reference of a subaltern relationship with the church or the denomination. The website makes the following statement regarding this relationship: “The College is established with the spiritual leadership and prayers and financial support of Stockton Christian Life Center (“Church”), and by the approval of the Division of Education of the United Pentecostal Church (“DOE”). Nevertheless, as an institution, the College is owned and operated by an independent board of directors. As such, CLC provides a college education within an atmosphere that is consistent with the ideals and spiritual principles of the Church and the Articles of Faith of the United Pentecostal Church International. Faculty must live lives reflecting faithfulness to the Word of God and sign a statement reflecting that fidelity. Approved faculty from other churches or denominations must agree to respect the nature of the College and its mission, while the College in turn respects their religious convictions.”

Three statements within the bylaws raised some concern. One indicated that the faculty senate is “accountable to the CEO.” When asked about this, the president indicated that “this is not the way we do things now,” and affirmed the independence and academic freedom of the faculty. Another statement in the bylaws referred to a provost. No other documentation referenced a provost and no one on the campus holds that title. Upon inquiry, the president indicated that executive leadership and the board had discussed the need for a provost position, had put the position in the bylaws, but then decided not to move forward with the position. Thirdly, the bylaws state that the CFO is hired by and reports to the board. When asked, the CFO indicated that he is hired by and reports to the president. The team affirmed the importance of congruence between the bylaws and the actual operation of the institution; if the board makes decisions to operate out of compliance with the bylaws, the bylaws bear revision.

CFR 1.6: The institution truthfully represents its academic goals, programs, services, and costs to students and to the larger public. The institution treats students fairly and equitably through established policies and procedures addressing student conduct, grievances, human subjects in research, disability, and financial matters, including refunds and financial aid.

CLC appears to thoroughly and accurately represent its academic goals, programs, services, and costs on its website and in its academic catalog. Institutional and Program Learning Outcomes are prominently displayed as are the various degree programs and services that are offered. Careers and jobs that are associated with particular degree programs are listed. The college publishes a student handbook that clearly articulates student conduct expectations and the grievance process. Records regarding student grievances go back to December 2012, so do not meet the guideline of maintaining records for six years. These records do not give much information regarding the nature of the grievances. It is suggested that the college develop a more robust set of records related to student grievances.

Disability services are available through the learning resource center. The grading policy is published in the academic catalog along with the appeal process. Student fees and information on financial aid and refunds are published on the website, although the refund policy is confusing. The college does not appear to offer non-degree applicable credit.

CLC does not have a policy on the use of humans or animals as subjects for research and does not have an institutional review board for approval of human and animal subject research. With several faculty now pursuing doctoral degrees, and in anticipation of student research efforts, it is important for the institution to establish a human and animal subject research policy and an institutional review board. It is possible that faculty members will want to conduct research that involves students at the college.

CFR 1.7: The institution exhibits integrity and transparency in its operations, as demonstrated by the adoption and implementation of appropriate policies and procedures, sound business practices, timely and fair responses to complaints and grievances, and regular evaluation of its performance in these areas. The institution's finances are regularly audited by qualified independent auditors.

The college appears to exhibit integrity and a certain degree of transparency in its operations. Its website is comprehensive in providing information about the institution and includes handbooks articulating policies and grievance procedures for students, faculty, and staff. Institutional performance is evaluated through the Board Strategic Vision and the Executive Committee Strategic Plan. Five years of audited financial statements indicate that CLC has consistently operated with a surplus and in the last three years has substantially increased its net assets.

CFR 1.8: The institution is committed to honest and open communication with the Accrediting Commission; to undertaking the accreditation review process with seriousness and candor; to informing the Commission promptly of any matter that could materially affect the accreditation status of the institution; and to abiding by Commission policies and procedures, including all substantive change policies.

The college appears to be highly committed to the WSCUC accreditation process and well-intentioned in their attempts to meet accreditation Standards. Their institutional report appears to be an honest appraisal of their success in meeting Standards and CFRs and their responses to issues identified in the Eligibility letter demonstrate an exemplary level of commitment to WSCUC expectations regarding institutional governance and faculty qualifications. While good progress has been made in the areas of institutional research, annual assessment and program review, much work is still needed in these areas.

Recommendations:

- It is recommended that CLC increase and diversify the board of directors to better reflect student, faculty, and staff demographics and to expand the professional qualifications of the members. (CFR 1.4)
- It is recommended that the board of directors revise its bylaws so that operations of the college are in congruence with the stipulations of the bylaws. (CFR 1.5)

Standard 2: Defining Institutional Purposes and Ensuring Educational Objectives

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.

CFR 2.1: The institution's educational programs are appropriate in content, standards of performance, rigor, and nomenclature for the degree level awarded, regardless of mode of delivery. They are staffed by sufficient numbers of faculty qualified for the type and level of curriculum offered.

CLC offers three undergraduate degree programs; one in Bible and Theology, one in General Ministry, and one in Business Administration. The college consulted with other WSCUC accredited institutions in developing curricula for the programs. Currently only 19% of the faculty possesses terminal degrees but there is a concerted effort on behalf of the institution to encourage faculty to work on and complete terminal degrees. Teaching assistants are included in the reporting data. Teaching assistants support primary instructors with classes and are typically working toward graduate degrees. There appear to be several instances where faculty members teach classes that vary from their areas of academic expertise.

CFR 2.2: All degrees—undergraduate and graduate—awarded by the institution are clearly defined in terms of entry-level requirements and levels of student achievement necessary for graduation that represent more than simply an accumulation of courses or credits. The institution has both a coherent philosophy, expressive of its mission, which guides the meaning of its degrees and processes that ensure the quality and integrity of its degrees.

Admission requirements, degree requirements, and course schedule are clear and posted online and in academic catalog.

CFR 2.2a: Undergraduate programs engage students in an integrated course of study of sufficient breadth and depth to prepare them for work, citizenship, and life-long learning. These programs ensure the development of core competencies including, but not limited to, written and oral communication, quantitative reasoning, information literacy, and critical thinking. In addition, undergraduate programs actively foster creativity, innovation, an appreciation for diversity, ethical and civic responsibility, civic engagement, and the ability to work with others. Baccalaureate programs also ensure breadth for all students in cultural and aesthetic, social and political, and scientific and technical knowledge expected of educated persons. Baccalaureate degrees include significant in-depth study in a given area of knowledge (typically described in terms of a program or major).

General education is integrated throughout the curriculum and is coupled with in-depth fields of study. However, general education learning outcomes are only assessed within summative (capstone) major courses and are not assessed early in the curriculum or independently of the major. Since many students do not pursue a third and fourth year of study, assessment of the effectiveness of the general education program for these students is not possible, nor is timely revision possible since outcomes are assessed only at the senior level.

CFR. 2.2b: The institution'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 field and create a culture that promotes the importance of scholarship and/or professional practice. Ordinarily, a baccalaureate degree is required for admission to a graduate program.

CLC currently does not offer graduate degree programs.

CFR 2.3: The institution's student learning outcomes and standards of performance are clearly stated at the course, program, and, as appropriate, institutional level. These outcomes and standards are reflected in academic programs, policies, and curricula, and are aligned with advisement, library, and information and technology resources, and the wider learning environment.

Student learning outcomes are communicated via the catalog and course syllabi. When interviewed, students were familiar with all three learning outcome levels. Library, information technology (IT), and advisement help students attain these outcomes. The college has a policy that students do not earn credits via internships. The dean of students builds connections with local companies and businesses to help students find outside employment and build community relationships. The student learning outcomes (SLOs) reflect and reinforce the mission and vision of the college. Faculty members use Association of American Colleges & Universities (AACU) rubrics to assess the SLOs. Both faculty and students are familiar with and frequent users of the college's digital learning management system (LMS). If students need additional LMS support, student mentors are available in the learning resource center.

CFR 2.4: The institution's student learning outcomes and standards of performance are developed by faculty and widely shared among faculty, students, staff, and (where appropriate) external stakeholders. The institution's faculty take collective responsibility for establishing appropriate standards of performance and demonstrating through assessment the achievement of these standards.

Faculty have responsibility for developing SLOs, and department heads are responsible for making sure course learning outcomes are reflective of program learning outcomes.

Comprehensive, ongoing assessment of outcomes and associated processes have yet to be fully developed.

CFR 2.5: The institution's academic programs actively involve students in learning, take into account students' prior knowledge of the subject matter, challenge students to meet high standards of performance, offer opportunities for them to practice, generalize, and apply what they have learned, and provide them with appropriate and ongoing feedback about their performance and how it can be improved.

While the college does not track specific co-curricular participation, the administration estimates that 80% of the students participate in co-curricular activities. Students in the ministry program are actively engaged in co-curricular activities, such as practical preaching and music ministries experiences outside of the college. Co-curricular outcomes were recently developed along with related assessment surveys and student focus groups. Data gathered from student climate surveys was recently used, for example, to determine that chapel should change to highlight more student led activities. This change was based on students' suggestions.

Students reported that faculty introduced them to a variety of classroom learning activities, such as field trips, interactive discussion groups, and internet based simulations of business trade and investment transactions.

CFR 2.6: The institution demonstrates that its graduates consistently achieve its stated learning outcomes and established standards of performance. The institution ensures that its expectations for student learning are embedded in the standards that faculty use to evaluate student work.

While CLC is to be commended for developing its first program review, there remains confusion about the need and role of annual assessment reviews. Based on their self-study, it is unclear whether signature assignments or other sources of direct assessment are a part of annual reviews. In addition, in speaking with the academic dean there appears to be some confusion about how signature assignments are structured and evaluated.

CFR 2.7: All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.

Program review reports did not include retention data and lacked external evaluators (See for example, Bible and Theology Program Review 2017). The program review process is new and the plans for program reviews are still evolving.

CFR 2.8: The institution clearly defines expectations for research, scholarship, and creative activity for its students and all categories of faculty. The institution actively values and promotes scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the institution's purposes and character.

Scholarly expectations are outlined in the faculty handbook. While the college does not have a strategic plan that outlines how faculty scholarship is to be supported, faculty reported that administration found funding for requests related to research and scholarship. It is unclear if students participate in research or if there are internal programs to encourage or support participation in research. The college has not reached a point in time yet where they can offer faculty sabbaticals and reports that at least one third of the faculty are not interested in participating in an academic society. The team appreciates the efforts to more fully integrate teaching, research, and co-curricular activities. In support of this effort, the college encourages students to work outside of the college in academically related businesses or organizations.

CFR 2.9: The institution recognizes and promotes appropriate linkages among scholarship, teaching, assessment, student learning, and service.

CLC recognizes the benefits and importance of having faculty engaged in research and scholarship. To this end, the college encourages faculty to participate in scholarly activities and societies. Since scholarly activity is relatively new, there are few linkages to teaching, student learning and service. The dean of students reports that new student surveys and planned focus

groups will allow the institution to gauge how well students are linking teaching, learning and service.

CFR 2.10: The institution demonstrates that students make timely progress toward the completion of their degrees and that an acceptable proportion of students complete their degrees in a timely fashion, given the institution's mission, the nature of the students it serves, and the kinds of programs it offers. The institution collects and analyzes student data, disaggregated by appropriate demographic categories and areas of study. It tracks achievement, satisfaction, and the extent to which the campus climate supports student success. The institution regularly identifies the characteristics of its students; assesses their preparation, needs, and experiences; and uses these data to improve student achievement.

While the institutional research office has made great progress in collecting data for assessment and program review, there is still much work to be done. Given the low degree completion rates and first year retention, the team suggests that institutional research collect data that would provide detailed explanations of these patterns. Further, data need to be disaggregated so that trends and patterns can be seen across different student groups. Student surveys on satisfaction and climate are often based on very small sample sizes (see for example the Bible and Theology Program Review) and these need to be representative of larger numbers of students and collected long term.

CFR 2.11: Consistent with its purposes, the institution offers co-curricular programs that are aligned with its academic goals, integrated with academic programs, and designed to support all students' personal and professional development. The institution assesses the effectiveness of its co-curricular programs and uses the results for improvement.

The college has a co-curricular program that appears to be aligned with academic goals. The dean of students reports that approximately 80% of the students are involved in co-curricular activities that include options such as chorale, ensemble, chapel leadership and active church ministry. The dean also recently identified outcomes for co-curricular programs and plans to assess them via student surveys and focus groups. Additional consideration should be given to quantitative measures of co-curricular success.

CFR 2.12: The institution ensures that all students understand the requirements of their academic programs and receive timely, useful, and complete information and advising about relevant academic requirements.

Recruiting information appears to accurately reflect course offerings and costs. Each student is assigned an academic advisor and the college has just instituted an academic early warning system that alerts academic support of students in need of additional resources. It is not clear whether teaching assistants and adjunct faculty also serve as academic advisors for students.

CFR 2.13: The institution provides academic and other student support services such as tutoring, services for students with disabilities, financial aid counseling, career counseling and placement, residential life, athletics, and other services and programs as appropriate, which meet the needs of the specific types of students that the institution serves and the programs it offers.

CLC offers standard student support services, including tutors, financial aid counseling, career counseling, and disability support. The college is small enough to be able to identify students in need of aid. There is support for students with declared disabilities as well as those who request more informal support. CLC does not enroll many international students, but those who do attend are offered additional support.

CFR 2.14: Institutions that serve transfer students provide clear, accurate, and timely information, ensure equitable treatment under academic policies, provide such students access to student services, and ensure that they are not unduly disadvantaged by the transfer process.

The college has a system in place to support and facilitate transfer students that places them into seminars that assist with college orientation and provides immediate advisers. Faculty evaluate transfer credits. While completion data is provided for transfer students, other data on transfer students was not available. As institutional research matures, disaggregating data on transfer students will be useful for directing further support and resources.

Recommendations:

- It is recommended that CLC encourage professional development for faculty in their academic endeavors and that it engage faculty and staff in the broader higher education landscape. (CFRs 2.1, 2.8, 2.9, 3.3, 4.7)
- It is recommended that CLC develop a definition of student success and a process to measure and track success. When these data are collected, further disaggregation can provide valuable input into directing student support and resources. (CFR 2.10)

Standard 3: 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.

CRF 3.1: The institution employs faculty and staff with substantial and continuing commitment to the institution. The faculty and staff are sufficient in number, professional qualification and diversity and to achieve the institution's educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic and co-curricular programs wherever and however delivered.

CLC is committed to employing high quality faculty who are deeply committed to fulfilling the mission of the college. The college recruits and hires faculty based upon education, experience, expertise, and commitment to Christ and the mission of the college. According to the college faculty degree roster for 2017-2018, four of the professors have senior administrative duties, including the college president; CFO/COO; CAO; and an Accreditation Liaison Officer (ALO). In addition, CLC has sixteen qualified assistant professors and ten teaching assistants. At the time of the self-study, the faculty ranks consisted of one professor of practice, two provisional assistant professors, and one whose position was in a pending status. Altogether, there are 34 faculty, which includes teaching assistants, 24 or 71% of whom are CLC alumni. A recommendation noted in the Eligibility Review Committee Approval of Eligibility Action Letter as criterion 13 led CLC's board of directors to direct the administration to implement a

plan whereby all faculty members hold a graduate degree in their teaching fields. The college has responded by adding five qualified instructors to the faculty roster and granting “space” to current instructors and teaching assistants to earn a requisite graduate degree. At the time of the team visit, four instructors had completed their graduate programs. Of the remaining faculty without a graduate degree, five are scheduled to complete their studies by May 2018, three by December 2018, and the remaining three by December 2019. The college anticipates growth in its faculty ranks and CLC is encouraged to hire faculty possessing a master’s degree or higher within targeted disciplines, particularly in the Business Administration and general education programs.

The college noted that faculty resources are allocated based on anecdotal evidence and has since devised and implemented a strategic resource allocation model. The model incorporates vision, planning, assessment, and resource allocation to include dollars, positions, space, and technology. In CLC’s 2017-2018 Board Strategic Vision (BSV) document, there are three-year budget projections which consider facility costs and the overall campus capacity to include faculty and staff requirements needed to achieve student enrollment growth projections. In the staff open forum, it was stated that employees at college levels are involved in annual plan development with goals and objectives for academic, administrative, and student service units.

CLC has a diverse student body and faculty but does not yet have a formal diversity hiring plan. Faculty composition by race and ethnicity is at 56% Caucasian, 20% Hispanic/Latino, 12% African American, and 4% Native American. The student population is 36% Caucasian, 44% Hispanic/Latino, 9% African American, and 3% Native American.

As outlined in the faculty handbook, full-time and adjunct faculty are actively involved in college governance, curriculum development and review, and setting academic standards and

policies through the faculty senate. The overarching purpose of the faculty senate is to directly involve faculty in governance of academic policy to ensure that faculty have final oversight and are the driving force of academic curriculum, faculty development, and assessment. As outlined in the faculty handbook (pages 21-23), the faculty senate participates in governance as a regulative, consultative, advisory, shared responsibility, and delegated authority as directed by the college president or an authorized designee. The faculty senate is active in the college governance system through its responses to college committees and policy resolutions as documented in May 2, 2017, faculty senate meeting minutes and May 3, 2017, general education faculty meeting minutes.

CFR 3.2: Faculty and staff recruitment, hiring, orientation, workload, incentives, and evaluation practices are aligned with institutional purposes and educational objectives. Evaluation is consistent with best practices in performance appraisal, including multisource feedback and appropriate peer review. Faculty evaluation processes are systematic and are used to improve teaching and learning.

CLC aspires to hire qualified personnel with a passion for education and a desire to contribute to the college's mission. The college is also committed to enhancing academic qualifications of its faculty as demonstrated by providing support for current faculty, including teaching assistants, to pursue the requisite degree in their discipline. In its institutional report, CLC acknowledges it has experienced challenges in recruiting a professoriate with the requisite credentials, particularly in some general education areas. In response, the college implemented development opportunities in graduate training for faculty who seek further knowledge in either their discipline or a closely related field. As documented in the 2017-2018 BSV, the board of directors instituted two requirements in faculty development plans which state that all full-time instructors are defined as teaching up to fourteen units per semester year and all full-time teaching positions must hold at least a graduate level degree in the corresponding field of service in which they teach. Faculty who currently do not possess a graduate level degree have until June

2021 to comply. The board also established a priority that every program chair holds a doctoral level degree.

A fourteen-credit hour per semester teaching load constitutes approximately 80% of a faculty total workload with 20% attributed to scholarship, research, and/or service. This ties into the annual faculty evaluation process for the major components of faculty work in teaching, research, and service. It was confirmed during the site visit that all full-time faculty also hold administrative roles and at least one administrator, the director of human resources, is donating his time and expertise as a volunteer.

CLC has a formal performance evaluation and review process for employees that is comprised of two forms and five major review areas. Faculty, staff, and administrators complete a self-evaluation which they bring to a face to face meeting with their supervisor, who shares a prepared draft performance evaluation document. Performance goals and expectations are reviewed for the evaluation period and a projected goals and expectations sheet is developed for the next review period, focusing on areas identified as “needs improvement.” Employees who receive an overall rating of “below expectations and/or unsatisfactory” are recommended for a performance growth and development plan that is prepared within 10 days of the evaluation meeting and submitted to the executive committee comprised of the president, CFO/COO, and CAO. Growth and development reviews are scheduled after 30-60 days from the beginning of the next consecutive semester. The process is also documented with a flowchart and does not distinguish teaching assistants from faculty as instructional employees. During the site visit, staff confirmed active participation in the performance evaluation process as a valuable exercise.

In addition to supervisory performance evaluations, students provide feedback through course evaluations. Criteria for assessment include promptness to class, grading, friendliness, and preparation. Students can also utilize the grievance procedure to document concerns.

CFR 3.3: The institution maintains appropriate and sufficiently supported faculty and staff development activities designed to improve teaching, learning, and assessment of learning outcomes.

As part of the faculty senate, there is a committee on professional development that is comprised of the faculty senate chair and two faculty members who are voted in by the faculty senate each year. According to CLC's policy on committees, the committee on professional development is tasked with hosting regularly scheduled faculty development sessions that introduce and present specialized assessment trainings and are open to all full-time and adjunct faculty. These sessions emphasize the role of faculty in assessment at every level and how to link assessment at the course level using both direct and indirect assessment during instruction, including formative and summative assessments to measure students' PLO achievement. Although new to the college, there has been positive faculty feedback to trainings that began in 2015-2016. In the faculty survey of assessment culture administered August 2016, 90% of faculty agreed or strongly agreed that student learning is the heart of CLC's assessment effort. Further, 95% agreed or strongly agreed that the assessment process yields evidence of CLC's effectiveness while 89% agreed or strongly agreed that faculty are responsible for assessment.

CFR 3.4: The institution is financially stable and has unqualified independent financial audits and resources sufficient to ensure long term viability. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institutional planning. Resources are aligned with educational purposes and objectives.

CLC has experienced four consecutive years of growth in its net assets due to annual increases of cash. The institution has functioned without an operating deficit for three years with fiscal years 2014 and 2015 consolidated into one statement with a financial statement for fiscal

year August 1, 2015 to July 31, 2016. The college received an unqualified independent financial audit for all three years with no significant deficiencies or material weaknesses noted in their audit reports. From fiscal year ending July 31, 2014, compared to fiscal year ending July 31, 2015, the college's net assets as reported on its statements of financial position increased by \$216,836 when compared year over year. This was due to an increase in unrestricted net assets of \$197,509 and \$19,327 in unrestricted property and equipment when compared for the same period year over year. CLC continued the trend into fiscal year ending July 31, 2016, with net assets of \$551,568 which is primarily due to an increase in cash in bank, which increased from \$264,385 for the fiscal year ending July 31, 2015 to \$448,317 for the fiscal year ending July 31, 2016. The college has kept operating expenditures consistent over the last three years and has no long-term debt except for trade payables and prepaid tuition fee revenue. In its three-year budget plan, CLC projects a steady decrease in net assets as the college increases investments in educational resources, salaries, and benefits, which comprised 63% of its total expense allocation in fiscal year 2015-2016.

CLC's primary sources of revenue are tuition and housing fees. For the fiscal year ending July 31, 2016, tuition represented 45% and housing fees represented 37% of gross revenue. Contributions represented 11.6% or \$135,000 for the same period. There is intangible support in the form of a lease agreement with the Stockton Christian Life Center that was executed in 2015 for a period of twenty-five years at an annual rent payment of one dollar (\$1). The college's total estimated commitment for the lease period is \$2,654,880 according to the Notes to Financial Statements for the fiscal year ending July 31, 2016. The college acknowledges the value of this lease and intangible services such as faculty volunteer support as critical to operations.

CLC recognizes the need to diversify its revenue streams since the upward trend of net assets will level off or decrease as the college strategically invests in faculty and learning resources per the 2nd revision of the BSV. The college has a history of success in garnering financial support from its outside stakeholders and alumni, which has been used to renovate dorms, classrooms, accreditation seeking expenses, and the CLC bookstore. In May 2017 (Board Meeting Minutes of May 9, 2017), the board approved the president's plan to set an ambitious funding goal for the 2017-2018 school year in increasing institutional support by \$532,000, which will increase cash on hand to \$1,000,000. The college hired a director of campaign development who reports to the president and is focused on creating relationships with donors, developing an annual campaign program, and crafting strategies for short and long-term capital campaigns.

Currently, the college offers students the option of a payment plan since it is unable to participate in Title IV federal student financial aid or tax relief programs. Payment plans have been impacted by the limited employment opportunities for students in the San Joaquin County which affects student retention rates. To counteract this, external scholarship funds target students within specific ministry programs.

Since the college is leasing its facilities from the Stockton Christian Life Center, it does not own property nor buildings but owns the leasehold improvements including library holdings, equipment, and furnishings. CLC has full access to 20 acres of facilities and a 5,800-seat auditorium located on campus. The Stockton Christian Life Center Campus Map indicates area for future expansion plans, including dorms beyond the 220 bed on-campus inventory, which will require significant philanthropic support.

In terms of enrollment management, CLC is in the formative stage of a strategic plan. Since the college serves a specific religious denomination (UPCI) and is aware of two other Bible colleges seeking accreditation within the organization, it is their belief there is increasing awareness of the importance of quality education within the UPCI organization. According to attendance figures for this year's UPCI 2017 Youth Conference of 30,000, there is a pool of prospective students upon which to draw CLC enrollment. In a meeting with the director of recruitment, it was verified that this is the "signature" recruitment event for the college.

CRF 3.5: The institution provides access to information and technology resources sufficient in scope, quality, currency and kind at physical sites and online, as appropriate, to support its academic offerings and the research and scholarship of its faculty, staff and students. These information resources, services and facilities are consistent with the institution's educational objectives and are aligned with student learning outcomes.

CLC operates a learning resource center (LRC) for the primary purpose of providing academic assistance. The LRC consists of the library, tutoring, and reading and writing center (RWC). A director of learning resources oversees all functions of the LRC, including staff supervision and the development of the annual LRC plan. The LRC annual plan for 2017-2018 has five objective areas: student expansion and retention, financial sustainability, degree program improvements, faculty development and alumni relations and support (LRC Annual Plan 2017). The library holds approximately 20,000 volumes with much of the collection dedicated to theological and biblical subjects. Students and faculty also have access to EBSCO Information Services that hosts online research databases. The campus has wireless connections to the internet in the dorms and six on-campus workstations located in the library. These services are managed by an information technology services department, which maintains the software and hardware support.

Each fall semester, students are introduced to onsite and online learning resources through the LIF104 Strategies for College Success course. Faculty have an array of technological tools for their use in the classroom and in the online LMS. The 2017 LRC annual plan includes an intentional effort to acquire student support resources. The LRC is evaluated by students through course evaluation forms, which are completed each semester. Feedback from course evaluations informs the LRC annual plan.

CRF 3.6: The institution's leadership, at all levels, is characterized by integrity, high performance, appropriate responsibility and accountability.

CLC has a distinct Christian identity as an institution and a senior leadership team that is accountable for providing moral and visionary leadership in fulfillment of the college's mission. The college's president, chief financial officer/chief operating officer, and chief academic officer are ordained ministers and serve as the senior leaders for a combined sixty years of ministry. In addition, all three serve as full professors.

CLC was intentional in revising and updating its policies to ensure institution-wide compliance as it prepared for accreditation. These policies cover finance, academics, and human resources. As a result, CLC's organizational structure has evolved with roles and responsibilities modified at all organizational levels. This includes the formation of the faculty senate and the institutional research and effectiveness office; restructuring of the learning resource center; formalizing the department of student services; and the definition and assessment of learning outcomes across all programs. In its institutional report and during the visit, CLC acknowledged there is more change and growth ahead and is committed to active collaboration between administration, faculty, and students in the change process.

CLC's organizational chart includes reporting lines up to the board of directors. Every member of the board of directors understands the important role they have in overseeing the

institution and all abide by the board of directors' conflict of interest policy. CLC views the Office of Institutional Research as the vehicle to guide strategic planning, assigning resources, and alignment of organizational goals and objectives. CLC's leadership demonstrates integrity, high performance, responsibility, and accountability.

CRF 3.7: The institution's organizational structures and decision-making processes are clear and consistent with its purposes, support effective decision making, and place priority on sustaining institutional capacity and educational effectiveness.

CLC's organizational chart shows how administrative, academic, and student service activities are aligned. It illustrates the eight deans and directors reporting to the executive committee comprised of the CEO, CAO, and CFO, with the CEO reporting to the board of directors. In some areas, the organizational chart has specific names (library, online courses, human resources, and tech support) and the majority show functional areas. BSV initiatives are annually reviewed to ensure alignment of the BSV with the mission and vision of the college.

CRF 3.8: The institution has a full-time chief executive officer and a chief financial officer whose primary or full-time responsibilities are to the institution. In addition, the institution has a sufficient number of other qualified administrators to provide effective educational leadership and management.

The president is the CEO with over twenty-two years in ecclesial and academic leadership positions. He is a recognized voice in the Oneness Pentecostal movement due to his background in church administration and spiritual formation. In addition to presidential duties, the president also serves as a CLC instructor, reports to the board of directors, and is primarily responsible for advancing CLC's mission and vision. The CEO position is formally evaluated every two years during the fall board meeting. In addition to evaluating the president's performance on the direction of the mission and vision, the CEO's leadership is also considered with respect to the workplace environment and the morale of employees and the student body. What is unclear in the CEO job description is how feedback is gathered regarding the president's

review and what mechanisms are in place to gauge campus climate, academic quality, and other performance measures.

The daily operations of the campus are under the purview of the CFO/COO who serves as the second in command to the CEO. The CAO is responsible for developing and implementing short and long term academic plans. Both the CFO/COO and CAO report to the president and are members of the executive committee. The job descriptions for the CEO, CFO/COO and CAO are high level and lack specific criteria used to measure performance.

The CEO, CFO/COO, and CAO form the executive committee as the senior leadership team to cascade the mission and vision of the college into the administrative and academic operation and are supported by 44 full-time and part-time staff and faculty.

CFR 3.9: The institution has an independent governing board or similar authority that, consistent with its legal and fiduciary authority, exercises appropriate oversight over institutional integrity, policies, and ongoing operations, including hiring and evaluating the chief executive officer.

In 2014, CLC went through an intensive review of its bylaws and governing board policies that involved board and administration members. As a result, the bylaws were significantly modified to reflect the necessary changes to the structure and composition of the board of directors aligned with WSCUC standards and practices of other regionally accredited institutions. During the visit the team noted several inconsistencies between the bylaws and actual campus operations requiring further refinement.

The board is autonomous and meets three times a year in accordance with CLC's bylaws. Each member is expected to serve on a subcommittee of the board for a two-year term. The board's primary role is to set the long-term vision of the institution which is done through the board strategic vision, a five-year plan of expected achievement, growth, and sustainability. In addition, the board has fiduciary responsibility to oversee financial resources and is the final

authority on educational matters. It also grants all degrees awarded by CLC upon the recommendation of the faculty and president. The CEO and CFO/COO are non-voting members of the board and provide information to facilitate board actions and decisions. The president gives a verbal and written update to the full board at scheduled meetings and presents the annual state of the college report every January. It is unclear what the role of the CAO is with respect to board interaction since they have high level oversight over academic matters and degree conferral.

The board of directors includes individuals who bring ecclesial, academic, and business sector experience to their roles. Their backgrounds include: practicing attorney, higher education administrator, senior pastors affiliated with the United Pentecostal Church International, financial sector (real estate lending); civic engagement; and a business entrepreneur. This array of perspectives brings instructional, administrative, ministry, regulatory compliance, legal, civic engagement and capital development expertise to the college.

In fall 2017, the board underwent self-evaluation, reflection, and review that focused on fidelity to CLC's core purposes, positioning at all levels for future success, and providing effective oversight to align academics, finances, and personnel with the mission and vision. Board members indicated there is a need for more higher education and legal expertise representation.

CRF 3.10: The institution's faculty exercises effective academic leadership and acts consistently to ensure that both academic quality and the institution's educational purposes and character are sustained.

Faculty have the responsibility to ensure the establishment and maintenance of program standards for academic and curricular quality. The entire faculty, full and part-time, has oversight of the educational programs.

The faculty senate is made up of both full and part-time faculty, all of whom are expected to engage in all faculty duties and qualify as voting members of the senate. The faculty handbook articulates the role of the faculty. The role of teaching assistants is unclear in terms of compensation, performance criteria, and overall position expectations. The academic dean facilitates oversight of the college's curricula and degree programs by working in concert with the president and program chairs to ensure compliance with college policies. All matters of academic quality and educational purposes are set forth and reviewed by the senate. However, the faculty senate is not shown on CLC's organizational chart as a governing body or as consultative and advisory with other college units.

Recommendations:

- It is recommended that CLC assign faculty with the appropriate education and credentials to teach in its courses and programs. (CFR 3.1)
- It is recommended that CLC implement a plan to diversify its revenue streams as it grows and gains sophistication as an institution. (CFR 3.4)

Standard 4: 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.

CFR 4.1: The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results over time; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.

Upon reviewing the CLC institutional report and supportive documents and interviewing the college administration, board members, faculty, staff, and students, the team concluded that CLC has yet to develop an adequate set of quality-assurance processes in both academic and co-curricular areas. The institution established procedures for curriculum and program approval, developed and utilized the course evaluation form, and articulated and posted program learning outcomes (PLOs) for all programs, as well as institutional learning outcomes (ILOs). However, it has not assessed student learning in relation to PLOs or ILOs. Consequently, in the absence of evidence of student learning, CLC cannot design and implement improvements in student learning or curricular development based on assessment data; as a result, the college's strategic planning processes are not yet informed by thorough assessment of student learning and program review.

Program Review and Annual Assessment

CLC's institutional report indicated that signature assignments are "the main method of assessment used by the institutional research department (IR) to measure the effectiveness of the programs of the college" (p. 45). Signature assignments are also utilized for measuring student

learning in relation to CLOs and PLOs. During interviews, it became clear that faculty and administrators do not grasp how signature assignments contribute to assessment. Faculty and administrators use the term “signature assignment” when referring to individual course assignments, as assessed by course-specific grading rubrics. Those grades are used as a measure of outcomes. Course grades are submitted to the director of institutional research, who merges them into an average score for each PLO. The data collected in this manner cannot be meaningfully analyzed for actionable responses.

The college has yet to establish standards for student performance in relation to program learning outcomes. As stated in the CLC institutional report, faculty plan to evaluate PLOs on a six-year cycle; however, the college does not yet have a multi-year plan for annual assessment. To date, one program, Bible and Theology, completed a program review in fall 2017, and this review was not comprehensive. No direct evidence of student success was collected for any PLO because “there was a general sense of confusion when it comes to assessment outside of the course learning outcomes.” Other typical program review components, such as an alumni survey, a curricular analysis or review by an outside expert are lacking. No inferences about student learning or program strength were included and there were no data-guided recommendations for improvements in student learning or program quality from the data collected.

General Education

The general education PLOs have been established, but have not yet been assessed. A syllabus review revealed a disconnect between course syllabi and general education PLOs. On the general education curriculum map, the courses are mapped to ILOs rather than general education PLOs. It is unclear how students can fulfill the following outcome, “students will demonstrate knowledge of and the contribution to human knowledge and culture from physical

science” considering the limited number (one environmental science course) of natural science courses offered; or how students will “improve personal and environmental well-being through the analysis and communication of scientific information” when data analysis and statistics courses are absent from the curriculum.

Co-curricular programs

The assessment of co-curricular programs has yet to be fully developed, although a draft of co-curricular assessment activities was available.

Institutional Learning Outcomes

The college articulated five ILOs, but none have been assessed. A multi-year plan for assessing ILOs is not currently available and standards of student performance in relation to ILOs have not yet been established. CLC’s students expressed more familiarity with CLOs and PLOs than ILOs. Some ILOs need further refinement before they can be assessed. Both ILO 1 and 2 are compound outcomes and need to be assessed by two different lines of evidence. Given that the college faculty are nascent in designing and implementing effective assessment methods, the institution may wish to consider utilizing nationally-normed instruments, such as the Critical Thinking Assessment Test (CAT), Collegiate Learning Assessment (CLA), or Quantitative Literacy and Reasoning Assessment (QLRA), for assessing student learning. Nationally-normed instruments could provide valuable information about students’ accomplishments in comparison to other higher learning institution peers.

CLC would benefit from developing strategies for data collection that allow meaningful analysis, interpretation, and the use of assessment results for improving student performance, pedagogy, curricula, and services. The college is encouraged to develop and implement quality-

assurance processes that include effective assessment tools and methods for direct and indirect assessment of student learning in relation to all ILOs and PLOs, standards, and benchmarks for student performance, and use those findings to improve curricula, pedagogy, and assessment methodology.

CFR 4.2: The institution has institutional research capacity consistent with its purposes and characteristics. Data are disseminated internally and externally in a timely manner, and analyzed, interpreted, and incorporated in institutional review, planning, and decision making. Periodic reviews are conducted to ensure the effectiveness of the institutional research function and the suitability and usefulness of the data generated.

The establishment of the office of institutional research (OIR) as a centralized entity is a notable investment in institutional research. The college also committed resources to hiring a consultant to aid and mentor the OIR office. OIR is viewed by the college as a key agent for institutional review, planning, and decision making.

When meeting with members of the review team, the director mentioned that she agreed to serve in this capacity even though she has not received appropriate training to perform her highly technical job. Although mentored by an external consultant, she did not exhibit evidence of having the expected knowledge and expertise to perform the job adequately. For example, when asked to provide student retention data disaggregated by race and ethnicity, she instead provided disaggregated student demographics data. The team also noticed some data inaccuracies and anomalies in the institutional report and requested materials. The team learned that approximately 15 surveys are developed and administered every year or every other year, but the IR director was unable to explain how the survey results are used for planning or decision making. It appeared that the IR director amasses the data in the event of receiving a data request instead of identifying the college's needs and setting strategic priorities for data collection and

analysis. Additionally, it appears that there is no strategy for evaluating the effectiveness of the office of institutional research.

The area of institutional research still needs significant development and maturity. It is crucial for the institution to continue building institutional research capacity while identifying which reports need to be produced over time to guide the institution in its planning and improvement processes. It may also be beneficial to separate the responsibilities of the director of institutional research and director of assessment and ensure that both positions are filled with adequately trained individuals. CLC is encouraged to develop and implement clear expectations for institutional research, which will lead to collecting useful and accurate data that can be analyzed and processed in a way to guide the institution's planning and improvement efforts and continue building institutional research capacity.

CFR 4.3: Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment – in support of academic and co-curricular objectives – is undertaken, used for improvement, and incorporated into institutional planning processes.

CLC's president affirmed that the institution is committed to using quality assurance processes for data-guided decisions in support of academic and co-curricular objectives. As stated in the institutional report and communicated during interviews with administrators, the college "has been carrying on an accelerated schedule of academic upgrading in all areas." While the team was still on campus, administrative personnel indicated that they already began implementing revisions to certain issues which were identified during the site visit. However, engaging in meaningful assessment or data-driven decisions at all levels has not yet become part of the college's practices. Some instances of data analysis and action based on assessment results, such as changing cafeteria and library hours of operation in response to student survey

data, were apparent, but a culture of inquiry and evidence or data-guided decisions has yet to be established.

CFR 4.4: The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and uses the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.

At CLC, standards of performance are associated with grading policies and practices, course evaluations, timely feedback to students, and faculty development events and training. The institution has yet to develop standards of student learning and success in relation to all PLOs and ILOs, conduct substantive assessment of student learning in relation to these standards, and integrate direct and indirect assessment of student learning in program reviews. The findings from such inquiries should inform faculty's professional development and be used for the design and improvement of curricula, pedagogy, and assessment methods. As mentioned previously, the college needs to develop an effective system of assessing co-curricular programs and services. At the time of the team's site visit, only a draft of co-curricular assessment activities was available. It seems problematic that faculty members submit assessment of student learning data from their courses to the director of IR "for further analysis" and filing instead of interpreting assessment results and making data-guided pedagogical and curricular improvements. The college needs an assessment leader to assist faculty at all stages of assessment from designing meaningful assessment projects to implementing closing the loop activities. As a rule, these tasks are not the responsibility of an institutional researcher.

CFR 4.5: Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.

CLC has substantial potential to engage its larger community of stakeholders as a valuable resource for assessing educational programs and aligning them with the college's mission. The college has a unique relationship with the Stockton Christian Life Center church, whose pastor serves on the CLC board of directors. Additionally, CLC participates in conferences and advisory meetings through its membership in the United Pentecostal Church International. CLC also sponsors the annual Landmark Conference, which attracts participants from all over the world. The college uses these gatherings as opportunities to collect formal input from external stakeholders and is currently developing a plan to capitalize on these resources more intentionally.

CFR 4.6: The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

CLC acknowledged and worked towards aligning its activities and functions to WSCUC standards by implementing a system of strategic planning. Working collaboratively, the board and administration crafted a comprehensive plan for strategic planning that incorporates long-term vision, accountability, responsibility, and involvement at all levels of the institution. Administration responded to the board's five-year Board Strategic Vision (BSV) by annually crafting a Strategic Executive Plan (SEP), which identifies actionable items for the community to implement. The SEP takes a one-year forward-looking approach, but its aspects may be carried further into the future. It also serves as a basis for formulating CLC department and program Annual Plans (AP) for the next fiscal year. At present, the SEP is not informed by assessment or

program review reports. It is crucial for the college to use meaningful student learning evidence to inform strategic planning processes.

CFR 4.7: Within the context of its mission and structural and financial realities, the institution considers changes that are currently taking place and are anticipated to take place within the institution and higher education environment as part of its planning, new program development, and resource allocation.

Within the context of its mission and financial situation, CLC considered changes that are currently taking place within the institution and within a rapidly changing landscape of higher education. The college is working on establishing informal advisory relationships with executives and faculty among peer institutions, which may be beneficial for the future development and alignment of programs and departments. Additionally, academic consultants and advisors have been hired to speak to specific areas of the college's operations with the purpose of positioning CLC to succeed in the higher education context. Faculty and staff are encouraged to participate in academic endeavors that further engage them in the broader higher education landscape.

Recommendations

- It is recommended that CLC develop and implement quality-assurance processes that include effective assessment tools and methods for the assessment of student learning in relation to all ILOs and PLOs, standards and benchmarks for student performance, and use these findings to improve curricula, pedagogy, and assessment methodology. (CFRs 4.1, 4.3, 4.4)
- It is recommended that CLC develop and implement clear expectations for institutional research that includes useful and accurate data; and analyze and present this data in a way that guides the institution in its planning and improvement processes. CLC should continue building institutional research capacity. (CFR 4.2)

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

Degrees Programs: Meaning, Quality, and Integrity of Degrees

Individual faculty members and the faculty senate thoughtfully integrate meaning, quality, and integrity into program and course development, with consideration of a continuum of cognitive, affective, and service skills at each academic level. Institutional publications maintain fidelity to these efforts with clarity regarding the scope and nature of education. CLC integrates findings from available data resources into degree development.

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

CLC aligns educational outcomes with core competencies to address a spectrum of student learning areas, but has yet to assign performance standards to determine aggregated or disaggregated student success.

Sustainability: Preparing for the Changing Higher Education Environment

The college engages in environmental scanning by assessing sister institutions to determine best practices and issues related to dynamic changes in higher education. Faculty have participated in regional accreditation conferences for several years to stay abreast of relevant issues. CLC anticipates and prepares for internal changes, such as their financial model related to accreditation status.

SECTION IV – INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

The Inventory of Educational Effectiveness Indicators (IEEI) reflects the faculty's and administrators' collective responsibility for setting student learning outcomes, assessing student learning and demonstrating achievement of standards. This document was reviewed by the team, and, together with the institutional report and findings from the onsite visit, contributed to the team's evaluation of the institution's level of compliance with the Standards of Accreditation and CFRs, the quality of its student learning, and the quality of the college's learning and assessment infrastructure.

The team found that the submitted IEEI reflected CLC's nascent educational effectiveness efforts. The institution has developed and published formal learning outcomes in the appropriate handbooks, program syllabi, and on its website (CFRs 1.2, 2.4). However, it has yet to: develop adequate direct and indirect assessment methods and tools for assessing student learning in relation to PLOs and ILOs; integrate assessment results into program reviews; set standards of student performance; use findings for improvement in student learning results, curricula, and pedagogy (CFRs 2.2a, 2.3, 4.1, 4.4); establish processes and procedures for interpreting the evidence (CFR 2.4). During the site visit, the team noticed that the Office of Institutional Research and Effectiveness is viewed by the college community as a key agent for both institutional research and educational effectiveness, which is reflected in the IEEI document. As it is stated there, assessment and program review data are submitted to the Department of Institutional Research and Effectiveness "for further analysis." It was unclear if results of these analyses are made available to faculty for purposes of program improvement. Furthermore, it was difficult to check the accuracy of all the information presented in the IEEI, as the document refers to multiple activities which have yet to take place. To date, only one

program, Bible and Theology, underwent a review, and this review was not comprehensive. Consequently, the team concluded that the institution was not able to demonstrate that its graduates consistently achieve established learning outcomes (CFR 2.6) or how findings from data are used for improvement in pedagogy, curriculum, resource allocation, or faculty and student support (CFRs 2.7, 4.1).

SECTION V – FINDINGS, COMMENDATIONS, AND RECOMMENDATIONS

Commendations

- The college is to be commended for its commitment to the initial accreditation process and the enormous effort it has engaged in to address WSCUC standards and CFRs. CLC's welcoming spirit and openness in responding to the team's questions and requests for additional materials are appreciated.
- CLC's administration, faculty, staff, and students are commended for their high level of dedication, commitment, and unity.
- CLC is commended for clearly defining the Bible and Theology and General Ministry degree programs and for the faculty leadership in developing the student learning outcomes for these programs.
- The team commends CLC for their extensive and well-integrated co-curricular programs and their recent development of co-curricular outcomes and a plan to measure these outcomes.
- The college is commended for having unqualified independent audits for the last five years and not operating in a deficit by increasing its cash on hand and controlling expenditures.
- CLC is commended for integrated planning and budgeting with the Board Strategic Vision (BSV) serving as the overarching document that drives annual planning for academic programs, administrative departments and student services.
- CLC is commended for recruiting a student body whose demographics closely reflect the increasing diversity in society.

Recommendations

Standard 1: 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.

The team recommends that CLC meets this Standard at a level sufficient for Candidacy.

- It is recommended that CLC increase and diversify their board to better reflect the student, faculty, and staff demographics and to expand the professional qualifications of the members. (CFR 1.4)
- It is recommended that the board revise its bylaws so that they reflect the actual college operations. (CFR 1.5)

Standard 2: Defining Institutional Purposes and Ensuring Educational Objectives

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.

The team recommends that CLC meets this Standard at a level sufficient for Candidacy.

- It is recommended that CLC encourages professional development for faculty in their academic endeavors and engages faculty and staff in the broader higher education landscape. (CFRs 2.1, 2.8, 2.9, 3.3, 4.7)
- It is recommended that CLC develop a definition of student success and a process to measure and track success. When these data are collected, further disaggregation can provide valuable input into directing student support and resources. (CFR 2.10)

Standard 3: 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.

The team recommends that CLC meets this Standard at a level sufficient for Candidacy.

- It is recommended that CLC assign faculty with the appropriate education and credentials to teach in its courses and programs. (CFR 3.1)
- It is recommended that CLC implement a plan to diversify its revenue streams as it grows and gains sophistication as an institution. (CFR 3.4)

Standard 4: 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.

The team recommends that CLC meets this Standard at a level sufficient for Candidacy.

- It is recommended that CLC develop and implement quality-assurance processes that include effective assessment tools and methods for direct and indirect assessment of student learning in relation to all ILOs and PLOs, standards and benchmarks for student performance, and use findings to improve curricula, pedagogy, and assessment methodology. (CFRs 4.1, 4.3, 4.4)
- It is recommended that CLC develop and implement clear expectations for institutional research that include useful and accurate data; analyzed and presented in a way to guide the institution in its planning and improvement processes. CLC should continue building institutional research capacity. (CFR 4.2)

APPENDICES

Federal Compliance Forms

Credit Hour and Program Length Review Form

Material Reviewed	Questions/Comments (Please enter findings and recommendations in the Comments sections as appropriate.)
Policy on credit hour	Is this policy easily accessible? xx <input type="checkbox"/> YES <input type="checkbox"/> NO
	Where is the policy located? Available on public website. Also in the catalogue.
	Comments: http://clc.edu/academic-policies-procedures/ ; Catalog, Page 38
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)? xx <input type="checkbox"/> YES <input type="checkbox"/> NO
	Does the institution adhere to this procedure? xx <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: The institution engages in annual audits of credit hour assignments.
Schedule of on-ground courses showing when they meet	Does this schedule show that on-ground courses meet for the prescribed number of hours? Xx <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments: Course schedules are also available on website.
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? 17 syllabi were reviewed.
	What kind of courses (online or hybrid or both)? Online and hybrid course syllabi were reviewed.
	What degree level(s)? A. A. and B. A.
	What discipline(s)? Bible and Theology
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? xx <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
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? This section is not applicable ... All courses are delivered in traditional, on-ground format.
	What kinds of courses?
	What degree level(s)?
	What discipline(s)?
	Does this material show that students are doing the equivalent amount of work to the prescribed hours to warrant the credit awarded? <input type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Sample program information (catalog, website, or other program materials)	How many programs were reviewed? Twelve programs were reviewed
	What kinds of programs were reviewed? On ground programs were reviewed
	What degree level(s)? A. A. and B. A.
	What discipline(s)? Bible, Theology, General Ministry, Business

	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:

Review Completed By: Cindy Carter, Ph.D.

Date: November 11, 2017

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? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	If so, Is the policy or procedure easily accessible? Where? Online and in the student handbook.
	Comments:
Process(es)/ procedure	Does the institution have a procedure for addressing student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, please describe briefly: Both attributed complaints and anonymous complaints are received by the Dean of Students.
	If so, does the institution adhere to this procedure? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO
	Comments:
Records	Does the institution maintain records of student complaints? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, where? Dean of Students office.
	Does the institution have an effective way of tracking and monitoring student complaints over time? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO If so, please describe briefly: Dean of Students would have data on persistent issues or changes in complaint patterns over time.
	Comments:

*§602-16(1)(1)(ix)

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

Review Completed By: Lee Kats

Date: November 10, 2017

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	<p>Does the institution follow federal regulations on recruiting students? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Comments: Christian Life College recruits students through the following:</p> <ul style="list-style-type: none"> • The "Xperience" held in February-March of each year which provides prospective students an opportunity to live on campus and attend classes to learn and experience CLC as a student. • Downtown Stockton community events • Visit churches and attend conferences associated with the United Pentecostal Church International • Every two years: National Youth Congress hosted by the United Pentecostal Church International has an attendance of 30,000 from which CLC can recruit students. <p>CLC also has a recruitment committee comprised of the executive committee, president of Student Senate, and staff that serve as an advisory group to the director of recruitment.</p>
Degree completion and cost	<p>Does the institution provide information about the typical length of time to degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Information regarding typical length of time to degree is available on CLC's website and in the catalog.</p>
	<p>Does the institution provide information about the overall cost of the degree? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p> <p>Information regarding the overall cost of the degree is available on CLC's website and in the catalog.</p>
	<p>Comments:</p>
Careers and employment	<p>Does the institution provide information about the kinds of jobs for which its graduates are qualified, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>
	<p>Does the institution provide information about the employment of its graduates, as applicable? <input checked="" type="checkbox"/> YES <input type="checkbox"/> NO</p>
	<p>Comments:</p> <p>On CLC's website, for each academic program, potential careers and job opportunities are listed as suggested career objectives.</p>

*§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: Linda Hawk
 Date: November 10, 2017

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? x YES <input type="checkbox"/> NO
	Is the policy publically available? x YES <input type="checkbox"/> NO If so, where? On the college website
	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? x YES <input type="checkbox"/> NO
	Comments: Transfer credit must come from an accredited or pre-approved non-accredited institution

*§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: Tatiana Nazarenko

Date: 11/9/2017